Strand: Patterning and algebraic reasoning
Band: Early years
Standard: 1
Year Level: Reception

Key Idea
Children recognise, describe, predict, represent and communicate patterns. [F] [T] [C] [KC1] [KC2] [KC6]

Outcome
1.9 Recognises and constructs spatial and numerical patterns with concrete materials, continues these patterns and predicts what comes next. [F] [T] [C] [KC1]

1.10 Represents and communicates spatial and numerical patterns. [F] [C] [KC2]

1.11 Describes and represents situations from personal and family experiences and interaction with the environment where there is change over time. [F] [Id] [In] [T] [C] [KC2]

Task/Activities
1. Find a pattern in the classroom/environment
2. Teacher makes a pattern, child continues the pattern
3. Choose at least 2 different sets of counters or objects; make a pattern which repeats itself.

Examples of evidence towards achievement of outcomes
Students:
- Recognise patterns in the environment.
- Demonstrate knowledge that a pattern is formed by repetition.
- Continue a simple pattern
- Construct a pattern using two different elements.