

## Auditing pattern practice and provision Where are we now? ... Where do we want to be? ... How can we get there? ...

| Practice and provision                                                                                                                                                                        | What happens now? | What is working well? | What is not working well? | How might this be improved? |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-----------------------|---------------------------|-----------------------------|
| How much time do children spend patterning each day? Is this the same every day? Is this time planned for or incidental?                                                                      |                   |                       |                           |                             |
| Do all staff engage in pattern spotting and creating with children? Are there quality interactions between staff and children whilst patterning? Do staff use pattern language with children? |                   |                       |                           |                             |
| Are children able to create and spot patterns both inside and outside?                                                                                                                        |                   |                       |                           |                             |
| Do we make good use of patterns in the environment? Are children and staff talking about patterns that they can spot?                                                                         |                   |                       |                           |                             |
| In their interactions with children and planning do staff show an understanding in the progression in planning?                                                                               |                   |                       |                           |                             |
| Have we got a wide range of versatile resources which enable children to copy, create and fix patterns?                                                                                       |                   |                       |                           |                             |
| Do we have any spaces designed for patterning? How inviting are these spaces? Do they have models and prompts to support and encourage children's patterning?                                 |                   |                       |                           |                             |
| Does storage of resources allow children to select and use these to pattern independently? Are frames/mats etc. provided to encourage a range of patterns (e.g. cyclical, linear, growing)?   |                   |                       |                           |                             |
| Do parents understand the value of patterning? Are parent encouraged to support children's pattern learning at home?                                                                          |                   |                       |                           |                             |