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| **Mathematics: Shape, Space and Measures: PATTERN - Developing Knowledge and Skills Sequentially** | | | |
| **Range/Knowledge** | | **Positive Relationships** | **Enabling Environments** |
| 1. | • Shows interest in patterned songs and rhymes, perhaps with repeated actions  • Experiences patterned objects and images  • Begins to predict what happens next in predictable situations | • Sing patterned songs and rhymes with predictable movements or actions (including from children’s families). • Move with babies to the rhythm patterns in familiar songs. • Encourage older babies to join in tapping and clapping along to simple rhythms.  • Use repeated noises, movements and activities. • Play simple “to and fro” games, passing and rolling between the adult and child so they begin to predict which comes next. | • Plan for adults to have time to enjoy repetitive  activities with babies. • Provide resources with high-contrast patterns |
| 2. | • Joins in with repeated actions in songs and stories  • Initiates and continues repeated actions | • Talk about patterns in the environment, e.g. spots/stripes on clothing or bumps in the pavement • Spot opportunities to play “back and forth” and repetitive “again” games. | • Sing familiar songs with repeated actions, jig to  and tap out simple beats, encouraging children to join in. • Provide items for children to make repetitive  sounds. |
| 3. | • Becoming familiar with patterns in daily routines  • Joins in with and predicts what comes next in a story or rhyme  • Beginning to arrange items in their own patterns, e.g. lining up toys | • Highlight different times of the day and talk about what comes next within the pattern of the day. • Leave a space for children to do the next action or word in familiar songs and stories with repeating elements. • Comment on what is *the same* and what is *over and over again* in patterns found in the environment. | • Plan to share stories and songs that contain repeated elements which help children to anticipate what might come next. |
| 4. | • Joins in and anticipates repeated sound and action patterns  • Is interested in what happens next using the pattern of everyday routines | • Talk with children about the patterns you notice around you. • Comment on and help children to recognise the patterns they make in their mark making, loose parts and construction. • Draw children’s attention to the patterns in their routines by asking what comes next. | • Provide a range of natural and everyday materials, as well as blocks and shapes, with which to make patterns.  • Plan opportunities for children to experience pattern such as percussion, music and action games that involve repeated sounds or actions. |
| 5. | • Creates their own spatial patterns showing some organisation or regularity  • Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)  • Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next | • Whilst playing alongside children, model simple repeating patterns of two or three items and encourage children to create and continue patterns.  • Demonstrate arranging objects in spatial patterns when building, collaging or playing with loose parts.  • Draw children’s attention to patterns around them including from a range of cultures.  • When making patterns, help children to solve problems. | • Provide a range of items for free exploration of  patterning indoors and outdoors including natural  materials, pattern blocks, loose parts, mats, trays  and strips.  • Encourage children to join in with body patterns or repeating sections of songs.  • Pause to encourage prediction when enjoying  stories and rhymes with repeating elements,  sometimes using props.  • Emphasise the repeating pattern when turn taking.  • Provide patterned resources including those  representing a range of cultures, such as clothing, fabrics or wrapping paper. |
| 6. | • Spots patterns in the environment, beginning to identify the pattern “rule”  • Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat | • Encourage children to notice and appreciate a range of patterns involving repetition and symmetry in the environment, including traditional patterns from a range of cultures.  • Model using symbols to represent a pattern in other ways (e.g. using a spot/cross/dash pattern of symbols and doing a twirl, jump or glide in response)  • Make deliberate mistakes when creating patterns alongside children and playfully challenge them to fix the problem.  • Make border patterns where the repeating pattern continues around an object or frame. | • Provide opportunities for printing patterns using a variety of objects.  • Using photos, challenge children to copy and continue patterns.  • Invite children to create a pattern with the same  structure using different objects (e.g. instead of a  red/blue/blue pattern, create a sheep/cow/cow  pattern) |