



Activity Idea

Activity	Pattern of the week
Main Focus	Pattern

Resources	<ul style="list-style-type: none"> ➤ Large objects for demonstrating pattern, e.g. large coloured bricks and resources in the same colours ➤ Large collections of objects, e.g. blocks or yoghurt tops of different colours, shapes, conkers, leaves, twigs etc. ➤ Mark making materials
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Activity Outline	<p>The aim is for children to copy a pattern structure e.g. <i>red, blue (AB) or red, blue, green (ABC)</i>.</p> <p>Present a linear pattern with three repeats (e.g. <i>red, blue; red, blue; red, blue</i>) on the floor or table and ask children, <i>'What comes next? And next? And next?'</i> Ask, <i>'What do you notice?'</i></p> <p>Describe the pattern, pausing between units e.g. <i>'red, blue;... red, blue;... red, blue'</i> and name the pattern: <i>'This is a red, blue pattern'</i> (i.e. identifying the smallest unit or part which repeats).</p> <p>Provide resources with the same colours so children can copy and continue the pattern on and on and on... Encourage children to look closely: <i>'what is the same and what is different about my pattern and yours?'</i></p> <p>On another day, make the same pattern with different materials, e.g. shapes, toy animals, shoes, leaves & twigs. Encourage children identify the pattern (<i>It's a shoe, wellie boot pattern!</i>) and suggest other things they could make it with. Take photos of children's patterns for others to identify and make.</p> <p>On another day, make the same pattern in different colours using mark making materials, e.g. using chunky chinks on the ground outside or finger paints on paper. Let children copy and repeat the pattern and encourage children choose their own colours to create their own patterns. Children can tell others what type of pattern it is or others can try and identify the pattern.</p> <p>On another day, make another pattern with a deliberate mistake and invite children to identify the pattern and spot the mistake. <i>'Can anyone fix it?'</i></p> <p>On another week, introduce a different pattern e.g. ABC, (or ABCD or AABB). Refer to patterns by letter names and see if children do the same.</p>
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Extension Opportunities

- ✓ Make the same pattern with actions or sounds, with signs representing these, (e.g. clap, stamp, twirl, star jump, hands-on-hips shimmy) and invite children to choose two or three to make a pattern unit for everyone to repeat.
- ✓ Make a continuous pattern going round the outside of a circular shape, like a paper plate. Does your pattern work - Will it go on and on and on round the circle? Try with a large triangle or rectangle, which involve the challenge of making the pattern turn the corner.
- ✓ Try more complex patterns, like ABB, AAB or ABBC.