

Developing practice

To develop our understanding of how to teach pattern, we read a range of documents around research on pattern and how to teach pattern effectively in Early Years.

We used:

- Focus groups: working regularly with 4 children, assessing their knowledge of pattern and how well they were able to create, spot errors and continue patterns.
- A variety of different resources in our provision: indoors and outdoors
- Enhanced outdoor provision: including incorporating pattern into the paint work around the Gazebo.
- Shared knowledge of pattern across the practitioner team: explaining how pattern can be implemented into all areas of the Foundation unit to help children engage and create their own patterns whilst doing 'learning jobs'.
- Pattern of the week: we felt this helped keep pattern relevant and engaging for children. Children enjoyed using our resources to make their own patterns.
- The NCETM guidance on progression in pattern: whole team used this for assessment throughout our research.



Impact

The impact upon the children was that ...

- The focus children became more confident and able to copy, continue and create their own patterns.
- All children were able to 'pattern spot' all around us more easily.
- Verbal patterning during our daily routine helped children pattern spot and notice pattern – The pattern work also helped children understand and get used to our routines

Key messages

The most important thing we learned about pattern is that pattern is everywhere. It helps us get used to our routines and it can be incorporated easily into our environment.

There are lots of cross-curricular links involved with pattern, especially in EYFS. I have been able to help children identify and recognise patterns in a range of different things such; as stories, songs, displays, resources and line orders. This enabled children to become more confident at pattern spotting. They started to realise that pattern really is all around us.

Pip's learning

Pip's patterning developed over time and now he demonstrates the understanding of an experienced patterner.

- Pip is able to continue and copy a pattern straight away
- Pip understands the 'unit of repeat' and is able to create a range of repeating patterns including AB, ABB and ABBC
- Pip notices a problem in a pattern almost straight away and tries to fix it
- He makes patterns with a variety of different AB 'units of repeat' and shows that he understands that these are the same pattern

