

EYFS – Mathematics – Shape, Space and Measure

Recognising and Creating Patterns

Early Learning Goal:

ELG 12: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Development Matters Statements Links:

(M-S1) Shows an interest in shape and space by playing with shapes or making arrangements with objects.

(M-S13) Uses familiar objects and common shapes to create and recreate patterns and build models.

Year 1 (1G1a) Recognise and name common 2-D shapes [for example, rectangles (including squares), circles and triangles]

Year 1 (Non-Statutory) They recognise and create patterns with objects and with shapes.

Ideas to meet M-S1 and M-S13:

Using this resource: Work with the children to identify the pattern. Using the images and shapes from the bottom of the page; complete the missing parts of the patterns (for younger children you may wish to cut out the images for them).

Children can also create their own pattern. This can be drawn or using physical objects that children can place in boxes to create a pattern.

In other areas of the classroom: Provide opportunity for children to use patterns in different areas of provision. Encourage children to consider patterns in 'real life'. For example; a boy/girl line, patterns with fruit and threading beads to make bracelets.

More [EYFS Mathematics](#) resources.

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Suggested questions for this resource:

M-N8	M-N23	Year 1 (1N4)
<p>Can you create a pattern? Children to use physical objects to create a pattern.</p> <p>What shapes can you see?</p> <p>Can you follow a pattern?</p> <p>(L-W1) Can you explain your own pattern?</p> <p>(PD-MH8) Can you safely cut out the images?</p>	<p>Can you recognise the pattern?</p> <p>Can you complete the pattern using the images provided?</p> <p>Can you name any of the shapes?</p> <p>Can you create your own pattern?</p> <p>(PD-MH19) Can you safely cut out the images?</p> <p>(M-N21) How many ___ are in the pattern?</p> <p>(L-W3) Can you explain what you have drawn for your own pattern?</p>	<p>Can you describe the pattern? Identify the recurring pattern e.g. 1-2-1-2.</p> <p>Can you identify the shapes in the pattern?</p> <p>What are the properties of this shape?</p> <p>Can you create a pattern that uses 4 different shapes?</p>
Exceeding	Exceeding	Extension question(s)
<p>Can you recognise a pattern?</p> <p>Can you complete the pattern?</p>	<p>Can you create a pattern that uses 4 different shapes?</p> <p>How is your pattern different to those provided?</p>	<p>Can you create your own repeating patterns and describe the pattern?</p> <p>How is your pattern different to those provided?</p>

