

Find my Pattern

Doubling-twice as many-building doubles using real objects and mathematical equipment.
Saying double eg 'Double 2 is 4.'
Playing snap and matching pairs games.
Sharing and grouping into odd and even quantities.



On the Move

Investigating the relationship between number and shape using standard units such as counting cubes.
Copy, continue and create a wider range of patterns and symmetrical constructions.
Understanding and creating maps and using these to see where things are in relation to other things.
Creating maps of familiar places.

Questions/Learning Prompts

Can you find the same amount as I have here ? How many altogether?
Can you double these numbers...?
Can you share these objects, how many does each person have? Does everyone have the same amount? Is it an odd or even amount? How do you know?
Can you continue this pattern, what comes next?
Look at this arrangement can you copy it so it is the same?



What do we want the children to learn?

To understand that doubling means twice as many.

To learn double facts e.g double 4 is 8.

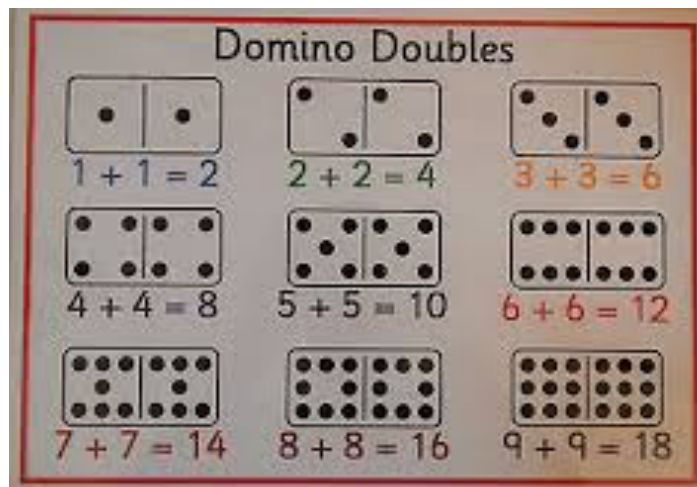
To share objects into groups and be able to say whether the groups are odd or even.

To use and understand positional language by saying where something is placed.

To create their own repeating and symmetrical patterns.

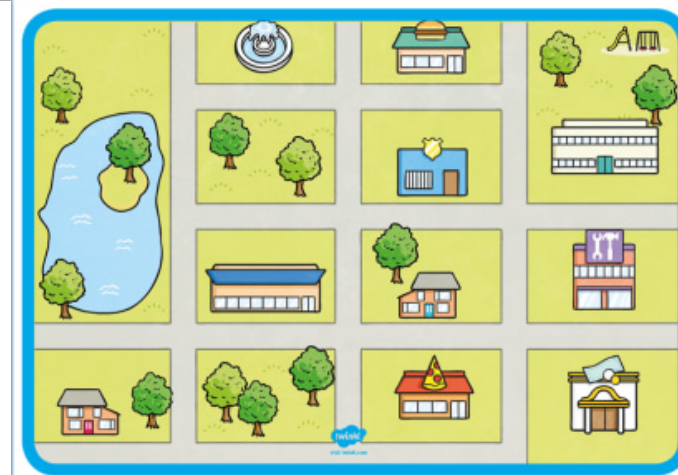
To investigate number and quantity whilst making shapes with cubes etc.

To understand that we can make a map to show where things are in relation to other things.



Vocabulary

double	twice as much or as many
shape	a geometric figure such as a square, triangle, or rectangle
odd	having one left over as a remainder when divided by two
even	equal in number, amount, or value
symmetrical	made up of exactly similar parts facing each other
map	a representation of an area of land or sea showing physical features, cities, roads, etc.



"the lake is **next to** the house"
"the fountain is **behind** the tree"
"the police station is **in front of** the take away"

