



What should I already know?

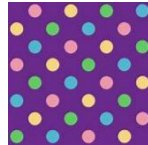
- Recognise some simple patterns in the environment around them.
- Be able to copy simple actions or instructions.

Key Vocabulary and definitions

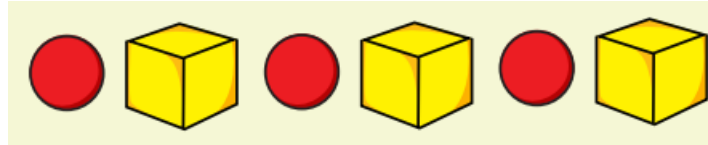
Pattern	A design such as dots, lines, stripes.
Repeat	Again, or more than once.

Key Knowledge and Skills

Talk about and identify the patterns around them. For example, stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.



Extend and create ABAB patterns – stick, leaf, stick, leaf.



Notice and correct an error in a repeated pattern.

"We have a problem, the pattern isn't correct, let's correct the pattern".

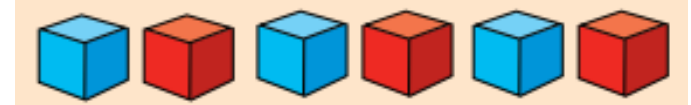


Continue, copy and create repeating patterns.

- jump, clap, jump, clap, jump, clap



- hands up, hands down, hands up, hands down, hands up, hands down



Stem sentences:

I see a ____ pattern.

I can hear a ____ pattern.

This is a ____ pattern.

The ____ comes next in the pattern.

The pattern is ____, ____.

I have used ____ to make my pattern.

Next, I need ____ to continue my pattern.

I need ____ to finish my pattern.

The ____ is in the wrong place.

This knowledge will support children to make links with number to be able to verbally count beyond 20, recognising the pattern of the counting system.