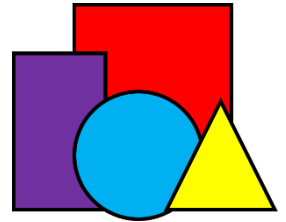




# Marvellous Maths

Week Beginning 11 May 2020



Everyday warm-up: Practise counting to 30 with an adult. Make sure your 'ty' and 'teen' word endings are clear.

It's Pattern Week! We are all apart but we can still have some Foundation Stage fun. One day this week, wear as many patterned items of clothing as you can and ask an adult to take a photo. Send the photo to school with EYFS Pattern Week in the message line and we will put your amazing patterned outfits up on the school website for all of your friends to see.

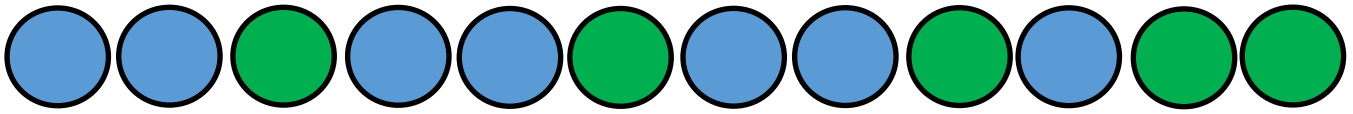
Day	Activity
Monday	<p><i>There is no video to watch today.</i></p> <p>This week we are exploring pattern! Today's challenge is to look around your house and garden to see how many different patterns you can find. Draw them on a piece of paper or take photos.</p> <p>Extra challenge: Talk to an adult about the patterns you found. Are any of them repeating patterns? How do you know?</p>
Tuesday	<p>Use small items, natural objects or craft/colouring materials to create a repeating pattern. Make sure it repeats 3 times. Tell someone in your house about the unit of repeat (the set of objects or colours that is repeated over and over) in your pattern. Now you have explained the rule of your pattern, create another pattern with the same rule. For example, the pattern red, blue, green, red, blue, green, red, blue, green has the rule ABCABCABC. The pattern leaf, twig, flower, leaf, twig, flower, leaf, twig, flower has the same rule.</p> <p>Extra challenge: Make a pattern with a different rule. Tell an adult why it is different.</p>
Wednesday	<p>Sing along with today's maths video and then think of your own pattern of sounds and actions. Choose 2 actions and use them more than once to make your 'unit of repeat' (the set of actions that happen over and over again to make your pattern). Decide on a mark for each part of your pattern and use this to record your pattern on paper. Show it to someone else in your house and see if they can follow your pattern and so the actions in the right order.</p> <p>Extra challenge: Make and record a pattern with 3 different actions in the unit of repeat.</p>
Thursday	<p>Look at the patterns below. Can you spot the mistake on each one? Draw the patterns so that they are correct. Tell an adult the rule of the pattern.</p> <p>Extra challenge: Create your own pattern and put a mistake in it. Ask someone at home to spot the mistake.</p>
Friday	<p>Print the pattern track below or ask an adult to draw it out for you. Find 2 patterns that fit into the track. Take a photo or draw them onto the track so we can share them when we are back at school. Use loose parts such as beads and Lego bricks to help you solve the problem, moving them around to try different ideas. Tell an adult the rule of your pattern. Do both of your patterns have the same rule?</p> <p>Note for Parents &amp; Carers: If your child has found the pattern work tricky this week, repeat Tuesday's activity rather than moving onto this task.</p> <p>Extra challenge: Choose one of the extra challenge tracks below and find a pattern that fits into the track. Tell an adult the rule of your pattern.</p>

Note to parents and carers: When your child is creating a repeating pattern, encourage them to make at least 3 repeats so that the unit of repeat is easily seen. This will help them to spot any errors and make it easier to describe the pattern.

## Thursday

Spot the mistake in these patterns then draw them so they are correct. You could print this sheet or just look at the patterns on a screen and draw onto paper.

