

Awkward angles

primary

Exploring man made and natural angles

Great for...

- **Maths** geometry
- **Science** plant biology

Activity

- 1 Outside in the playground ask the children to look around very carefully at what they can see and divide everything into two groups – man-made and natural.
- 2 Give each child a protractor and ask them to choose one of the man-made items and one of the natural items and to find an angle on it. They need to write down their answers.
- 3 Come back together and write down on a flip chart or similar a list of the man-made angles and a list of the natural angles.
- 4 Ask the children what they notice about these. They should see that most of the man-made angles will be right angles, 90 degrees, and that most of the natural angles will either be acute or obtuse but rarely a perfect right angle. Talk about why this might be.

What you need

- A protractor for each child
- Paper and marker pen

Preparation

- Make sure the children know how to use a protractor. Measure some angles in the classroom so they can get used to using it.

Less challenging

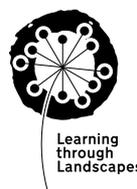
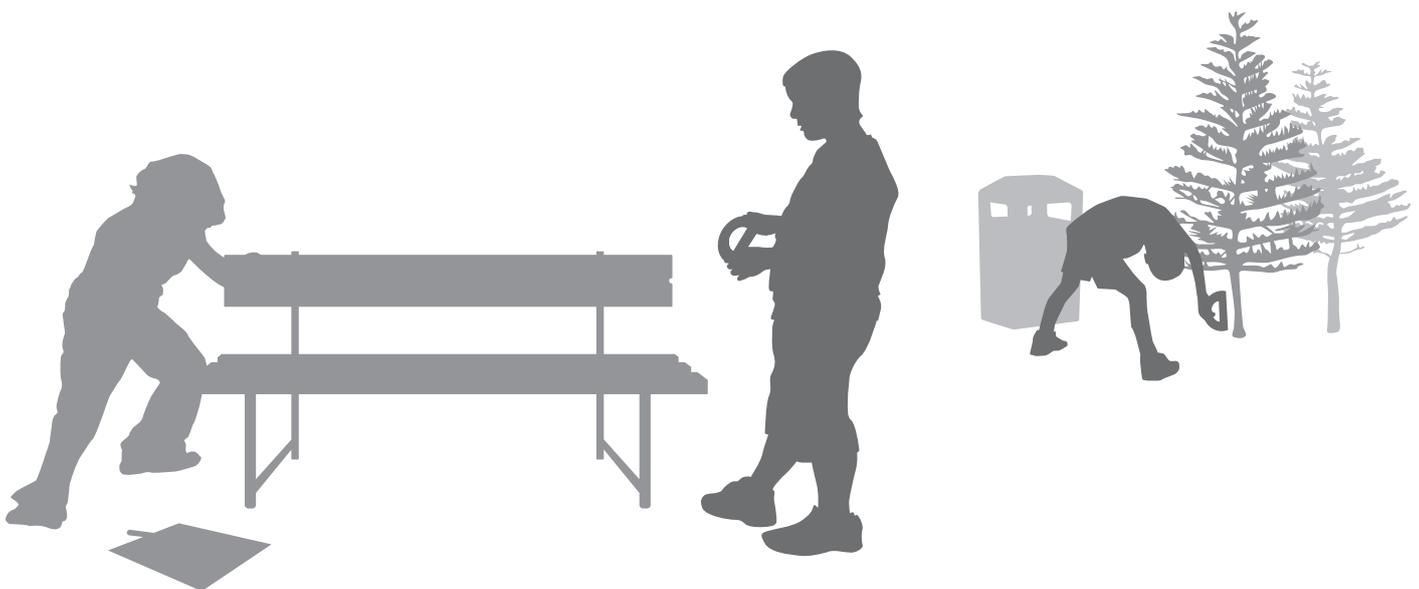
- Rather than measuring and defining the angle, the children can just talk about what looks like a right angle, big (obtuse) angle or small (acute) angle. They should still be able to see the pattern.

More challenging

- Ask the children to discuss why angles on seats and buildings and man-made items might be right angles. Look for responses such as – they might be easier to stack/pile or store; if a building has right angles then a room will have right angles and that's why tables have right angles – you can fit more in; it is easier to cut in a straight line than in a circle.

Your notes

Use this space to evaluate the activity



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