

Year 5-6: Year 5 Only
Measuring Angles

| Learning Steps | |
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| Block Intro | |
| 1 | Degrees and estimation |
| 2 | Measure acute angles |
| 3 | Measure acute angles in shapes |
| 4 | Measure obtuse angles |
| 5 | Measure obtuse angles in shapes |
| 6 | Measure reflex angles |
| 7 | Draw acute angles |
| 8 | Draw obtuse angles |
| 9 | Draw accurate 2D shapes |
| 10 | Practice Lesson: measure and draw angles |
| 11 | Calculate missing angles from right angles |
| 12 | Calculate missing angles from straight lines |
| 13 | Calculate missing angles from triangles angles |
| 14 | Calculate missing angles from whole turns |
| 15 | Calculate vertically opposite angles |
| 16 | Practice Lesson: calculate missing angles |
| 17 | PS Lesson: missing angles (investigations) |
| 18 | Regular v irregular shapes |
| 19 | Assessment, Pause & Stretch |
| 20 | Pause & Stretch |
| 21 | PS Skills Lesson: visualising |

Key Principles

- Number formation must be every day in Year 1.
- Bar modelling to be used in all units where possible.
- Block Intro sessions replace mental maths/retrieval on the first day of a unit and give a reason to the learning or children.
- Lessons follow agreed school LDM with reasoning throughout and as a set task to finish.
- **Proper problem-solving is dealt with in dedicated lessons.**
- **Assessments will be given proper time and be immediately after the unit.**
- **Pause will be led by teacher and 'stretch' will be independent GD problems with afternoon follow-up by teacher.**
- A learning step does not necessarily equate to a lesson – it could be lesson; it could be more; it could be less. *Slow down to speed up* – it takes as long as it needs for all to have learnt – not just be taught. If some need more, trim others.