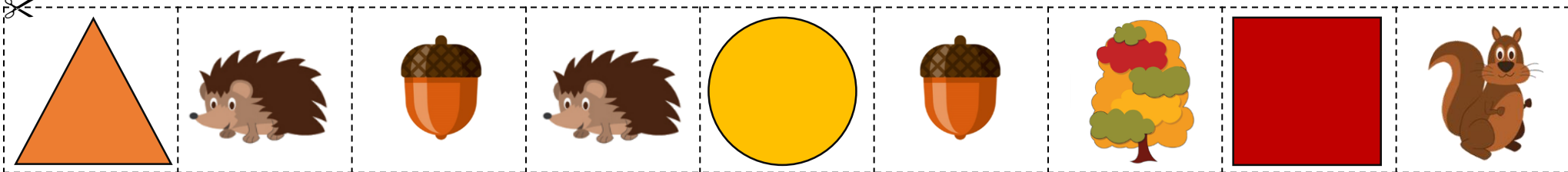
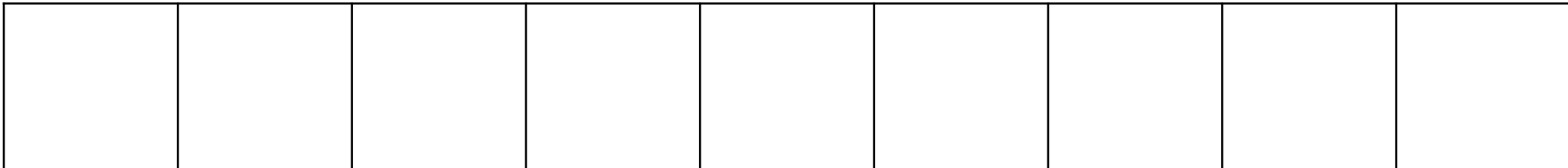
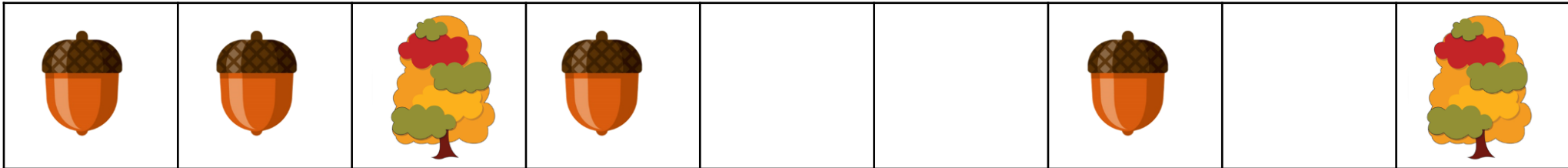
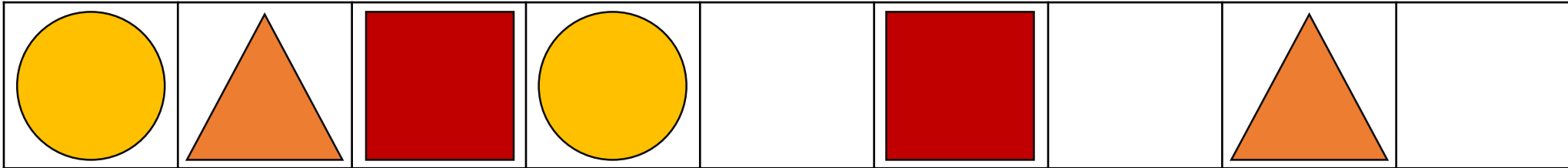
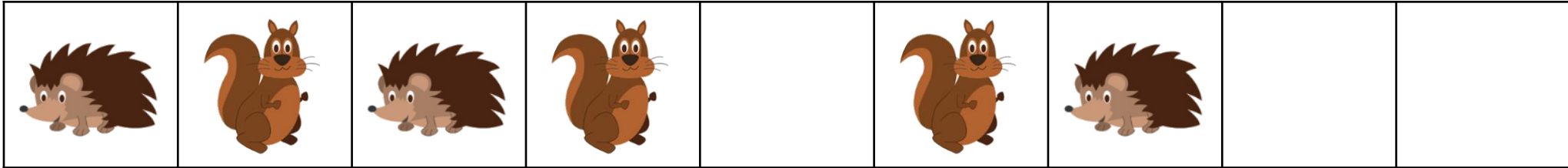
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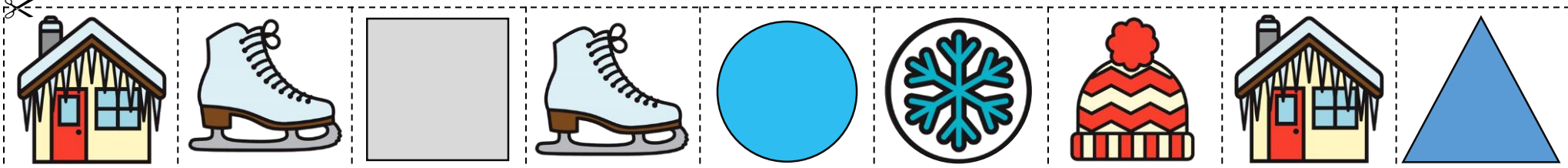
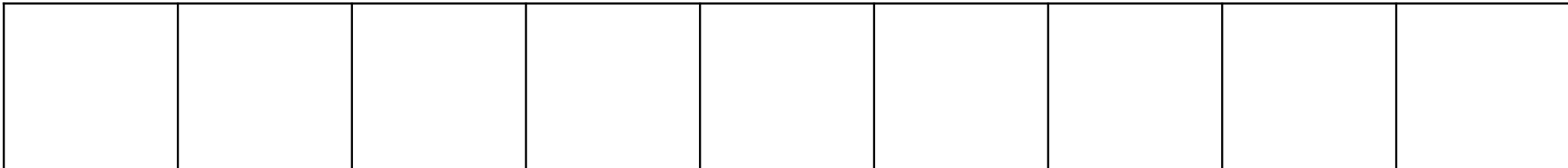
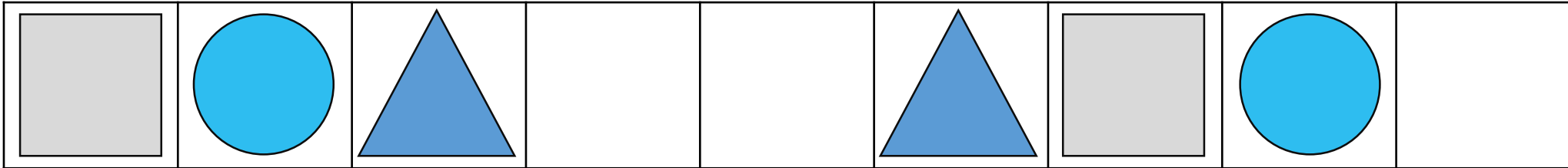
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Suggested links: 30-50 months (M-S5) Shows interest in shapes in the environment. (M-S6) Uses shapes appropriately for tasks. (PD-MH8) Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. (L-W1) Sometimes gives meaning to marks as they draw and paint. 40-60 months (M-S8) Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. (M-S9) Selects a particular named shape. (M-N21) Counts an irregular arrangement of up to ten objects. (M-N28) Records, using marks that they can interpret and explaining. (PD-MH19) Handles tools, objects, construction and malleable materials safely and with increasing control. (L-W3) Gives meaning to marks they make as they draw, write and paint.	
Characteristics of Effective Learning: Creating and thinking critically – thinking Active learning – motivation Playing and exploring – engagement	
Other links and comments:	
Next steps:	

