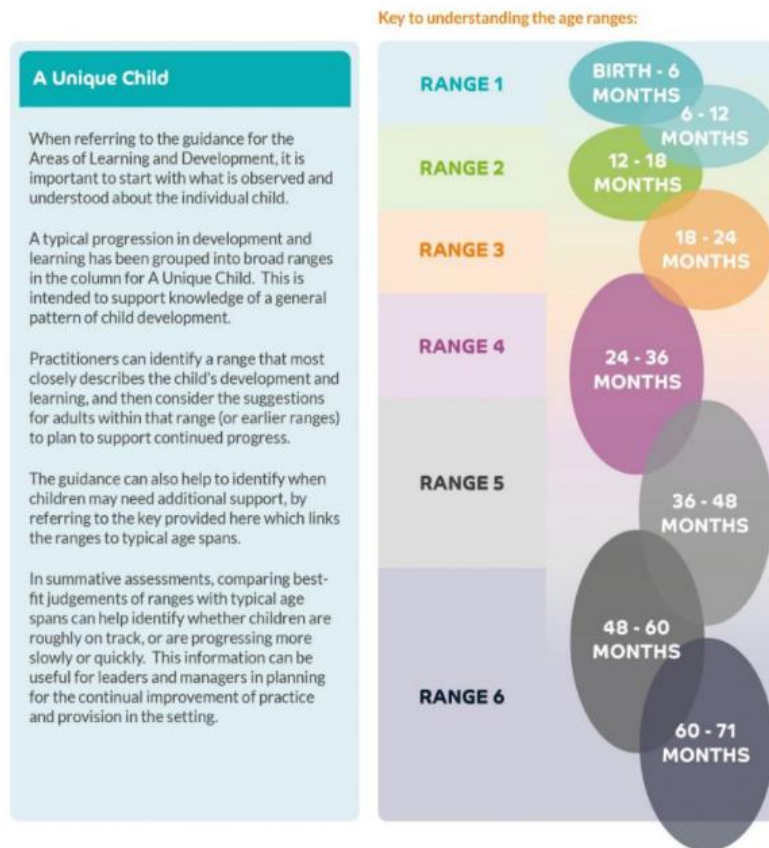




Learning Trajectory Pattern

Range	Unique Child: What a child might be doing	Positive Relationships: what adults might do	Enabling Environments: what adults might provide
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 and 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	<p>Spots patterns in the environment, beginning to identify the pattern “rule”.</p> <p>Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat.</p>	<p>-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.</p> <ul style="list-style-type: none"> - Model using symbols to represent a pattern in other ways (e.g. using a spot/cross/dash pattern of symbols and doing a swirl/jump/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. 	<p>-Provide opportunities for printing patterns using a variety of objects.</p> <ul style="list-style-type: none"> - 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).
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Reference: Birth to 5 Matters – Non-statutory guidance for the Early Years Foundation Stage
www.birthingto5matters.org.uk