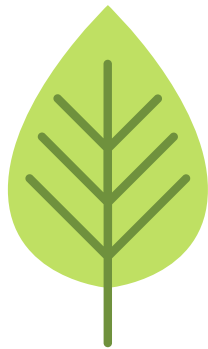


Teaching Resources | Teacher Training



The new way to do outdoor learning

Patterns | EYFS

BEE GREEN AND ONLY PRINT IF YOU HIVE TO :)

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What does this pack include?

- **Summary of objectives covered, preparation and safety**
- **Lessons for 'patterns' in all weather types**
- **A worksheet in case the learning has to be taken back inside or if written evidence is needed**
- **A home learning sheet to help engage parents**
- **A muddy certificate**

Preparation and safety

Each season, nature will bring you the resources that you need. However, if you do not have a natural setting or lack certain natural items, try to collect these in advance of your sessions. Make a habit of going out for a walk at weekends – you'll improve your own physical and mental health, which is good for you, and you'll collect your missing items. You can also encourage parents to get collecting through your newsletters! Make your world one big healthy, muddy community. You will get an idea of the types of resources that you need each season. The only resource that you may need to buy is air-drying clay.

Weather wise, we will provide you with ideas for all types of weather. The only time that we advise you NOT to go outside is on extremely windy days and during thunderstorms. Otherwise, there's no excuses – get yourself out there!

Always risk assess with the children present. As you enter the natural environment, spend 30 seconds talking about the dangers that the weather conditions may present, such as slippery surfaces and hot sun. If possible, offer the children a solution to any issues, such as seeking out a safe, shady area if the sun is too hot.

Aims and Objectives

Children recognise, create and describe patterns.

I can recognise a repeating pattern.

Differentiation

HA – I can listen and respond to a repeating pattern and create my own.

AA – I can listen and respond to a repeating pattern and with support create my own.

LA – I can listen and respond to a repeating pattern using support to create my own.

Other curriculum links

Children explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Children know about similarities and differences in relation to places, objects, materials and living things.

Children know the importance for good health of physical exercise.



New to our Muddy World?

Please read the handbook before you start any of our lessons!



Windy Days



Introduction Activity

Go and whirl and twirl in that huge pile of leaves that will have collected in the corner! Allow the children to run and jump and play to get their little muddy cheeks nice and rosy. Ask them to choose their favourite leaf and describe it to a friend. You can introduce some nice mathematical vocabulary here – who's leaf is biggest? Widest? Thinnest? Longest? Shortest? Now you need to begin to sort the leaves into different piles, the way you sort this is up to you and your muddy puddlers but some ideas could be by colour, size or type (if you're lucky enough to have several different types of trees near your setting). You may want to provide some sort of container for your leaves to stop them from blowing away – be kind to nature and upcycle large milk bottles with the top sliced off.

Main Activity

Now model to the children creating a repeated pattern using the leaves you sorted earlier. Can children predict what will come next in the sequence? Repeat as required. Once the children are confident to repeat your pattern ask them to create their own. You could record this using a thin strip of recycled or upcycled card or paper with of double sided sticky tape or alternatively utilise technology and take pictures of the children at work.

Reflection Task

Bring the children back together to share their patterns. Can they explain their pattern to their friends? Can their friend guess the pattern? Can a friend predict what treasure would come next?

Links to the Muddy M's

Moving – working together as a team

Mother Nature – talk about the power and strength of wind. Ask the children to bring it to life using descriptive language

Mental Strength – engaging in teamwork exercises to build confidence when contributing within a group setting

Introduction Activity

its time for some muddy yoga! Find a nice shade, soft spot to begin. Start together by sitting still and mindfully listening to the sounds of nature all around you - what's that bird you can hear? Which tree is the breeze rustling through?

Main Activity

Now it's time to get moving! Show the children the muddy moves below - or you can make up your own!

- The log - lay down flat on your back and stretch your arms and legs out as long as you can.
- The rock - sitting back on the heels, put your head gently on the floor in front of you using the arms to cushion the head.
- The blossoming flower - kneeling the children grow and reach up high then bring the arms out wide at their sides.
- The stick - children bend in the middle with their hands and feet firmly on the floor with their hand hanging loose and bottoms high in the air.
- The tall tree - the children stand up tall with legs wide and their arms tall, gently swaying their upper bodies from side to side.

The flying bird - children balance on one foot if they can and reach their arms out wide like wings. You can make this pose easier by asking the children to reach up onto their tiptoes as they flap their wings slowly. Now the children know the moves, can a number of children to stand in a line. Give them each a move to demonstrate but in a repeated pattern, e.g. Flower, stick, tree, flower, stick, tree etc... Ask the children to describe and also predict your pattern until they are confident. Now in pairs, design and practice their own pattern using their bodies.

Reflection Task

Show a pattern of movements and ask the children to spot if you make a mistake. Talk about how mistakes help with our learning and model how the children can help you learn from your mistake - "Have you thought about..." "Could you try it like this..." "I think..."

Links to the Muddy M's

Moving - exploration to find resources
Mother Nature - how can we use nature's produce to make music
Mental Strength - working together to achieve a goal



Sunny Days

Cold Days



Intro

Time to get moving! Get the children moving around your space in a variety of different ways - running, skipping, jumping hopping... Then develop this into a pattern. Can the children predict what movement is going to come next? Now model the activity below with the children.

Main

Hide natural or upcycled treasures of the same sort at distance around your outdoor area. Create example cards of repeated patterns using the treasures you have collected, children work in teams to collect the treasures they need one by one. The quickest team to complete their pattern and extend (how many extras they need to do can change to increase challenge) wins. If you'd rather not introduce a competitive element you could ask children to set a timer when they start and finish and record their time and try to beat it the next time. The cards can then be brought inside your provision and completed without racing.