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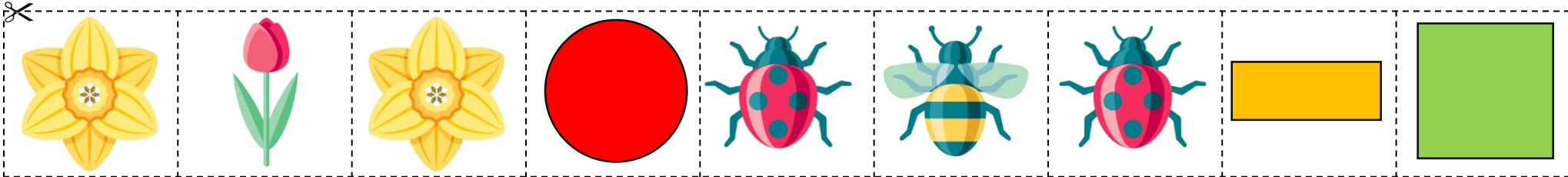
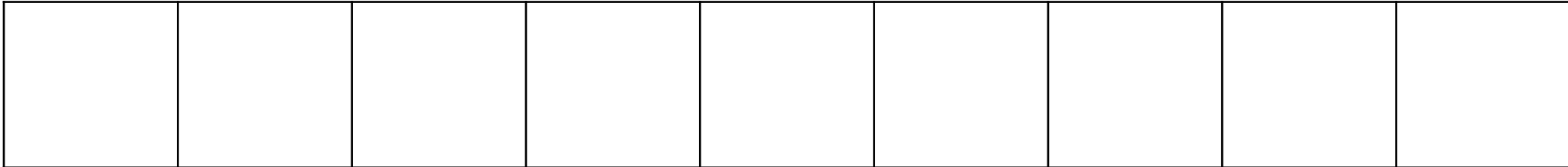
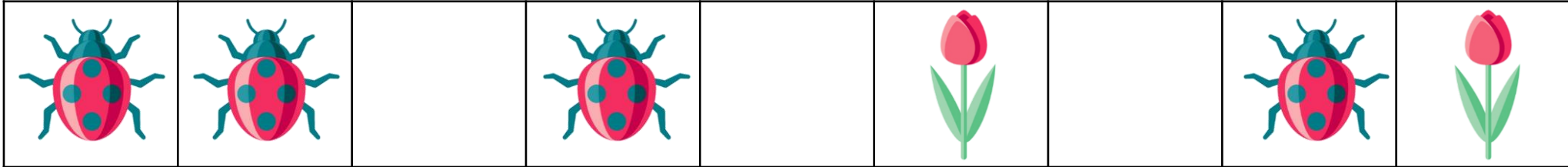
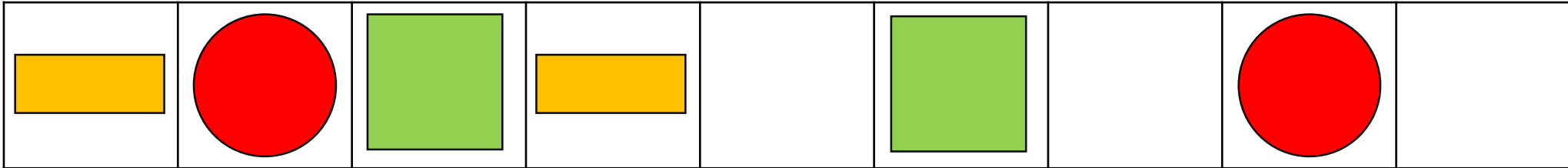
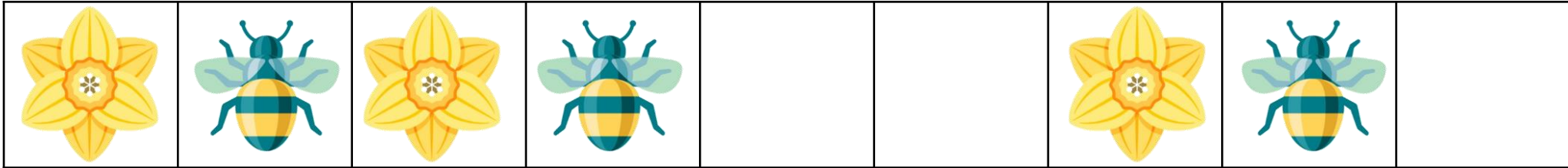
