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

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

Children make predictions and informal generalisations about their daily activities, aspects of the natural world and environments, using patterns they generate or identify. [F] [C] [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]

Task/Activities
• Continue a pattern
• Make your own pattern
• Use concrete materials and pen and paper

Examples of evidence towards achievement of outcomes
Students:
• Recognise a pattern
• Predict and continues a pattern
• Verbalise about a pattern
• Incorporate numbers into patterns

Task sheets on next page
Examples of patterns

Add to this pattern

\[
\begin{array}{cccc}
\bullet & \bullet & \bullet & \bullet \\
\square & \square & \square & \square \\
3 & 1 & 3 & 1
\end{array}
\]

Continue the patterns and write the numbers

\[
\begin{array}{ccccccccccc}
\bigtriangleup & \bigtriangleup & \bigtriangleup & \Box & \bigtriangleup & \bigtriangleup & \bigtriangleup & \Box & \bigtriangleup & \bigtriangleup & \bigtriangleup & \Box \\
1 & \ldots & \ldots & \ldots & \ldots & \ldots & \ldots & \ldots & \ldots & \ldots & \ldots & \ldots
\end{array}
\]

\[
\begin{array}{ccccccccccc}
\bullet & \bullet & \bullet & \Box & \bullet & \bullet & \bullet & \Box & \bullet & \bullet & \bullet & \Box \\
2 & \ldots & 6 & \ldots & \ldots & \ldots & \ldots & \ldots & \ldots & \ldots & \ldots & \ldots
\end{array}
\]

Continue these number patterns

1 3 5 7 9 1 \ldots \ldots 7 \ldots \ldots \ldots \ldots
0 2 4 6 8 \ldots \ldots \ldots 6 \ldots \ldots 2 \ldots \ldots
2 2 4 5 \ldots 2 \ldots 5 \ldots \ldots \ldots

Write a number pattern of your own