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| School Code | D |
| Practitioner Code | D27 |
| Curriculum Area(s) | Maths, Expressive Arts |
| Level | Early |
| Stage(s) | Pre-school |
| Specific subject (if applicable) | |

Experiences and Outcomes:

- **I have spotted and explored patterns in my own and the wider environment and can copy and continue these** and create my own. MTH 0-13a
- **I can create a range of visual information through observing and recording from my experiences across the curriculum EXA 0-04a/EXA 1-04a**

Learning Intentions:

- To explore and find patterns in my world
- To copy a pattern using a variety of materials
- To continue a pattern using a variety of materials

Success Criteria:

- I can pick out patterns in my world
- I can choose materials to copy a pattern
- I can choose materials to continue a pattern

Briefly outline the context and range of quality learning experiences that have been provided making reference to the chosen design principles.

- Initial stimulus – We read the story of ‘The Tiger who came to Tea’ by Judith Kerr. **(Relevance)**. We talked about the pattern on the tiger and discussed the black/orange striped pattern. We talked about how a pattern was ‘repeated’ and was ‘the same each time’. We looked for more patterns in the story book.
- We then explored the immediate nursery surroundings and looked for further patterns – e.g. patterns on clothing. **(Application)**
- We investigated patterns in the outdoor environment of the playground.**(Challenge & Enjoyment)**
- We explored patterns in zoo animals and matched them to patterned paper. **(Challenge & Enjoyment)**
- We used various materials to copy, continue and create our own patterns. **(Challenge & Enjoyment)**

Record the range of assessment evidence that was gathered to meet the success criteria (Say, Write, Make, and Do) considering breadth, challenge and application.

SAY: discussing patterns – talking about ‘the story of a pattern’ e.g. black/orange, black/orange in the tiger’s pattern. Using language such as ‘repeated’, ‘on and on’, ‘stripy’, ‘check’. Explaining ‘what comes next?’ in a pattern. At the end of the learning experiences, Child A was beginning to use this terminology fairly independently, thus demonstrating awareness of her understanding of the concept of pattern. **(Challenge)** .Child A showed interest in pattern stemming from the initial stimulus of the familiar story. **(Relevance)**

WRITE:

MAKE: using various materials such as collage materials, paint, playdough etc. to copy and continue patterns. Child A was challenged to copy and continue more complex patterns **(Challenge)** and to create a range of visual information linked to the experiences offered.

DO: exploring and looking for different patterns , both indoors and outdoors. Matching patterns. Photographing own patterns. Child A was given a wide range of opportunities to investigate pattern in a variety of contexts. **(Breadth)**

Did the learner successfully attain the outcomes? YES/NO

Briefly outline the oral/written feedback given to the pupil on progress and next steps, referring to the learning intention and success criteria.

Child A was given oral feedback throughout the learning experiences in order to reinforce the concept of 'pattern'. I told her : 'well done, you have found a pattern.' 'Yes, that's a stripy pattern.' 'What do you think would come next?' New vocabulary was introduced to the child such as 'repeated', 'continued' and she was beginning to attempt to use these independently but will need further experience to become confident with these terms. In all instances, child A was able to choose the resources for the teacher to make a pattern, to copy the given pattern, continue the pattern and predict accurately what would come next to continue the pattern.

Next steps would be to focus on a wider range of patterns and to provide more opportunities for the child to create her own, more complex patterns. Other patterns could be investigated e.g. using music, sounds, actions. I would continue to reinforce relevant language such as 'repeated', 'on and on', 'the same' and so on.

Pupil Voice:

What have you learned? How did you learn? What skills have you developed?

Child A said 'I've been finding patterns.' 'We found lots of patterns in the nursery.' 'Some of them were stripy like the tiger, but some had spots or squares.' 'I can copy your pattern and I can make one for you to copy.' 'I can make my own pattern.' 'I stuck down a pattern and I made a pattern with the paints and with the playdough.'

Learner Evidence



We started to investigate patterns using the book 'The Tiger who came to Tea' as a stimulus.



Child A was able to identify the pattern on the tiger.

Teacher: 'Can you tell me about the tiger's pattern?'

Child A: ' He's got stripes - orange and black.'

Teacher: 'What comes next?'

Child A: 'Orange and black again.'

Teacher: 'So we could say the 'story' of the tiger's pattern is 'orange/black, orange/black, orange/black. It goes on and on, we say it is 'repeated' because it is the same each time.'

Child A was able to identify more patterns in the illustrations and to say which ones were 'stripy'. She met the Learning Intention and Success Criteria:

- **LI** - To explore and find patterns in my world
- **SC** - I can pick out patterns in my world



Practitioner Moderation Template

Learner Evidence

Child A was keen to explore the immediate environment and identify further patterns. Initially, she needed some support to find the patterns, but was soon able to do this independently. She spent some time looking round the nursery, coming back to report when she had found a pattern. She was able to explain the nature of the pattern, describing the colours of the stripes, for example. She could confidently identify what would come next in the pattern. At this stage, all the patterns she identified were stripes, reflecting what she had seen in the story.



Teacher: Can you tell me the story of this pattern?
Child A: Blue/white. Blue/white. On her shoes.

Teacher: What about this one?
Child A: He's stripy like the tiger.
Orange/black. Again.



Child A: Look at you. You're stripy too. Black and white.



Teacher: So what kind of patterns did we find in the nursery?
Child A: We found lots of stripes!

Again, Child A demonstrated that she could meet the Learning Intention and Success Criteria:

- **LI** - To explore and find patterns in my world
- **SC** - I can pick out patterns in my world

On another occasion, we headed outside to look for natural patterns in the outside environment.



A was easily able to find different patterns in the outdoor world, further demonstrating how she met the Learning Intention and Success Criteria:

- **LI** - To explore and find patterns in my world
- **SC** - I can pick out patterns in my world

Next day, we further explored patterns using the toy animals and other materials in the nursery. A was able to match the animals to the correct pattern and she recalled the previous language learned, using the words 'stripy', 'patterns' and, with support, could remember that patterns 'repeated'.



A: The tiger goes there....on the stripy paper.



The next step was to challenge A to copy a pattern. We used a variety of collage materials and A choose tiger and zebra patterned paper from a wide selection. She was easily and confidently able to use the same materials to copy and continue the pattern. She was able to explain what would come next in the pattern. On another occasion she was able to choose from a range of materials and could copy and continue a more complex pattern using 5 different materials. She took photographs of the pattern she had created. A displayed a strong understanding of how patterns work.



Teacher: 'What have you used to make this pattern?'
Child A: ' Sticks and pom poms and animal paper.'
Teacher: 'Well done, that's a really complicated pattern!'



Practitioner Moderation Template

Learner Evidence



Teacher: What can you tell me about these patterns?

Child A: I used paint to make red and green stripes. I made big and small lines with the playdough.



A was able to demonstrate her knowledge of patterns in different contexts and using a variety of media, such as paint and playdough, to copy, continue and create patterns. This is evidence that she met the Learning Intention and Success Criteria:

- **LI** - To copy a pattern using a variety of materials
- **LI** - To continue a pattern using a variety of materials
- **SC** - I can choose materials to copy a pattern
- **SC** - I can choose materials to continue a pattern