

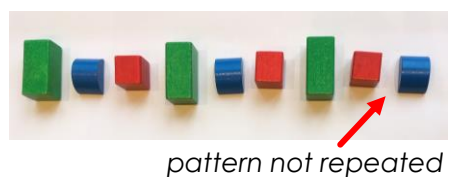
Progression in Pattern

This document maps out a progression of understanding in pattern, exemplifying [this NCETM guidance](#), using the example of an ABC pattern:

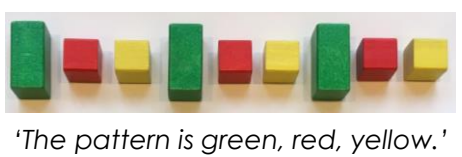
Continue, copy and make patterns: children continue and copy patterns, using several repeats and explaining the pattern. Explore and create patterns in different ways (e.g. a 'jump, clap, stretch...' pattern) and using a range of resources.



Spot and correct mistakes in patterns: once children can identify a pattern, ask them to close their eyes and add/remove an item or re-order two objects. When children open their eyes, they spot the mistake and correct the pattern.

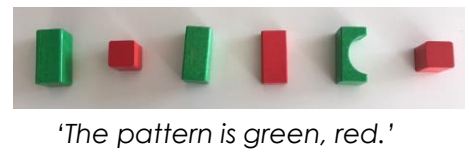


Identify unit of repeat: children identify the unit that is being repeated rather than describing every object in the pattern. Show the unit that is being repeated and line it up alongside later 'repeats'.



Represent a pattern in different ways: given different resources, children recreate a pattern. For example, they make a red, green, blue pattern (an ABC pattern) using sticks, shells and pine cones.

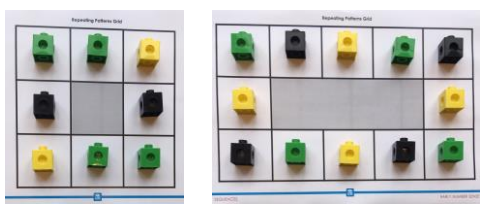
Patterns with non-identical items: children identify and make patterns using non-identical items, for example blocks of different shapes/colours or shapes with different sizes/dimensions. They identify the feature that repeats.



Make circular patterns: children rearrange linear patterns into continuing circular patterns. Mistakes can be included for children to correct, for example making a mistake at the 'join'. Children can be asked to add or remove sets of items to circular patterns.



Complete circular patterns with fixed spaces: use [Grids for Repeating Patterns](#) to create circular patterns with a fixed number of spaces. Discuss which sequences repeat, thinking about the number of spaces and the number of items in the unit of repeat.



Other Example Pattern Structures:



AB Patterns



ABB Patterns



ABBC Patterns