**ANGLES 1 – STAGE 2**

**OUTCOMES**

A student:

* MA2-1WM - uses appropriate terminology to describe, and symbols to represent, mathematical ideas
* MA2-16MG - identifies, describes, compares and classifies angles

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| CONTENT | plan |
| **Identify [angles](http://syllabus.bos.nsw.edu.au/glossary/mat/angle/?ajax" \t "_blank" \o "Click for more information about 'angles') as measures of turn and compare [angle sizes](http://syllabus.bos.nsw.edu.au/glossary/mat/angle-classification/?ajax" \t "_blank" \o "Click for more information about 'angle sizes') in everyday situations (ACMMG064)** |  |
| identify 'angles' with two arms in practical situations, eg the angle between the arms of a clock CT | 1 |
| identify the 'arms' and 'vertex' of an angle http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 1 |
| describe informally an angle as the 'amount of turning' between two arms | 2 |
| recognise that the length of the arms does not affect the size of the angle (Reasoning) | 2 |
| compare angles directly by placing one angle on top of another and aligning one arm | 2 |
| identify 'perpendicular' lines in pictures, designs and the environment http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 3 |
| use the term '[right angle](http://syllabus.bos.nsw.edu.au/glossary/mat/right-angle/?ajax" \t "_blank" \o "Click for more information about 'right angle')' to describe the angle formed when perpendicular lines meet http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 3 |
| describe examples of right angles in the environment (Communicating, Problem Solving) | 3 |
| identify right angles in two-dimensional shapes and three-dimensional objects (Communicating) | 3 |

**ANGLES 2 – STAGE 2**

**OUTCOMES**

A student:

* MA2-1WM - uses appropriate terminology to describe, and symbols to represent, mathematical ideas
* MA2-3WM - checks the accuracy of a statement and explains the reasoning used
* MA2-16MG - identifies, describes, compares and classifies angles

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| CONTENT | plan |
| **Compare [angles](http://syllabus.bos.nsw.edu.au/glossary/mat/angle/?ajax" \t "_blank" \o "Click for more information about 'angles') and classify them as equal to, greater than or less than a [right angle](http://syllabus.bos.nsw.edu.au/glossary/mat/right-angle/?ajax" \t "_blank" \o "Click for more information about 'right angle') (ACMMG089)** |  |
| compare angles using informal means, such as by using an 'angle tester' | 4 |
| recognise and describe angles as 'less than', 'equal to', 'about the same as' or 'greater than' a right angle http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 4 |
| classify angles as [acute](http://syllabus.bos.nsw.edu.au/glossary/mat/angle-classification/?ajax" \t "_blank" \o "Click for more information about 'acute'), right, [obtuse](http://syllabus.bos.nsw.edu.au/glossary/mat/angle-classification/?ajax" \t "_blank" \o "Click for more information about 'obtuse'), [straight](http://syllabus.bos.nsw.edu.au/glossary/mat/straight-angle/?ajax" \t "_blank" \o "Click for more information about 'straight'), [reflex](http://syllabus.bos.nsw.edu.au/glossary/mat/angle-classification/?ajax" \t "_blank" \o "Click for more information about 'reflex') or a [revolution](http://syllabus.bos.nsw.edu.au/glossary/mat/revolution/?ajax" \t "_blank" \o "Click for more information about 'revolution') http://syllabus.bos.nsw.edu.au/wsimages/cca/l.png | 5 |
| describe the size of different types of angles in relation to a right angle, eg acute angles are less than a right angle (Communicating) | 5 |
| relate the turn of the hour hand on a clock through a right angle or straight angle to the number of hours elapsed, eg a turn through a right angle represents the passing of three hours (Reasoning) CT | 5 |
| identify the arms and vertex of the angle in an opening, a slope and/or a turn where one arm is visible and the other arm is invisible, eg the bottom of an open door is the visible arm and the imaginary line on the floor across the doorway is the other arm | 6 |
| create, draw and classify angles of various sizes, eg by tracing along the adjacent sides of shapes | 6 |
| draw and classify the angle through which the minute hand of a clock turns from various starting points (Communicating, Reasoning) | 6 |