**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 |
| 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 |
| 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 |
| 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 line  to place a series of objects in an ab,ab,ab pattern to create a horizontal line  to place a series of objects in an ab,ab,ab pattern to create a horizontal line  from 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 patterns  Use of pacing boards PCM 23 Baseboard patterns Pictures of patterns  Blocks, 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. |
| Reflection  What 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) |  |