

Patterns

Welcome to this weeks Curriculum Tapestry Information Post - all about Patterns; a key element of mathematics.

Mathematics is based on pattern and structure, which is why pattern understanding is so crucial to mathematical achievement. Patterning requires the ability to recognise predictable regularities in shapes, numbers, and measures, to detect sameness and difference, and to make distinctions, classify, and label. This helps children to focus on, and later understand, a range of mathematical structures and relationships.

What is a 'pattern'?

A pattern is a predictable and regular relationship or sequence, usually involving numerical, spatial, or logical relations and which can be expressed as a generalisation. In early childhood, children can notice and learn about patterns that:

- * Occur in a single object, as in a striped t-shirt, in an ordered set of objects, such as beads on a string, or between two ordered sets of objects, such as trees on either side of a path.
- * Include repeating patterns (such as ABABAB...), spatial structural patterns (as in geometric shapes), and growing patterns (such as 2,4,6,8...).
- * Vary in content (colours, shapes, or numbers) and in complexity (for example, repeating patterns can have two, three, or more elements in the repeating unit (ABABAB..., ABBABBABB..., or ABACABACABAC...).

Additional Information

Home Involvement: How can you support your children learn about patterns at home?

- * Notice and comment on patterns that are all around us. "you are wearing a stripy t-shirt today" or "my cup is very spotty" or "it's got a big brick, big brick, little brick..."
- * Create repeating patterns for your child to continue. Can they create one for you to continue? Patterns can be made with objects like coloured cubes, small toys, buttons and keys, and with outdoor materials like pine cones, leaves or large blocks, as well as with movements and sounds, linking with music, dance, phonics and rhymes. Children can also spot and create patterns in a range of other contexts, such as printed patterns, timetables, numbers and stories.
- * You could make a mistake in your pattern and see if your child can spot it and correct it.
- * You could make picture frames or cards and print a coloured repeating pattern around the edge.

* Play with growing patterns - where it 'grows' or gets bigger as it goes along. You can do this with objects or numbers.

* When secure with ABAB repeating patterns (such as red flower, yellow flower, red flower, yellow flower...) you could extend it by adding blue flowers and making ABCABC patterns).

We'd love to see any of your pattern learning on Tapestry!