Reflection

Can the children work in groups of three all following their own repeated pattern? Remind them it has to be active, its a cold day!

. Jump, run, walk, repeat!

Links to the Muddy M's

Moving - running and exploring

Mother Nature - sympathising with our planet in order to further consider the impact of climate change

Mental Strength - creating a piece of art in order to answer a question

Intro Activity

Go splash. You know you want to. Ask the children to jump in the puddles a certain number of times then run to the next puddle. Extend this idea by making a pattern using numbers, e.g. 2, 4, 6, 2, 4, 6... As always ask the children to explain and predict the pattern and repeat until they are confident.

Main Activity

this activity can be done inside or outside depending on how heavy the rain is. Take out some containers of different sizes with a few drops of food colouring in them. Collect rain water and create patterns using the containers. Take photos of the children to record.

Reflection

Show children examples (or prepared images of examples if resources are in short supply) of some patterns. Can children describe the patterns they see? Can they spot any errors in the patterns you have made? Can they spot and similarities or differences between the patterns?

Links to the Muddy M's

Moving – running, jumping and exploring

Mother Nature – talking about the impact of rain on the environment

Mental Strength – cooperating with others



'A good teacher must be able to put himself in the place of those who find learning hard.'- Eliphas Levi



Rainy Days

Snowy Days



Intro

Create some snowballs! Of all different shapes and sizes. Make some lovely snow angels – have lots of fun. Model making patterns with the snow balls, e.g. big, little small, Before the lesson hid some treasures in the snow and ask the children to find them. Sort the objects into piles ready to bring inside.

Main

Bring your found treasures inside to get warm. In ice cube trays (or other small and thin containers such as baking sheets) create a pattern using the found treasure. Then place the containers outside overnight to freeze.

Reflection

In the morning review the ice patterns. Can children describe the pattern they made yesterday? Can they describe their pattern for a friend to find?



'There are no secrets to success. It is the result of preparation, hard work, and learning from failure.'- Colin Powell

Links to the Muddy M's

Moving – games involving exercising and collecting

Mother Nature – enjoying using snow to create a design

Mental Strength – listening and presenting

Back in the classroom

Use these follow up activities to help bring the outside in.

Class Discussions

How can we create repeating patterns with objects we find indoors?

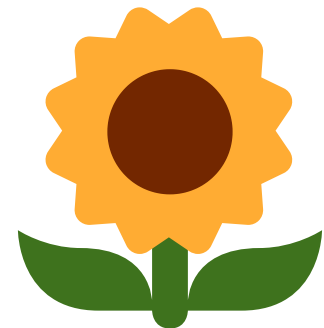
Could we bring the nature in and create repeating patterns using natural resources inside?

Monitor and watch how the nature dries up, does plastic decompose in the same way?

Continious Provision

Put a selection of natural resources outside and in and ask the children to make repeating patterns and challenge them to make it more complex.

Such as leaf, stick, leaf, stick. Then leaf, flower stick and so on. Create lots of science links and ask them to discuss the changes and uses and where the natural items are from.





Listen to what we have done today!

Today your muddy puddler has been working on spotting and created repeated patterns. We have made patterns using natural and upcycled items and predicted what would come next in an existing pattern.

Your Muddy task :)

Want to carry on the muddy fun at home?

Why don't you try...

Taking a walk in the woods with your friends and family finding the same kind of treasure each – one person might find leaves, the other sticks, the other might find stones. When you get to a nice spot arrange your found things in a repeated pattern and leave for someone else to enjoy or even continue.

Jump in puddles! Create a pattern of jumps and repeat. For example, 2 jumps, 2 hops, 2 jumps, 2 hops... or 1 jump, 3 jumps, 1 jump, 3 jumps.

Grab a stick and draw some repeated patterns in the glorious mud. You could choose some simple shapes (e.g. circle, triangle, square, circle, triangle, square), letters (e.g. a, d, g – be careful to choose letters that do not make words) or numerals (e.g. 4, 5, 9)

What repeated patterns can you see around where you live? Are there any in the kitchen? Living room? Garden? Walk to school?

Get a muddy move on! The next time you walk, why not create a pattern? You could try; walk, walk, walk, jump! Walk, walk, walk, jump! Or Hop, skip, jump, hop, skip jump.





Congratulations!



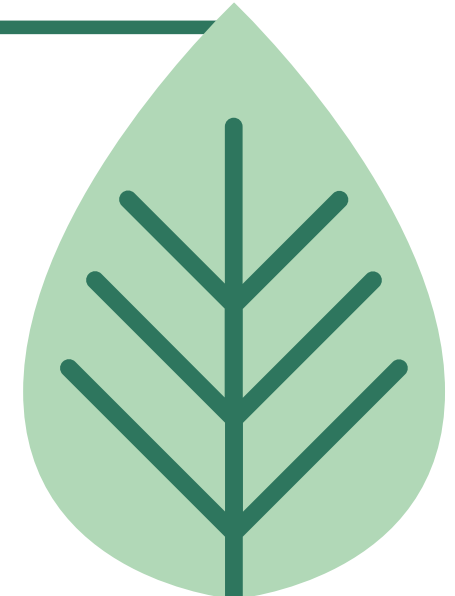
To

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You have been awarded the
Repeating Patterns Award !



For engaging in outdoor, nature loving maths tasks :)



Signed Date.....

'LIFE IS A JOURNEY, NOT A DESTINATION.' -RALPH WALDO EMERSON

Message for parents!

If your child likes to learn outside then check
out our parent packs and info at:

www.themuddypuddleteacher.co.uk