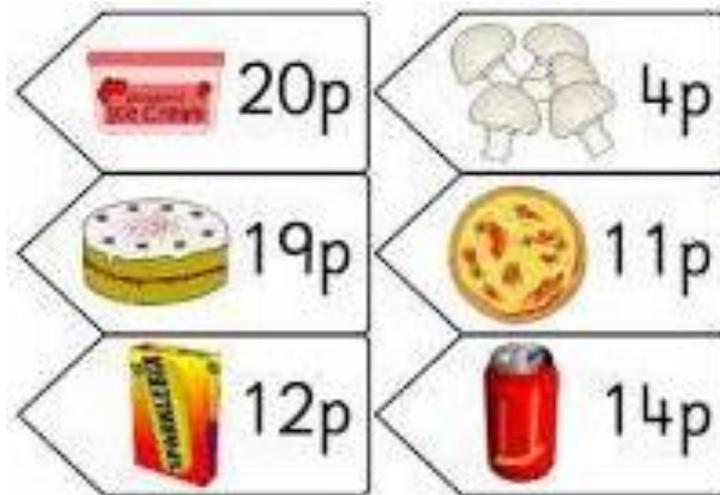


## Maths activity – 3.7.20

### Patterns

#### To start

Before we start our work on patterns, let's try a quick reminder on another topic: money. Ask your child to look at the pictures and point to the food which **costs most**.



#### Should

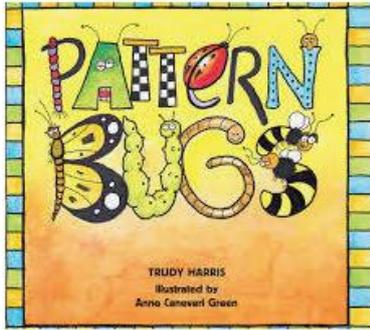
Today we're going to be thinking about patterns. So far, we've concentrated mostly on patterns of pictures – usually repeating patterns of shape or colour. Today we're going to think more about other places we can find repeating patterns: with phrases, songs and actions.

To start with, try this 'tongue twister' with your child. Ask them to see how long they can repeat the phrase '*red lorry, yellow lorry, red lorry, yellow lorry*' without making mistakes.



Next, have a listen to the song 'clap your hands and wiggle your fingers'. Here, the pattern is in the different words and actions. Ask your child to join in with the song and then to think about whether they can think of their own version with different actions or different combinations of the actions they saw.

<https://www.youtube.com/watch?v=3cbbhTskOFk>



If you have a copy of the book 'Pattern Bugs' by Trudy Harris, you could read it to your child and ask them to listen out for repeating patterns in the words. If you don't have a copy, you can watch it being read here:

[https://www.youtube.com/watch?v=4g2fKY\\_mwYI](https://www.youtube.com/watch?v=4g2fKY_mwYI)

### Could

If your child would like a challenge, ask them to think of their own words patterns using words beginning with specific sounds. For example, if the given sounds were 't' and 'p', they might come up with a repeated spoken pattern that went '*top, pop, top, pop, top, pop*' (although it doesn't have to rhyme if they don't want it to).

Ask your child to think of patterns using words that begin with these sounds:

- **h, s**
- **sh, ch**
- **p, c**
- **th, f**