

Introduction for pupils	<b>Discuss the definition of parallel and perpendicular lines in the classroom</b>	
Focus	Identify parallel and perpendicular lines outside	
Connected Learning and Prior knowledge	Connected to ICT as children were using iPads to find evidence. Linked to previous learning of shape in numeracy. TS & PC - WWO - SM	
Health and Safety	Ensure children are taking pictures in a safe space and always have adult supervision.	
Learning Intentions	We are learning to identify parallel and perpendicular lines in a real-life context	
Activities	<ol style="list-style-type: none"> <li>1. <b>Using interactive whiteboard discuss and show pictures of both parallel and perpendicular lines.</b></li> <li>2. <b>Complete written activity to consolidate understanding of parallel and perpendicular lines.</b></li> <li>3. <b>Organise class into pairs and have children go outside and find evidence of parallel and perpendicular lines.</b></li> <li>4. <b>Gather children together and have them share their pictures with one another and discuss where they found examples of these lines in our playground.</b></li> </ol>	<p><b><u>Prior to activity</u></b> Introduce the camera tool and editing features on app.</p> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• iPads using camera</li> <li>• Maths worksheet on parallel and perpendicular lines</li> </ul>
	<p><b>Note outcomes/management/planning/pupil's self-assessment of their participation. What worked well? What didn't? What would you change? Observations of particular children.</b></p> <ul style="list-style-type: none"> <li>• Children all engaged very well and enjoyed taking part in activity.</li> <li>• Children were able to evidence their learning through the pictures that they found.</li> <li>• Could expand 'search area' to include outdoor learning area and encourage more examples of parallel and perpendicular amongst nature.</li> </ul>	
Evaluations and observations	See above	
Follow up opportunities	Create own patterns or structures outside incorporating parallel and perpendicular lines.	
Ideas for next session	See above	