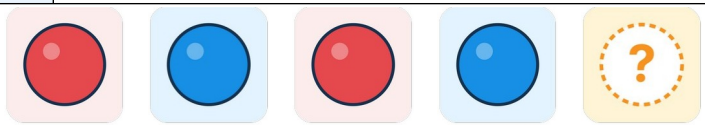
02 · Lesson spec

What is a Pattern? · 40 minutes · fully unplugged

Goal (I can)	**I can copy and continue a pattern.**
Teacher aim	Children copy an AB colour pattern and continue it by 2 more.
Focus	Recognising repetition
Key words	pattern · repeat · same · next · colour
Materials	Red and blue paper (one per child). Colour cards and large card counters (bigger than a toilet-roll opening), one set per pair. Cut-out Ayo. Open floor space. Activity Books and crayons.
Before class	Read this plan. Make colour cards and cut large card counters, one set per pair. Count the pieces so you can count them back in at the end.



1. Think (8 min)

- Hold cut-out Ayo. Lay red, blue, red, blue cards in front of him.
- **Say:** “Ayo’s lights go red, blue, red, blue. What comes next?” Add the card they say.
- **Ask:** “Where in our classroom do you see something that goes again and again?”
- **Then contrast:** clap, clap, clap is doing it again; clap, stamp, clap, stamp is a pattern.
- **Extra (not in the Teacher Guide) – hand signs:** pattern = tap left, tap right, tap left, tap right · repeat = draw a circle · same = point to two matching things · next = point forward.

2. Move (10 min)

- Give out red and blue paper. Start a line: red, blue, red, blue.
- **Ask the next child:** “Which colour joins now?”
- **The class checks:** “Red, blue, red, blue. Yes!”
- Keep going until 8–10 children stand in the line, then start a new line.

3. Code (12 min)

- **Show a strip:** red, blue, red, blue. Pairs copy it with colour cards or large card counters, then add 2 more. The class checks together.
- No bottle caps or small pieces; count counters in and out.

4. Book & close (10 min)

- Children colour what comes next and circle the pattern, then colour Ayo’s lights: red circle, blue square, again and again.
- **Close:** say the pattern together, “red, blue, red, blue…”, and ask: “What comes next?”

Activity Book page

- Colour what comes next; circle the pattern; colour Ayo’s lights. Not marked.

How we check

- **Look for:** Can the child copy an AB colour pattern and add the next 2 pieces on their own?

Common mistake

- Children add any colour, or the same colour twice. Touch each card and say the colours aloud together, then ask: “What did we say after red?”

Support and stretch

- **Extra help:** Use only 4 cards. Say the pattern together, touching each card, then let the child add one card. Then add a second.
- **Stretch (optional, not in badges):** Continue an ABB pattern: red, blue, blue, red, blue, blue…

No power? No problem

- This lesson needs no power, device or kit. No printer? Colour squares of paper red and blue by hand.

Before and next

- Before: Term 1 Week 6 Do It Again! (repeat an action) and Weeks 1–4 steps in order. Next: Weeks 2–4 move, sound and shape patterns; Week 5 Finish What Comes Next.

> **Safety**
> No bottle caps or small pieces in child hands. Count counters in and out. Counters and threading shapes bigger than a toilet-roll tube opening; adults punch any holes.

Hand signs (where shown) and the Safety box are Lesson Plan extras added by Rhinox. Everything else follows the Teacher Guide and the Activity Book.