Maths

Y3&4 – Maths using Position & Direction: Looking at the Environment with links to Sustainable Travel - Lesson 4

Objectives:	• Can identify pairs of perpendicular and parallel lines
Success Criteria:	• Correct naming of perpendicular and parallel lines • Recognition of correct of orientation perpendicular and parallel lines • Correct of orientation of drawn perpendicular and parallel lines

Starter Activity:
Create parallel lines (lines that don't meet) and perpendicular lines (those that are at right angles) from the resources that are on the tables – String, Wool, Straws, Skipping ropes, Multilink

Teacher Input with key questions:
http://www.tes.co.uk/teaching-resource/Parallel-and-Perpendicular-lines-Year-5-6258883/
Look at slides 1 – 4. What do we notice? What can we remember about right angles that relates to this? Can curves be parallel – where can we find parallel curves?

How can we relate this to our environment?
http://www.youtube.com/watch?v=cGFEKigFYjQ

Look at the examples of parallel and perpendicular lines - what is different, what is similar? Why are parallel and perpendicular lines so important for safety?

Look at the maps (included) – where are the parallel lines and the perpendicular ones? Why are these lines important for maps? Recap from the road safely messages from yesterday – look for parallel and perpendicular lines.

Activities:
- Using the road safety posters from yesterday - create own one – labelling the horizontal, vertical, parallel and perpendicular lines
- Look in school environment for parallel and perpendicular lines – sketch in maths books. Add Horizontal and vertical using knowledge from yesterday
- Look in school environment for parallel and perpendicular lines – take photos

LA 2a – 3c
1. Using the road safety posters from yesterday, create own one – marking on the horizontal, vertical, parallel and perpendicular lines.
2. Look in school environment for P and P lines – sketch in maths books. Add Horizontal and vertical using knowledge from yesterday.
3. Look in school environment for P and P lines – take photos.
   CT led

MA 3C – 3B
1. Look in school environment for P and P lines – sketch in maths books. Add Horizontal and vertical using knowledge from yesterday.
2. Look in school environment for P and P lines – take photos.
3. Using the road safety posters from yesterday, create own one – marking on the horizontal, vertical, parallel and perpendicular lines.
   LSA

HA 3b – 4c
1. Look in school environment for P and P lines – take photos.
2. Using the road safety posters from yesterday, create own one – marking on the horizontal, vertical, parallel and perpendicular lines.
3. Look in school environment for P and P lines – sketch in maths books. Add Horizontal and vertical using knowledge from yesterday.
   Independent

Plenary
Thinking about our work this week:
- How can angles and lines keep us safe?
- How are we more aware now?
- What messages might we want to tell our family and friends?

Assessment:	Can recognise right angles Can recognise angles that are greater and smaller than right angles Can recognise horizontal and vertical lines in the environment Can recognise parallel and perpendicular lines in the environment Can relate the four lines to right angles

Maths

Parallel and perpendicular streets