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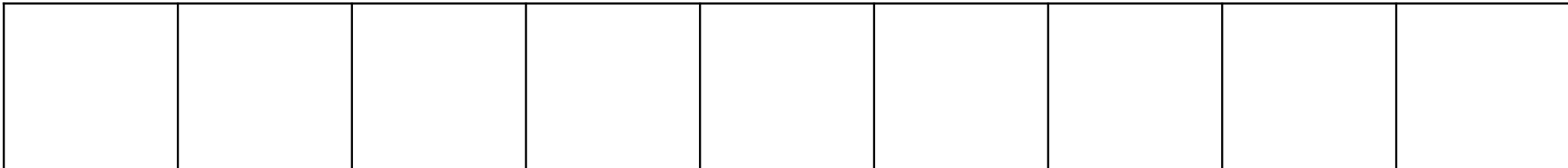
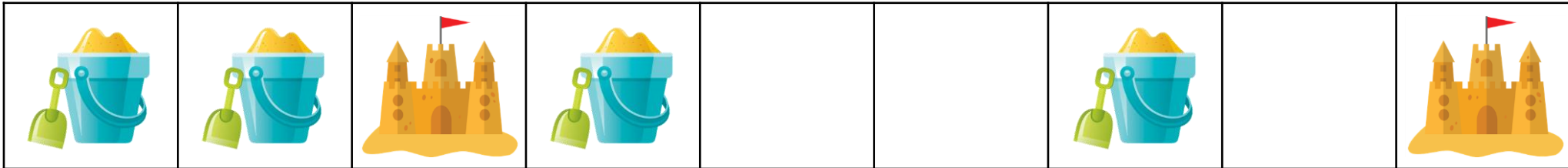
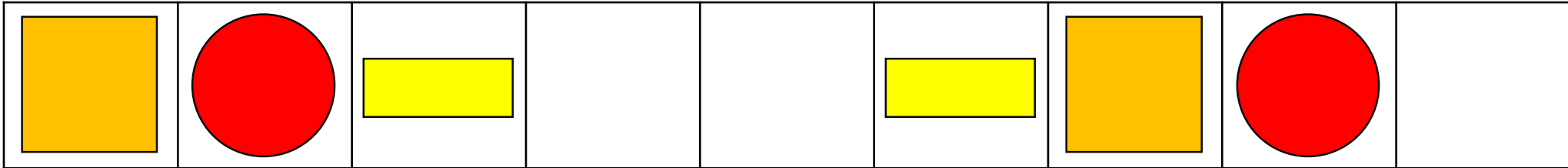
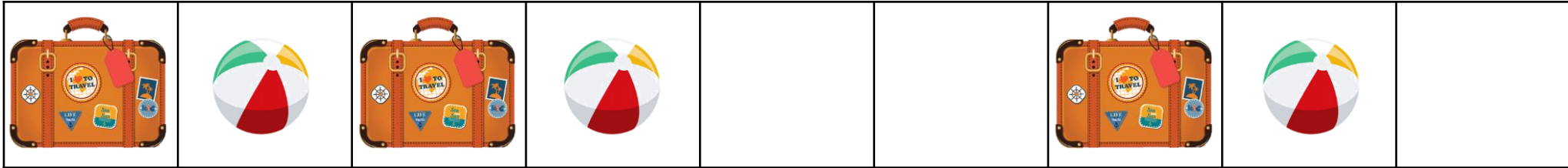
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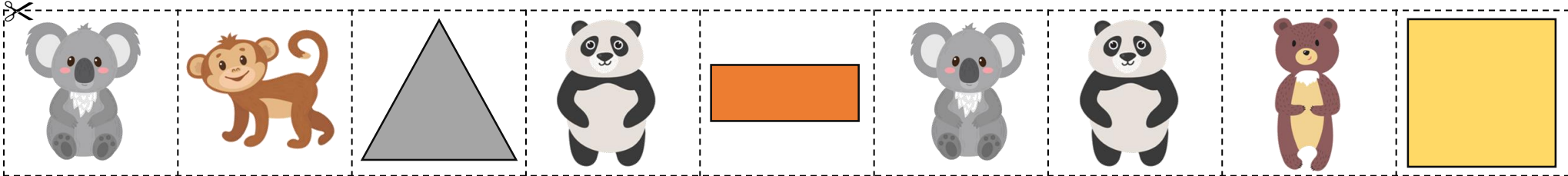
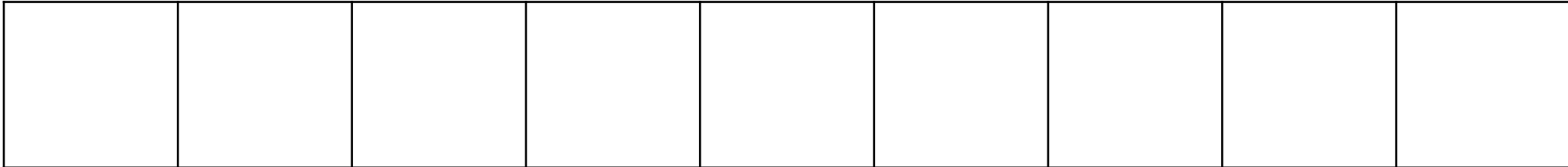
