

LO: I can describe angles as turns.

Parent Notes: Children should recognise angles as a measure of a turn. They practice making $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ and whole turns from different starting points in both clockwise and anti-clockwise directions in practical contexts. They should listen to/follow instructions and also give instructions using the correct mathematical language in different contexts. Children understand that an angle is created when 2 straight lines meet at a point.

Key Questions:

If we start by facing _____ and make a _____ turn, what direction will we be facing?

If we face _____ and turn to face _____, what turn have we made?

If we face north and make a quarter turn clockwise, which direction will we be facing? What if we turn anti-clockwise?

Questions:

1) Complete the sentence below:

An angle is made when two _____ lines meet at a point.

If I turn 90° , I will have made a _____ turn.

90° is the size of a _____ angle.

2) Circle the pictures below that show angles:



1) If I start facing the circle each time, which shape will I be facing after each of the following turns?

a quarter turn anticlockwise _____

a three-quarter turn clockwise _____

a 90° turn clockwise _____

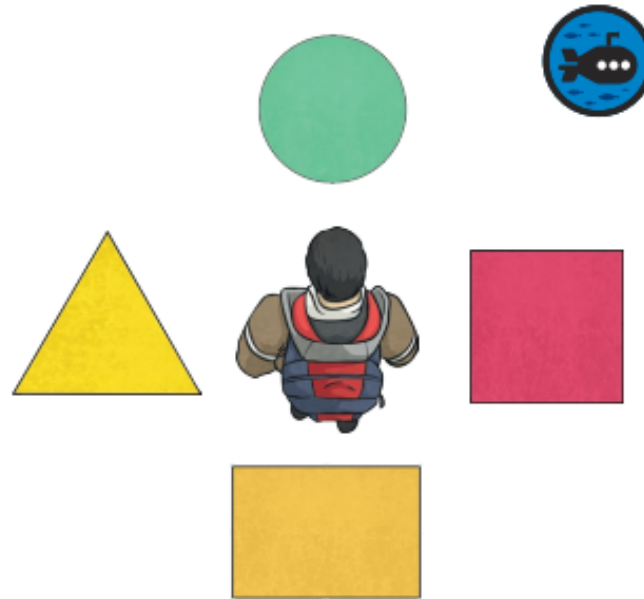
a whole turn anticlockwise _____

2) Write the turns I would need to make if I started facing the square each time and wanted to face:

the rectangle _____

the circle _____

the triangle _____



1) I start facing the triangle and end facing the rectangle. My friends say:



Mira

You must have made a quarter turn anticlockwise.



Ian

You turned a three-quarter turn clockwise.



Who do you agree with? _____ Why? _____

2) Create a path on squared paper for a robot to follow. The angles on your path must only be right angles. Mark a start and finish point at each end. Write a set of instructions for the robot to follow to walk from start to finish. Use the vocabulary here to help you:

quarter turn clockwise anti-clockwise forwards