

 Notes for parents.**The purpose of the activity is to help your child to:**

- Recognise a simple repeating pattern.
- Continue the pattern to predict further members of the pattern.
- Use the relationship between order number (1, 2, 3,...) and the creature to predict further members of the pattern.

**Here is what to do:**

Ask your child to read the small story at the top of the task page if they are able to. Read the scenario to your child if need be. Some words like “eco-friendly enclosures” might be too difficult.

Point out that your child needs to predict the eighth and twentieth member of each pattern. They also need to justify why they chose the animals they did.

Ask questions aloud like:

*“What comes next? I am going to read the pattern aloud”.*

*“When does the pattern start again? What is the piece that repeats?”*

**Points to note:**

Recognising patterns and relationships is an important part of your child’s attempts to organise what they see in their world. Repeating patterns are patterns where the same ‘element’ occurs again and again. The **Monday** pattern goes *camel, giraffe, camel, giraffe,...* So the element of repeat is “camel, giraffe.” Sometime reading the name of the animals aloud as you point to each enclosure in sequence supports children to predict the next member of the pattern.

Thinking ahead to the twentieth member of the patterns requires more complex thinking. The simplest method is for your child to keep track of the enclosure number as they say the repeating pattern, “8 is giraffe, 9 is camel, 10 is giraffe,...” Double tracking like that is common with children who are learning to skip count; a precursor to multiplication.





## Notes for parents cont... Activity next page.

Better thinking is to look at what is common about every number that “camel” occurs on (odd numbers) and every number that “giraffe” occurs on (even numbers). The easiest way to think of even numbers is that a set that is even allows each member to have a buddy if the items are put in pairs. So even numbers are multiples of two (answers to the two times tables). Odd numbered sets will have an object left over if the items are paired.

Note the **Tuesday** has a three animal element of repeat (*crocodile, lion, elephant*) and **Wednesday** has a four animal element of repeat (*monkey, ostrich, ostrich, snake*). More complex elements of repeat make the problem more difficult. Your child might need to find recording systems that help them cope with the memory demands. Using the table arrangement, as shown in the task sheet, and continuing it on for further members is a useful strategy.

1	2	3	4	etc...	12	13	14	15	16
dog	cat	bird	dog	etc...	bird	dog	cat	bird	dog



# Activity | Creature patterns








Y2

The zookeeper has been having fun making patterns with the eco-friendly enclosures again. The animals love a change of scenery each day.








What type of animal is in the next enclosure, number eight?

What type of animal is in enclosure number 20? How do you know?








## Monday

1	2	3	4	5	6	7
						

## Tuesday

1	2	3	4	5	6	7
						

## Wednesday

1	2	3	4	5	6	7
						

What pattern do you think the zookeeper will make on Thursday?