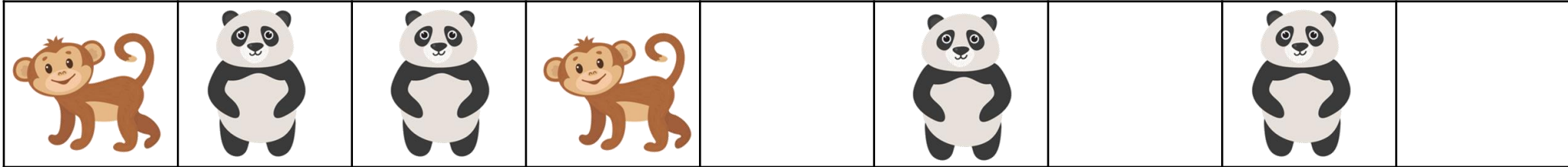
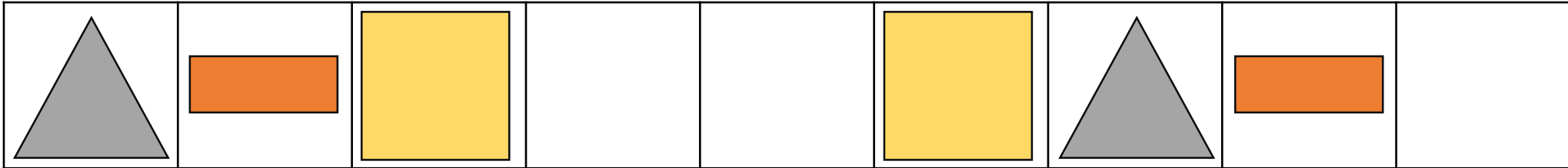
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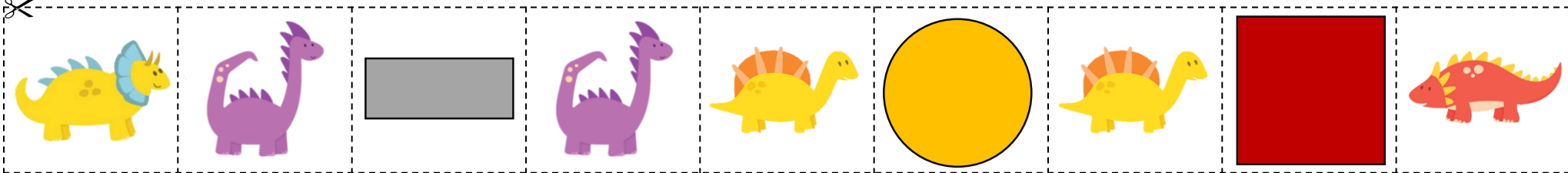
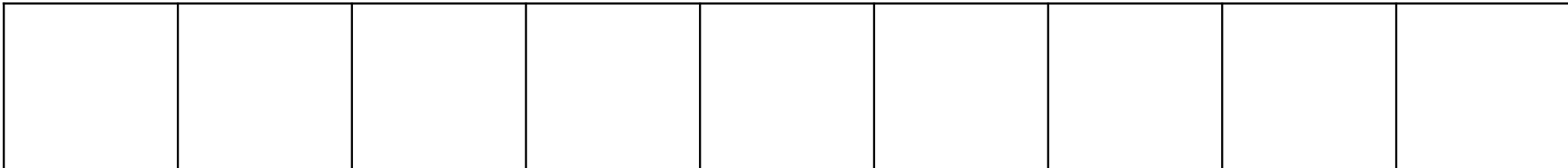
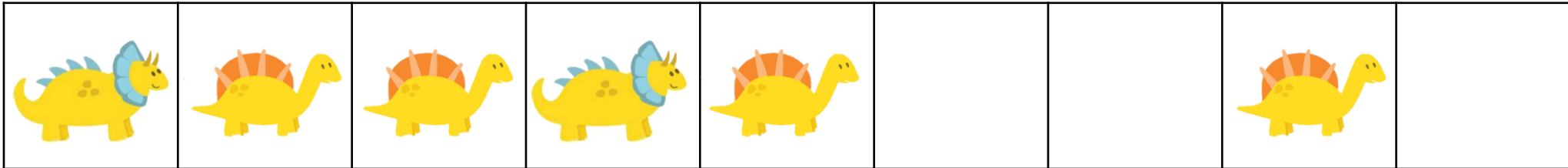
