

Skills session at the William Morris Gallery

Subject: Maths/ Art	Class:	Day:
----------------------------	---------------	-------------

National Curriculum Links:

- ♣ describe positions on the full coordinate grid (all four quadrants)
- ♣ identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed
- ♣ describe positions on a 2-D grid as coordinates in the first quadrant
- ♣ complete a simple symmetric figure with respect to a specific line of symmetry.
- ♣ identify lines of symmetry in 2-D shapes presented in different orientations

- ♣ learn about great artists in history and use them for inspiration in own art.
- ♣ improve their mastery of art and design techniques.

Session/ Title : 5

Reflection on horizontal and diagonal mirror lines.

Learning Intention	Success Criteria	Key Vocabulary	Teacher & Pupil Activity (Indicate the groups that will be supported and by whom)	Plenary	Resources	Differentiation
To reflect shapes across a mirror lines.	I can identify the mirror line. I can flip a shape so that it is a mirror reflection. I know that shapes remain the same size when reflected. I can identify the reflected shapes.	Mirror line Symmetrical Reflection Vertical Horizontal Diagonal Quadrant	Introduction: Recap what they can remember about reflection. Ask the children to recall the mathematical vocabulary that they have used in the previous lesson. Explain that with mathematical questions, the mirror line will not always be horizontal. Can the children guess what other vocabulary they will need today? How else might a mirror line be presented? Explain that children are free to move sheets around so that the mirror line is vertical if this helps them with their accuracy. Activity 1:	Recap what they children have learnt from today and how this fits within the unit of work they have	- PowerPoint - 'Test-base questions' resource sheet	

		<p>Key Questions When have you seen reflections before? What does reflection mean? How can you make sure that the reflection is accurate?</p>	<p>Give the children a quick quiz to check understanding of reflection, use whiteboards to indicate A, B, C or D. Have they correctly identified the reflection? These questions will show a horizontal and diagonal mirror line before showing two mirror lines. Identify with the children that when there are two mirror lines, the shape must be reflected accurately in all four quadrants. Can the children spot any patterns? Activity 2: These are test-based questions that allow the children to use reasoning with their conceptual understanding of coordinates and shape. These could be given out individually or photocopied on A3 and discussed and analysed as a team.</p>	done so far.		
--	--	---	---	--------------	--	--