**Unit 11: Patterns (February: Week 2)**

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| **Strand(s) > Strand unit(s)** | Algebra > Pattern, Rules and Relationships; Expressions and Equations. |

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| **Learning Outcome(s)** | Through appropriately playful and engaging learning experiences children should be able to identify and express relationships in patterns, including growing or shrinking shape patterns and number sequences; interpret the meaning of symbols or pictures in number sentences. |

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| **Lesson** | **Focus of Learning (with Elements)** | **CM** | **Learning Experiences** | **Assessment** |
| **1** | **All Types of Patterns:** Articulates and shares prior understanding of what constitutes a pattern (U&C); Uses available resources to create own patterns (C) |  | [D] Notice & Wonder L1  [D] Think-Pair-Share L1–4  [D] [C] Reason & Respond L1–3  [C] Creating Patterns L1  [D] [C] Write-Hide-Show L2–4  [C] Choral Counting L4  [D] Concept Cartoon L4  **Print resources**  Pupil’s Book pages 71–73  Home/School Links Book page 26  PCM 37 | **Intuitive Assessment:**  responding to emerging  misconceptions  **Planned Interactions:**  responding to insights gleaned from children’s responses to learning experiences  **Assessment Events:** information gathered from completion of  the unit assessment in the Progress  Assessment Booklet  page 21 |
| **2** | **Repeating Patterns:** Identifies and describes repeating patterns, including the ‘core’ (U&C); Copies, extends, creates and translates repeating patterns of increasing complexity (U&C); Uses the ‘core’ to complete/extend the pattern, and to make generalisations in order to find a given term (R) |  |
| **3** | **Growing or Shrinking Patterns:** Describes quantitative change in growing or shrinking patterns (C); Applies the rules that govern growing or shrinking patterns to extend to next terms, and to predict future values (R); Investigates and applies a function to a sequence of numbers  (e.g. add 2) (A&PS) |  |
| **4** | **Patterns in Odd or Even Numbers:** Building on examples of numbers below 100, generalises number rules (e.g. even numbers end in 0, 2, 4, 6 or 8, no matter how big the number is) (R); Recognises and describes patterns that emerge in the addition and subtraction of  odd/even numbers (C); Explores and records a broad range of patterns in a hundred square (U&C) |  |
| **5** | **Review and Reflect:** Reviews and reflects on learning (U&C) |  |

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| **Key: Elements:** (U&C) Understanding and Connecting; (C) Communicating; (R) Reasoning; (A&PS) Applying and Problem-Solving. **CM: Cuntas Míosúil:** please tick when you have completed the focus of learning. **Learning Experiences:** [C] concrete activity; [D] digital activity; [P] activity based on printed materials, followed by lesson numbers. |