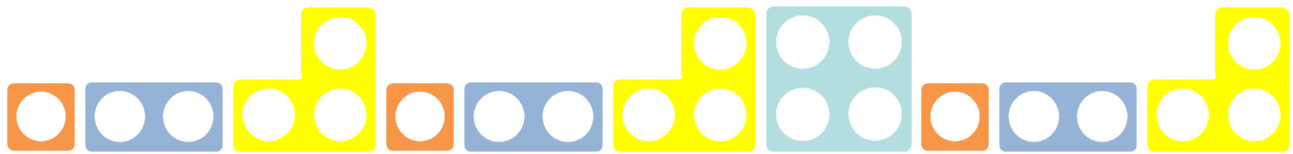
Pattern 1



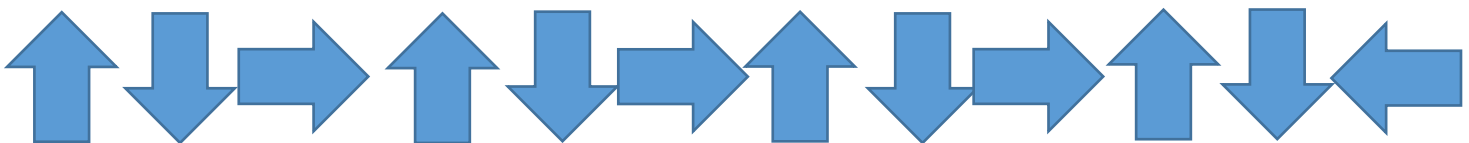
Pattern 2



Pattern 3

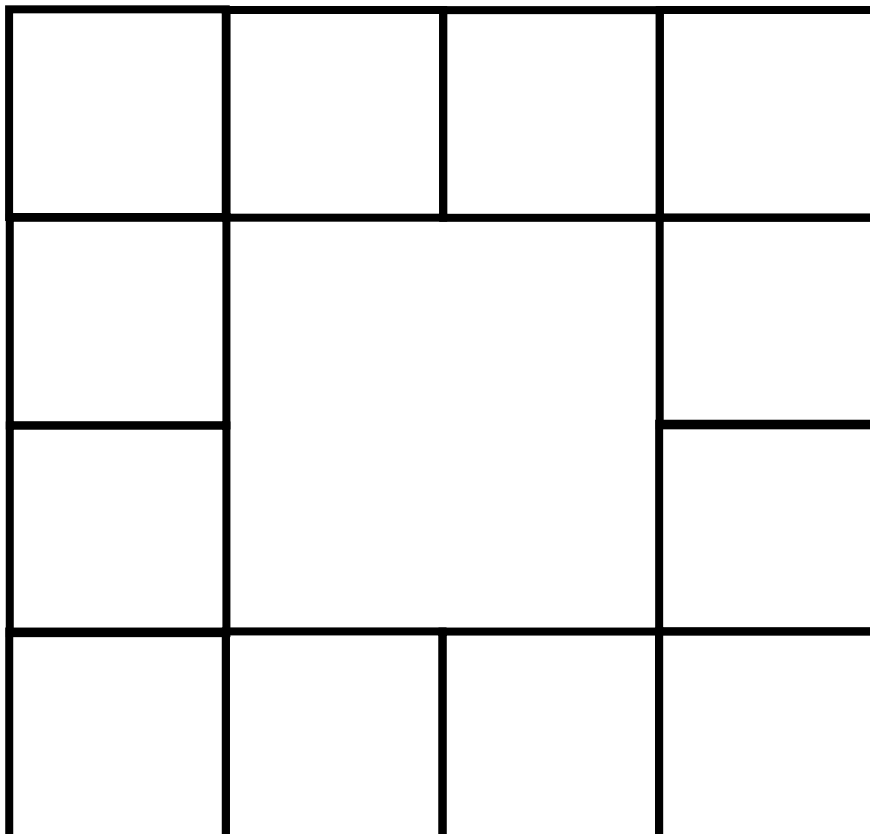
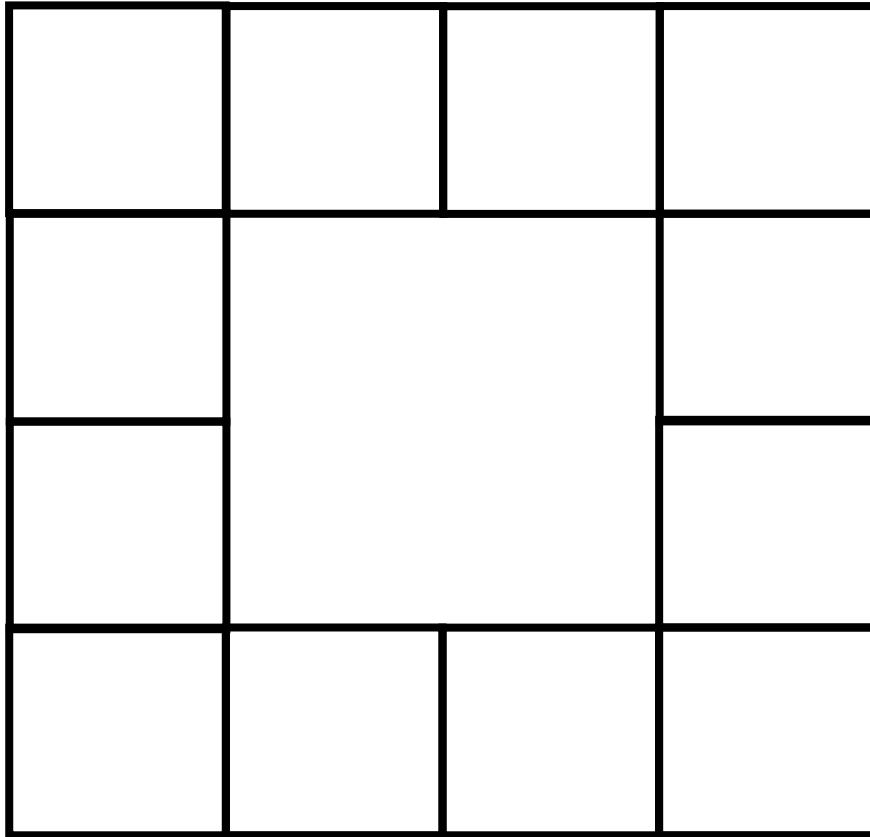


Pattern 4



## Friday

Use loose parts such as Lego, buttons or beads to find patterns that fit into the tracks below.



### Extra Challenge Pattern Tracks

Choose a track and find a pattern that fits into it.


A 5x5 grid of squares. The central 3x3 area is empty, while the surrounding squares form a border. There are 16 squares in total, with 9 of them being empty and 7 being part of the border.[illegible]