

## Focus plan for Mathematics

(Goals for Shape, space and measures )Activity - Linking elephants Date -

### Learning intention

To begin to describe a pattern

### Resources

Linking elephants, paper, crayons

### How the activity will be carried out

In small groups, invite the children to examine the elephants - discuss how some are small, some medium and some big. Encourage the children to link them together to make families, parades, whatever. Suggest they make patterns with their elephants - you can do so alongside them to model the technique. Encourage them to describe their pattern as they play. Play 'what comes next' games; remove one then try to work out what is missing; see who can make the longest/most colourful etc. pattern. When their play has run it's course invite them to draw their pattern to record it. Gather the pictures together to make a 'Pattern Book'. Leave the resources available for revisiting opportunities.

### Questions to ask/Language to use

What size is this one? What colour is it? Tell me how your pattern goes. Small, medium, big, tail, trunk, link big-small-small- big-big-small..... or red-yellow-red-yellow etc. repeating, random, long, short, sequence

### Differentiation (Birth to Three)

Invite children to explore the elephants, comparing them and discovering how they link then beginning to try to create their own pattern.

### Extension

Encourage the children to develop more complex patterns.  
Play a game in pairs to describe their pattern so their partner can recreate it.  
Encourage the children to notice and describe patterns around them.

### Evaluation