



## Pattern, Measure, Shape and Space Progression Document (using NCETM documents)

To be used to enhance indoor/ outdoor provision and SSM teaching focus throughout the year.

NCETM Focus	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>Pattern</b> Further explanation and activity ideas available at: <a href="https://ncetm.org.uk/media/5csbtyon/typical-progression-pattern.pdf">https://ncetm.org.uk/media/5csbtyon/typical-progression-pattern.pdf</a></p>	<ul style="list-style-type: none"> <li>Continue an AB Pattern</li> <li>Copying an AB Pattern</li> <li>Making their AB Pattern</li> </ul>	<ul style="list-style-type: none"> <li>Spotting an error in AB Pattern</li> <li>Identify the unit of repeat (highlight within a pattern what the unit of repeat is and ask the children to describe it.)</li> <li>Continuing ABC Pattern</li> </ul>	<ul style="list-style-type: none"> <li>Continuing a pattern which ends mid-unit. (As children work on patterns involving more elements, they can be challenged to continue patterns which do not end after a whole unit of repeat)</li> <li>Make their own ABB, ABBC patterns</li> </ul>	<ul style="list-style-type: none"> <li>Spotting errors in an ABB Pattern</li> <li>Symbolising Unit structure (-extending and -creating, encourage them to record the patterns that they make. Initially this might be straightforward representations, but over time these recordings may become more iconic, e.g. a red dot representing the red dinosaur)</li> </ul>	<ul style="list-style-type: none"> <li>generalising structures to another context or mode (You may ask them to describe the pattern, what comes next, what the rule is for their pattern) making</li> <li>pattern which repeats around a circle</li> </ul>	<ul style="list-style-type: none"> <li>making a pattern around a border with fixed spaces</li> <li>pattern spotting around us</li> </ul>
<p><b>Shape and Space</b> Further explanation and activity ideas available at: <a href="https://ncetm.org.uk/media/4uljty3/typical-progression-shape-and-space.pdf">https://ncetm.org.uk/media/4uljty3/typical-progression-shape-and-space.pdf</a></p>	<ul style="list-style-type: none"> <li>Developing spatial awareness: experiencing viewpoints. (using/ naming the shapes to create structures)</li> <li>Developing spatial vocabulary (language of position and direction)</li> </ul>	<ul style="list-style-type: none"> <li>Shape awareness: developing shape awareness through construction (using 2D/ 3D)</li> <li>Representing spatial relationships (plans/ maps)</li> </ul>	<ul style="list-style-type: none"> <li>Identifying similarities between shapes</li> <li>shape vocabulary 2D</li> </ul>	<ul style="list-style-type: none"> <li>showing awareness of properties of shape</li> <li>describing properties of shape</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>developing an awareness of relationships between shapes</li> <li>shape vocabulary 3D</li> </ul>	<ul style="list-style-type: none"> <li>repeat properties of shape</li> <li>repeat spatial vocabulary</li> </ul>
<p><b>Measure</b> Further explanation and activity ideas available at: <a href="https://ncetm.org.uk/media/v51dhp3r/typical-progression-measures.pdf">https://ncetm.org.uk/media/v51dhp3r/typical-progression-measures.pdf</a></p>	<ul style="list-style-type: none"> <li>recognising attributes (Children may use gestures or words to start to compare amounts of continuous quantities (length, capacity, weight), pointing to items that are big, tall, full or heavy.)</li> <li>comparing amounts of continuous quantities. (using strategies to compare and order sizes, lengths and weights)</li> </ul>	<ul style="list-style-type: none"> <li>showing awareness of comparison in estimating and predicting</li> <li>comparing indirectly (putting things in order of height, weight or capacity)</li> </ul>	<ul style="list-style-type: none"> <li>recognising the relationship between the size and number of units</li> </ul>	<ul style="list-style-type: none"> <li>beginning to use unites to compare things</li> </ul>	<ul style="list-style-type: none"> <li>beginning to use time to sequence events</li> </ul>	<ul style="list-style-type: none"> <li>beginning to experience specific time durations</li> </ul>