Repeating patterns (2)

National Curriculum attainment targets

• Count in multiples of twos, fives and tens

• Identify and represent numbers using objects and pictorial representations

Lesson objective

• Recognise and create repeating patterns with objects and with shapes.

Previous related lessons

Unit 1, Week 1, Lessons 1–4; Unit 5, Week 1, Lessons 1 and 2

Prerequisites for learning

Pupils need to:

• be able to count in ones and twos confidently and accurately

• be familiar with using number tracks

**Vocabulary**

pattern, repeating pattern, predict, count in ones, twos …  
continue, how many?, what comes next?, shape, circle,  
triangle, square, rectangle

Future related lessons

Unit 5, Week 1, Lesson 4; Unit 8, Week 1, Lessons 1–4;  
Unit 9, Week 1, Lessons 1–4

Success criteria

Pupils can:

• recognise repeating patterns and continue them correctly

• create simple repeating patterns

Getting Started

• Choose an activity from Number – Number and place value.

• Choose a game or activity from *Fluency in Number Facts: Y1/Y2 –* Number and place value.



**Year 1, Unit 5, Week 1**

Teach

Resources

paper and colouring pens (per pair)

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Setup:Icons:jpeg:graph.jpg• Display: the Number Line tool showing the numbers 0–20. Circle the even numbers.

• Recall that children have been looking at repeating patterns.

• Say: **We can see patterns in numbers like these** (indicate the even numbers on the number line)  
**and we can see repeating patterns around us.**

1-12• Display the examples of repeating patterns in slides 1–12. Discuss these with children. Can they  
think of any others?

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Sample:Icons:jpeg:2.jpg• Display: Slide 1 showing an *a, b, a, b* pattern of a knife and fork.

• Say: **Knife, fork, knife, fork, … . What comes next in this pattern?**

• Agree a knife. Reveal the next picture to check, and continue to reveal the rest of the pattern.

• Ask children to close their eyes.

• Hide one of the pictures.

• After opening their eyes, ask: **What is missing?**

• Agree what is missing (a knife or a fork). Invite children to explain how they know before  
revealing the picture to check.

publishing$:TYPESETTING:Project Code:Harpercollins:PDF to Word files:Busy_Ant_Maths:INPUT:Sample:Icons:jpeg:11 copy.jpg• Display: Slide 2 showing an *a, a, b, b* sequence: two cats followed by two dogs, then two cats.

• Choose two children to continue the pattern. Reveal each picture as they name what comes  
next. Point to the pattern and recite the sequence with the children.

• Say: **Cat, cat, dog, dog… .**

• As before, ask children to close their eyes as you hide one of the pictures, then ask them to  
suggest what is missing and explain their reasoning before revealing the picture to check.

3-6• Display: Slides 3–6 and repeat as above.

Z:\TYPESETTING\Project Code\Harpercollins\PDF to Word files\Busy_Ant_Maths\INPUT\Setup\Icons\jpeg\7.jpg• Display: Slide 7 showing a selection of objects.

• Invite partners to choose one object each and work together to draw a repeating pattern.

• Invite pairs to share their patterns by ‘reading’ the sequence of objects. As they say the names,  
draw their pattern on the board.

• Invite the rest of the class to identify the pattern, asking other children to continue it by naming  
the objects.

• Draw two or three of the children’s patterns on the board, including a deliberate mistake in each,  
e.g. omitting or repeating an item, or drawing the wrong item.

• Prompt children, as needed, to spot the mistakes.

• Ask: **Did I show the pattern correctly? Is something missing? Is something there that shouldn’t be?**

Individualised Learning

**Activity Book 1B** – Page 5: Picture patterns

Resources: coloured pencils (per child)

**Progress Guide 1** – Extension, Year 1, Unit 5, Week 1, Lesson 4:  
Pathway patterns

Resources: scissors and glue (per child)

Refer to Activity 4 from the   
Learning activities on page 215.

Plenary

• Say: **Here is another pattern. This one has three objects in it.**

Z:\TYPESETTING\Project Code\Harpercollins\PDF to Word files\Busy_Ant_Maths\INPUT\Setup\Icons\jpeg\8.jpg• Display: Slide 8 showing an *a, b, c* sequence: dog, cat, mouse.

• Point to the pattern and recite the sequence with the children.

• Say: **Dog, cat, mouse; dog, cat, mouse.**

• Ask: **What comes next in this pattern?**

• As children answer, click to reveal the next picture (a dog).

• Invite children to continue reciting the sequence. Reveal each picture after they name what it shows.

**Homework Guide 1**

Year 1, Unit 5, Week 1, Lesson 4:  
Patchwork patterns

9-12• Display: Slides 9–12 and repeat as above.

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