

LESSON 1

Pattern Play: Spot the Sequence

30 minutes

The World of Logic

WHAT THIS LESSON DOES

In this lesson, you'll guide your students through a series of pattern recognition activities. Starting with a game of 'Simon Says', you'll then transition to interactive whiteboard games focusing on fruit, animals, numbers, and letters. Afterwards, students will complete a pattern worksheet independently, with a review session to conclude the lesson.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Develop attentive listening skills through the 'Simon Says' game.
- Identify and understand patterns and sequences in different contexts such as fruits and animals.
- Apply knowledge of numerical and alphabetical order to complete sequences.
- Enhance problem-solving skills by completing missing parts of patterns on a worksheet.
- Articulate reasoning behind pattern completion choices during class discussions.

BEFORE THE LESSON

- Open and test the pattern and Data Detectives interactives on the whiteboard before pupils arrive, and check sound and site access on the school network.
- Print one 'Complete the Pattern' worksheet per pupil, and have pencils and colours ready for early finishers.
- Clear enough floor space for pupils to do the Simon Says actions safely.

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HOW THE LESSON RUNS

Simon Says

Digital Pattern game

Data Detectives (Animals)

Data Detectives (Numbers)

Data Detectives (Letters)

Development

Conclusion

TEACHING MOVES

- 1. Simon Says. Model one command that starts with 'Simon says' and one that does not, so pupils see the rule before you speed up. The teacher notes give you a long bank of actions to draw from.
- 2. Digital Pattern game. Run this on the whiteboard as a whole class. Ask pupils to say the pattern aloud before you tap what comes next, so they predict rather than just watch.
- 3. Data Detectives (Animals). Point out that ordering animals uses the same 'what comes next' thinking as the pattern game. Take suggestions from different pupils for each slot.
- 4. Data Detectives (Numbers). Have the class count the numbers aloud in order first, then place them. Link the spoken count to the sequence on screen.
- 5. Data Detectives (Letters). Sing or say the alphabet together up to the letters shown, then order them. Pupils who know their letters can lead.
- 6. Development. Work the triangle, square example together first, saying the pattern aloud, before pupils go independent. Circulate and prompt stuck pupils to read the pattern out loud from the start.
- 7. Conclusion. Ask 'how did you know what came next?' rather than 'what did you put?'. You want the reasoning, not just the answer. Invite two or three pupils to explain.

WHAT TO WATCH FOR

- Pupils fill the gap with whatever shape they like the look of, rather than reading the repeat. Have them point to and say each item in the pattern aloud from the beginning. Saying it usually reveals the missing part.
- Pupils think a pattern is just a group of shapes, not something that repeats in a fixed order. Show a repeating pattern next to a random jumble and ask which one they can predict. Draw out that a pattern repeats.

DIFFERENTIATION

- Emerging: Sit with the pupil and say the pattern aloud together, pointing to each item, before they draw. Let them use colours to copy the pattern first before adding shapes.
- Developing: Ask them to say the whole pattern back to you before they fill the gap. Pair them with a partner to check each other's completed rows.
- Proficient: Have early finishers invent their own repeating pattern for a partner to continue. Ask them to make a pattern that repeats every three items rather than two.