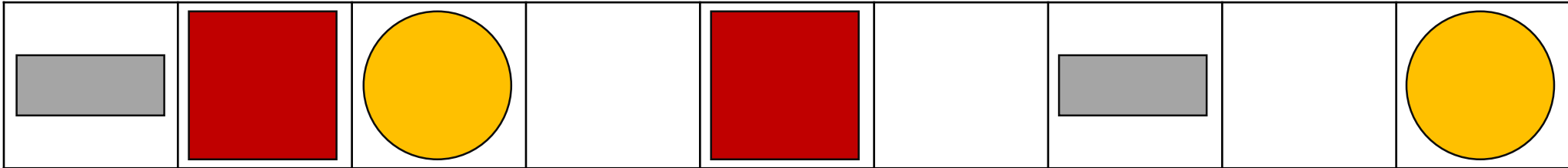
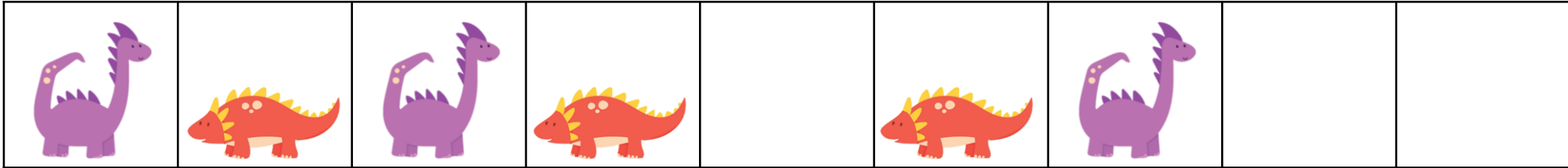
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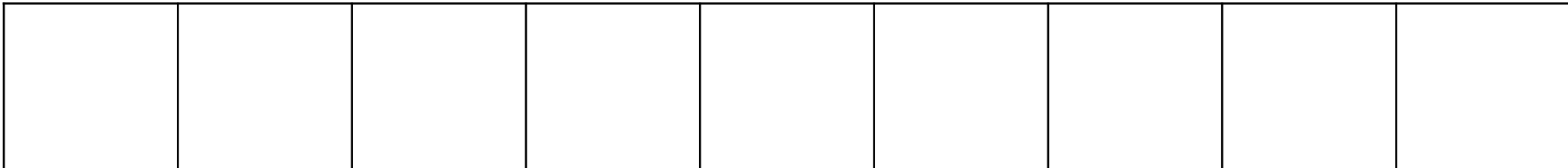
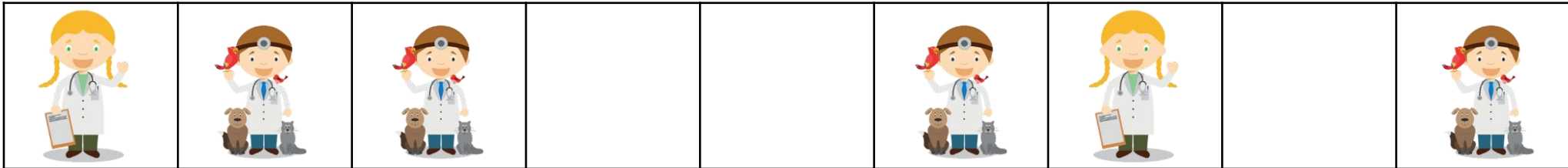
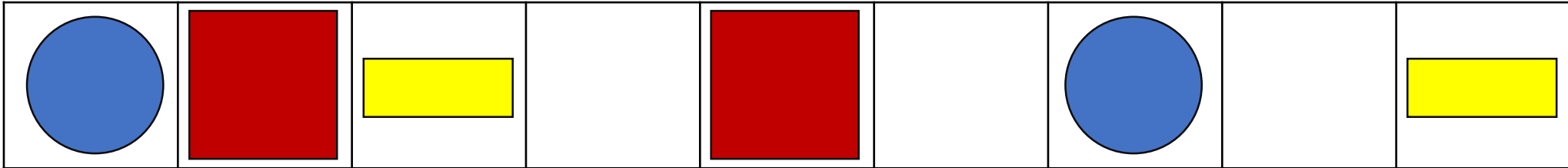
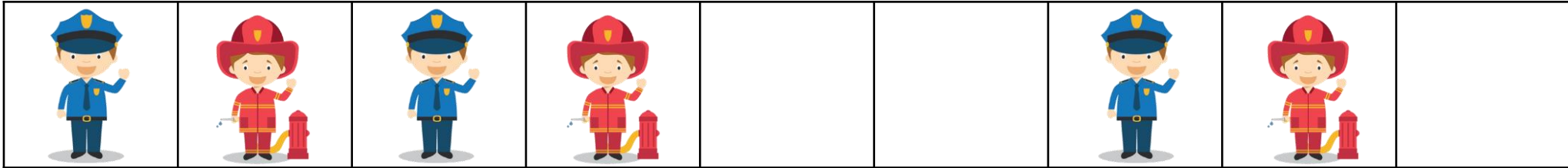
