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| **Unit 1: Exploring repetitive patterns** |
| **Activity 1:** **Colour patterns** |
| **Aims:** To recognise then continue a repeating pattern.To begin to create repeating patterns. |  **You will need**: interconnecting cubes in different colours |
| **Pedagogy:** Small group of 4 to 6 |
| **Preparation:** None required |
| **What to do:*** Use interconnecting cubes to make a repeating pattern e.g. blue, red, blue red...
* Invite a child to add the next cube in the pattern.
* *Does everyone else agree?* Say the pattern together to see if it sounds right.
* Repeat with different patterns using 2 colours, e.g. blue, blue, red, blue, blue red, or yellow, green, green, yellow, green, green.
* Ask a pair of children to start a pattern, and the rest of the group to follow it.

Support children by repeating the pattern more before asking for the next cube. Challenge children by progressing to three colours, e.g. blue, red, yellow, blue, red, yellow, or red, red, blue, green. Red, red blue green.  |
| **Outcomes:** I can say the next colour in the pattern.I am beginning to make my own pattern. |

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| **Unit 1: Exploring repetitive patterns** |
| **Activity 3:** **Musical patterns** |
| **Aims:** To recognise patterns |  **You will need**: 2 drums, 2 wood blocks, 2 triangles and beaters; flat shapes: triangles, squares and rectangles (optional) |
| **Pedagogy:** Small group of 6 children |
| **Preparation:** None required |
| **What to do:*** Draw a repeating pattern of 2 circles and a triangle or use flat shapes to make a repeating pattern, e.g.
* Use musical instruments and point out the circular surface on a drum, the rectangular surface on a wood block, the triangle on a triangle.
* When you point to a shape, children with that shape instrument should play it.
* Play this ‘written’ piece of music, trying to keep a sense of pace and rhythm.
* Repeat with other repeating patterns of 3 shapes.

Support children by just using 2 shapes.Challenge children by repeating one of the shapes, e.g.  |
| **Outcomes:** I can read and ‘play’ a pattern. |
| **Unit 1: Exploring repetitive patterns** |
| **Activity 4:** **We’ve got rhythm!** |
| **Aims:** To recognise, then continue a repeating pattern. |   |
| **Pedagogy:** Possibly large group up to 10 for ‘main’ input; smaller groups for support/ challenge |
| **Preparation:** None required |
| **What to do:*** Begin a pattern of movements, e.g. pat the top of your head twice, then clap; pat, pat, clap…
* Children join in when they know what the pattern is.
* Repeat with different body movement patterns, e.g. stamping, hands on hips, patting knees.
* Ask a pair of children to start a pattern with two body movements, then all join in.

Support children by allowing them more time to join in as they pick up the pattern.Challenge children by progressing to 3 movements e.g. pat, pat clap, stamp; pat, pat, clap, stamp… |
| **Outcomes:** I can spot and begin to describe a pattern.I can carry on a pattern. |

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| **Unit 1: Exploring repetitive patterns** |
| **Activity 1:** **Headband patterns** |
| **Aims:** To copy and continue a repeating pattern |  **You will need**: paint and shaped sponges or gummed shapes; strips of card to make headbands |
| **Pedagogy:** Small group of 4 |
| **Preparation:** If using paint, cover the table. |
| **What to do:*** Begin a pattern of two shapes (sponge printing or gummed shapes), e.g.

 * Children copy and continue the pattern on card and use to make a headband.

Support children by using an easier pattern such as Challenge children by asking them to use three shapes and colours to invent their own patterns. |
| **Outcomes:** I can spot and begin to describe a pattern.I can carry on the pattern. |

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| **Unit 1: Exploring repetitive patterns** |
| **Activity 2:** **Beady patterns** |
| **Aims:** To create a pattern |  **You will need**: different coloured and shaped beads; strings/laces |
| **Pedagogy:** Small group of 4 |
| **Preparation:** None required |
| **What to do:*** Help children to thread two colours of beads on strings to create simple patterns. *What is the rule for your pattern? I wonder which one goes next? I think the next one is yellow – oh, don’t you agree…?*
* The complexity of patterns will depend on children’s understanding: they may use just one shape, or a number of different shapes.

Support children by suggesting they alternate two colours.Challenge children by using three colours. Are any ready to make reflecting patterns or growing patterns, e.g. blue, green, green, red, red, red etc.? |
| **Outcomes:** I can invent a pattern. |

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| **Unit 1: Exploring repetitive patterns** |
| **Activity 3:** **Fruit kebabs** |
| **Aims:** To create a repeating pattern |  **You will need**: Fruit, e.g. bananas, strawberries, apples, pineapple, grapes, skewers; kitchen roll |
| **Pedagogy:** Small group of 4 children |
| **Preparation:** Ask children to wash their hands. Chop fruit larger fruits, e.g. bananas, apples, pineapple into bite size chunks |
| **What to do:*** Help children to make fruit kebabs with a repeating pattern, e.g. banana, strawberry, banana, strawberry. *What is the rule for your pattern?*
* Children choose 2 or 3 fruits for their fruity pattern and arrange them in line on kitchen roll. Help them to thread them onto the skewer.

Support children by asking them to choose only 2 fruits.Challenge children by asking to choose 3 fruits. |
| **Outcomes:** I can invent a pattern. |

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| **Unit 1: Exploring repetitive patterns** |
| **Activity 4:** **Spot the mistake** |
| **Aims:** To spot a deliberate mistake in a pattern |  **You will need**: interconnecting cubes in different colours |
| **Pedagogy:** Small group of 4 |
| **Preparation:** Make repeating at least 4 patterns of interconnecting cubes, but with a deliberate mistake in each one, including missing cubes and reversed colours. |
| **What to do:*** Show children the repeating pattern. *What do you notice about the pattern? Can you say the colours – red, blue, ...?*
* Say the pattern as you point to each cube in the stick.
* *Did anyone spot the mistake? What’s the rule for the pattern? Can you correct it?*
* Repeat with each stick of cubes. *Can you spot the mistake?*

Support children by having a longer pattern so that the mistake is easier to see.  |
| **Outcomes:** I can spot the mistake in the pattern. |

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| **Unit 1: Exploring repetitive patterns** |
| **Play Activity 1: Paint or chalk stripy snakes** |
| **Aims:** To copy, continue or create a repeating pattern | **You will need:** prepared cut-out snakes; paint; brushes; water; table covering; or playground chalks and access to the outside |
| **Preparation:** Cut out ‘snakes’ |
| **What to do:*** Children paint snakes with their own stripy patterns.
* Alternatively, use coloured chalks outside on the playground.
* You may wish to have some examples prepared to give them the idea.
 | Western Coral Snake, Reptile, Wildlife, Nature |
| **Talking points*** *What colour comes next in your pattern?*
* *Describe your pattern to me.*
 | Evidence of learning: e.g. Listen to children talking. Can they say what colour comes next in their pattern? Can they describe it? Do they say how they see something differently from someone else?Observe children. Does their pattern repeat? |
| **Outcomes:** I can copy, continue or invent a repeating pattern. |