

EYFS progression map from birth to the end of Reception year									
Area of Learning Mathematics Shape, Space and Measures									
Concept: Pattern Seeking and exploring patterns is at the heart of mathematics (Schoenfeld, 1992). Developing an awareness of pattern helps young children to notice and understand mathematical relationships. Clements and Sarama (2007) identify that patterns may provide the foundations of algebraic thinking, since they provide the opportunity for young children to observe and verbalise generalisations. The focus in this section is on repeating patterns, progressing from children copying simple alternating AB patterns to identifying different structures in the ‘unit of repeat’, such as ABB or ABBC. Patterns can be made with objects like coloured cubes, small toys, buttons and keys, and with outdoor materials like pine cones, leaves or large blocks, as well as with movements and sounds, linking with music, dance, phonics and rhymes. Children can also spot and create patterns in a range of other contexts, such as printed patterns, timetables, numbers and stories.									
Typical progression within this concept 		Continuing an AB pattern Copying an AB pattern Make their own AB pattern Spotting an error in an AB pattern	Identifying the unit of repeat	Continuing an ABC pattern Continuing a pattern which ends mid-unit	Make their own ABB, ABBC patterns Spotting an error in an ABB pattern	Symbolising the unit structure	Generalising structures to another context or mode	Making a pattern which repeats around a circle Making a pattern around a border with a fixed number of spaces	Pattern-spotting around us
Progression steps to enable typical progression within this concept 	Birth – 3	I can notice simple patterns e.g. a spotty pattern on a jumper I can arrange things in patterns e.g. I can place a pompom inside the holes of an egg tray I can join in with the actions to nursery rhymes.							
	3 –4	I can talk about patterns around me (e.g. the stripy pattern on a cloth) I can copy ABAB patterns. I can continue ABAB patterns. I can create ABABs pattern of my own. I can spot an error in an ABAB pattern and correct it.							
	Reception		I can say which part of an ABAB pattern is repeating.	I can continue ABC patterns. I can spot an error in an ABC pattern and correct it. I can continue an ABC pattern that ends mid unit.	I can create ABC pattern of my own. I can create ABB pattern of my own. I can create ABBC pattern of my own. I can spot errors in AB, ABC, ABB and ABBC patterns.	I can symbolise AB, ABC, ABB, ABBC patterns in simple ways.	I can use a symbolised pattern to create a pattern in a different media.	I can investigate whether a pattern will or will not fit around a circle. I can investigate whether a pattern will or will not fit around a boarder with a fixed number of spaces.	I can identify the unit of repeat in patterns in the environment. I know butterflies have a symmetrical pattern on their wings. I can explore creating symmetrical patterns.