**BREAKING BARRIERS - STRAND: Pattern 1 Simple repeating patterns Margi Leech 2019**

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| Educational context | Notice and explain or demonstrate same and different in a sequence, seen in everyday life experiences. Related ideas are: prediction, next, before, pattern |
| Aims | * To recognise organised patterns and arrangements
* To learn to copy repeating patterns
* To begin to recognise that patterns follow rules
* To learn to follow rules to continue the pattern
* To devise simple repeating patterns
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| Communication/words | * Copy, match, build, make, arrange, continue, copy, ‘what comes next?’, ‘what came before?’
* The same, different, pattern, too many, enough, not enough, nect, before, after, regular, repeat, repeating, predict, guess, shape
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| Assessment | Look and listen for, linked with Individual Record of Progress:* Pattern and algebra 1 - 7

See book for details |
| Context and links to other curriculum areas | Pattern in everyday life and problem-solving activities involving patterns * See book for details.
* Generalising the concept of pattern in everyday life as well as words, letters, handwriting, maths, numbers, songs, poems etc
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| Maintenance/review | Daily counting 0 – 10 and ‘more’ across all strands, settings with measurement and life skills as the focus, eg., setting the table |
| Focus Activities – Main teaching | See Activity 1 page 73**Teaching strategies:** * Modelling
* Copying – errorless learning
* Back chaining
* Physical prompt
* Matching
* Selecting
* Teaching without testing – equipping instead.

*Be careful of ‘learned’ helplessness!**Be careful of not giving sufficient time.** Same and different
* Copy- using a pacing board

to place a series of objects to create a horizontal lineto place a series of objects in an ab,ab,ab pattern to create a horizontal lineto place a series of objects in an ab,ab,ab pattern to create a horizontal linefrom the everyday environment* To copy and continue patterns with pegs on the baseboard,
* paper baseboard
* and then on other materials across many different areas and settings
 |
| Independent practice | Repeat of the above, matching activities, reasoning activities for problem solving |
| Further steps/Extension | Problem-solving across all strands and settings building in the language of problem-solving |
| Resources | A variety of pattern activities, word cards, wall display posters showing patternsUse of pacing boards PCM 23 Baseboard patterns Pictures of patternsBlocks, Magnetic Pattern blocks, pegs, baseboards, PCM’s from BB, Robots |
| Home learning | Ask parents to talk about and show different patterns around the house and in clothing, the neighbourhood. Fun dance and music activities at home. |
| ReflectionWhat went well?(Teaching practice and management)What changes do you recommend?(Future planning)What did you learn from the children?(Personal learning)What did you observe about their learning?(Student focus and assessment) |  |