

Blessed Robert Widmerpool Catholic Voluntary Academy

Foundation Stage One

To develop my understanding of how to teach pattern, I initially changed the adult-led sessions to make them more active, fun, vibrant and informed by clear subject knowledge. The sessions became full of patterns, being represented in many different ways.

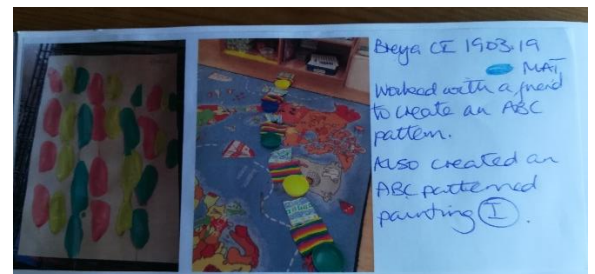
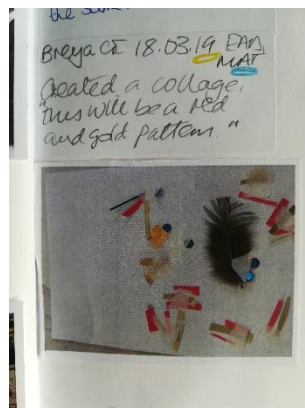
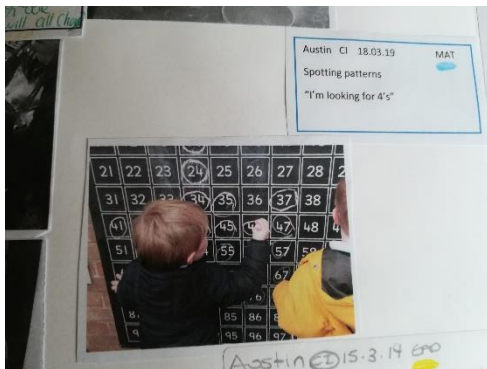
My planning and teaching moved from being based on one aspect for all children (e.g. alternating colours and saying what came next). I now use a stimulus (such as animal patterns, fireworks or a song) and modelling of representations of that pattern with instruments, objects and symbols. The children continue and copy these representations and then create their own. An example of planning for an adult-led session is below:

Learning Objectives:	Stimulus: Fireworks Display	Practise and Developing Strategies:	Share Strategies:	Apply/Record/Reflect:
To copy a pattern>To continue a pattern>To create a pattern>To spot an error>To identify the unit of repeat>To generalise structures to another context or mode.	Model actions of curl and stretch (like a firework shooting up) using whole body, just arms, just legs etc. Model using wooden bricks short and long. Model using claves tap and scrape. Identify unit of pattern using a stem sentence – <i>"This is an AB pattern" – "it has two parts in it"</i> . The 'unit of pattern' is ... e.g. <i>"stretch and curl"</i> .	Children continue, copy and create own AB patterns, representing fireworks with bodies, claves and then objects. Offer a selection of objects, reminding children that they need to choose just two types. Praise the use of the stem sentence.	Children look at partner's work and notice any errors, explain how to change the representation. Highlight a range of solutions.	Model then challenge children to represent pattern in a different way e.g. use a different mode – record with symbols / different set of objects,



Top Tip: Organisation is everything! I have shelves next to my group time carpet with boxes of natural and made resources (stones, sticks, feathers, logs, counters, gems, buttons, pegs, matchsticks etc), whiteboards, pens and coloured mats (laminated paper rectangles and circles) to hand and the children never leave the carpet without having sorted everything back into the correct boxes.

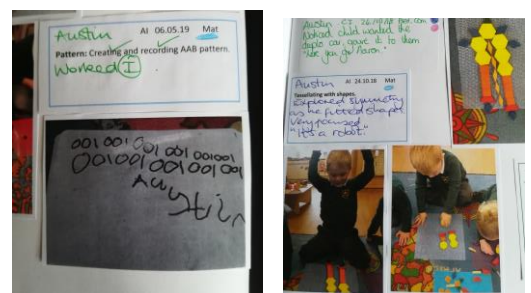
I now teach pattern with the expectation that children will be able to represent an AB pattern in many different ways. I repeat sessions so that children consolidate their learning before moving onto teaching ABC patterns, ABB patterns and ABBC patterns when children are ready. This has led me to realise that previously I have assessed children to know pattern when they really only had a shallow grasp of this. Now, I can see clearly when children have a solid understanding within adult-led sessions and then, with improvements in the continuous provision, have absorbed the learning and are applying it across different activity areas.



Impact

The impact upon the children was that they were able to use more specific language, identifying the unit of pattern, talking about AB or ABC or AAB patterns, they were better at noticing patterns in the environment and much more confident at representing patterns through music, their bodies, objects and symbols. **They became pattern seekers and confident mathematicians.** The talk that they shared with other practitioners in the Unit so impressed the adults that they realised their need for CPD so that they could enable the children to make yet more progress.

Austin's learning: from a child who just wasn't sure to a child who sees patterns everywhere.



Key message: The most important thing I learned about pattern is that it is such a key part of maths and by teaching it in a way that leads to deeper understanding, you are creating confident children who love maths.