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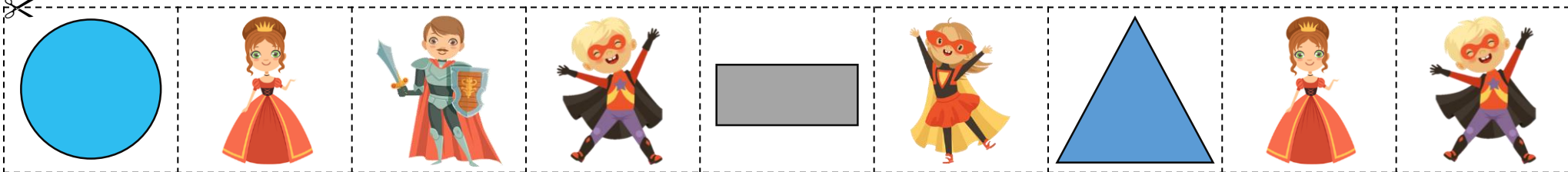
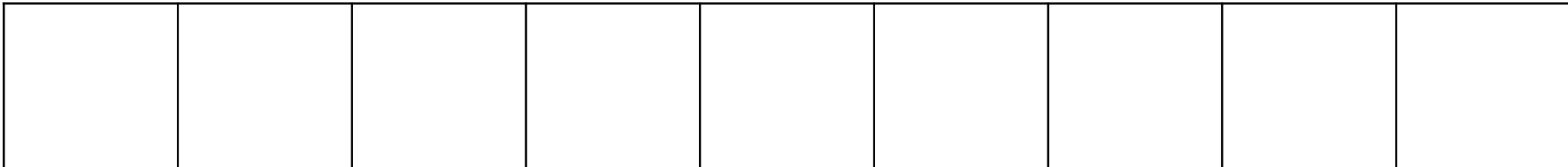
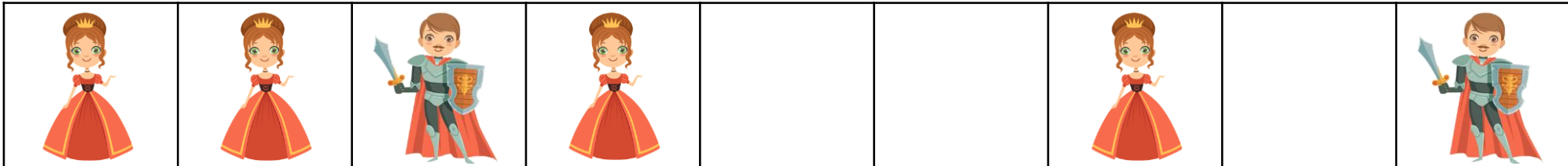
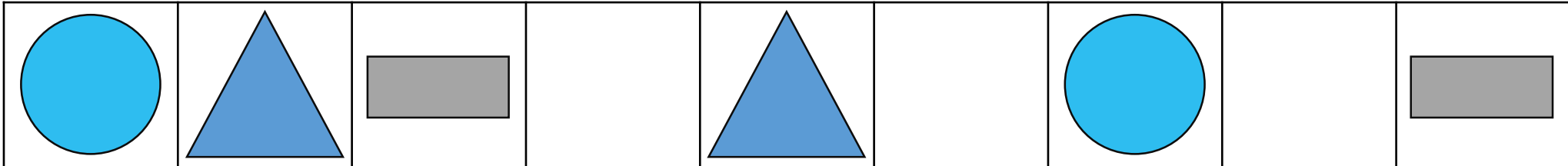
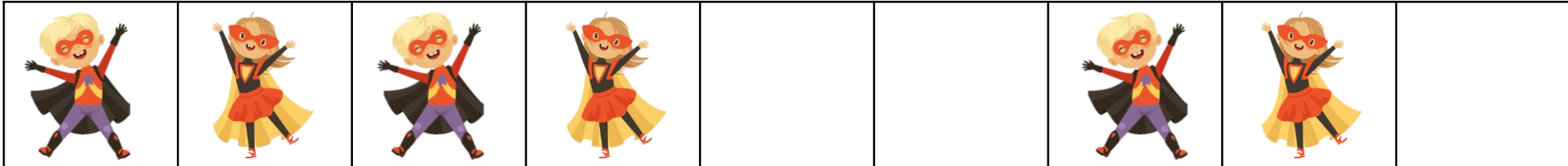
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