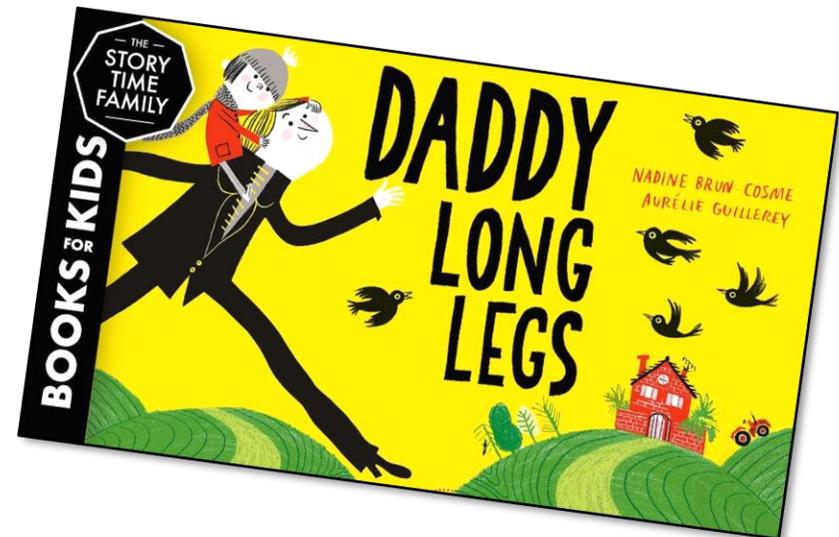
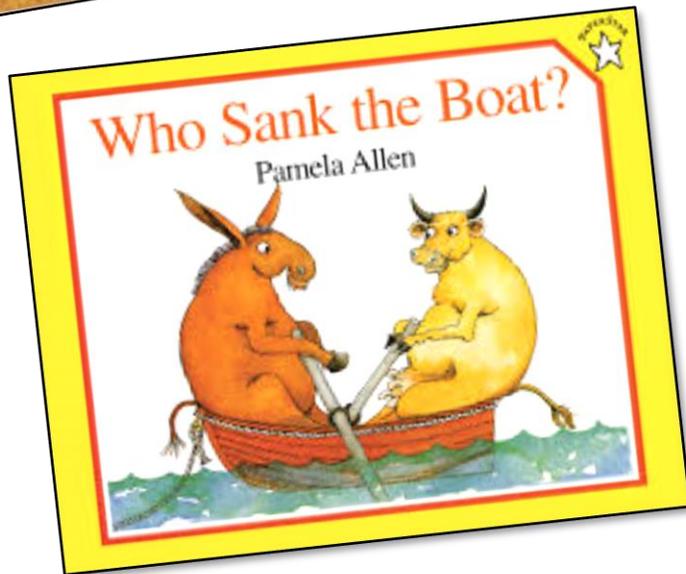
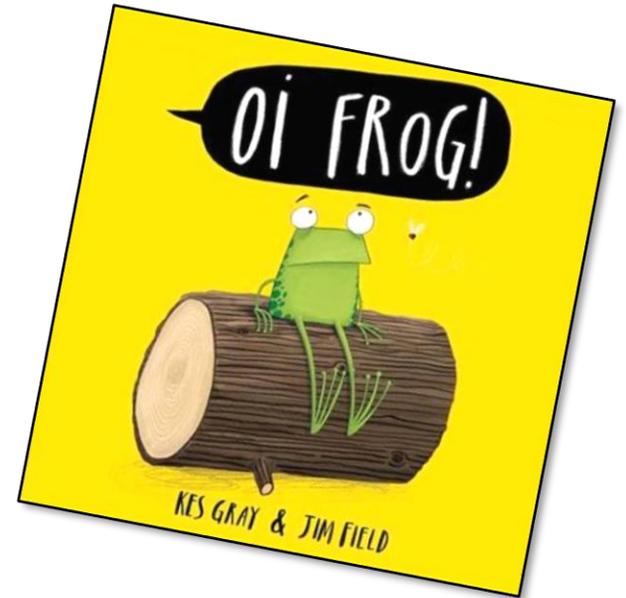
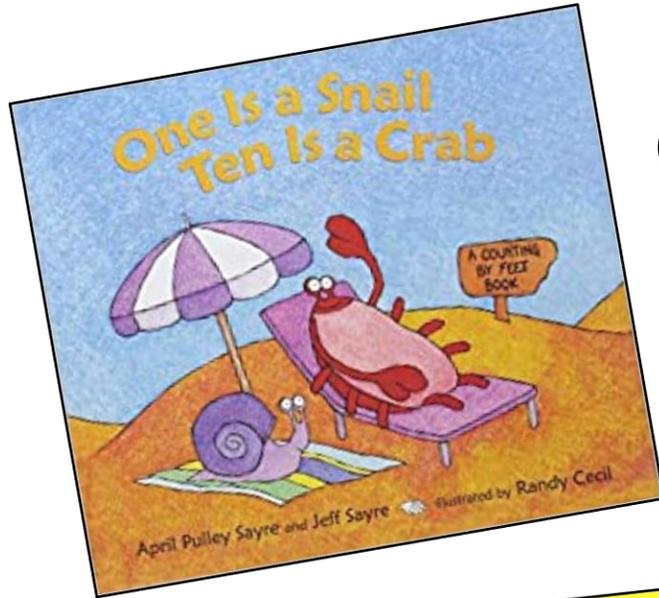


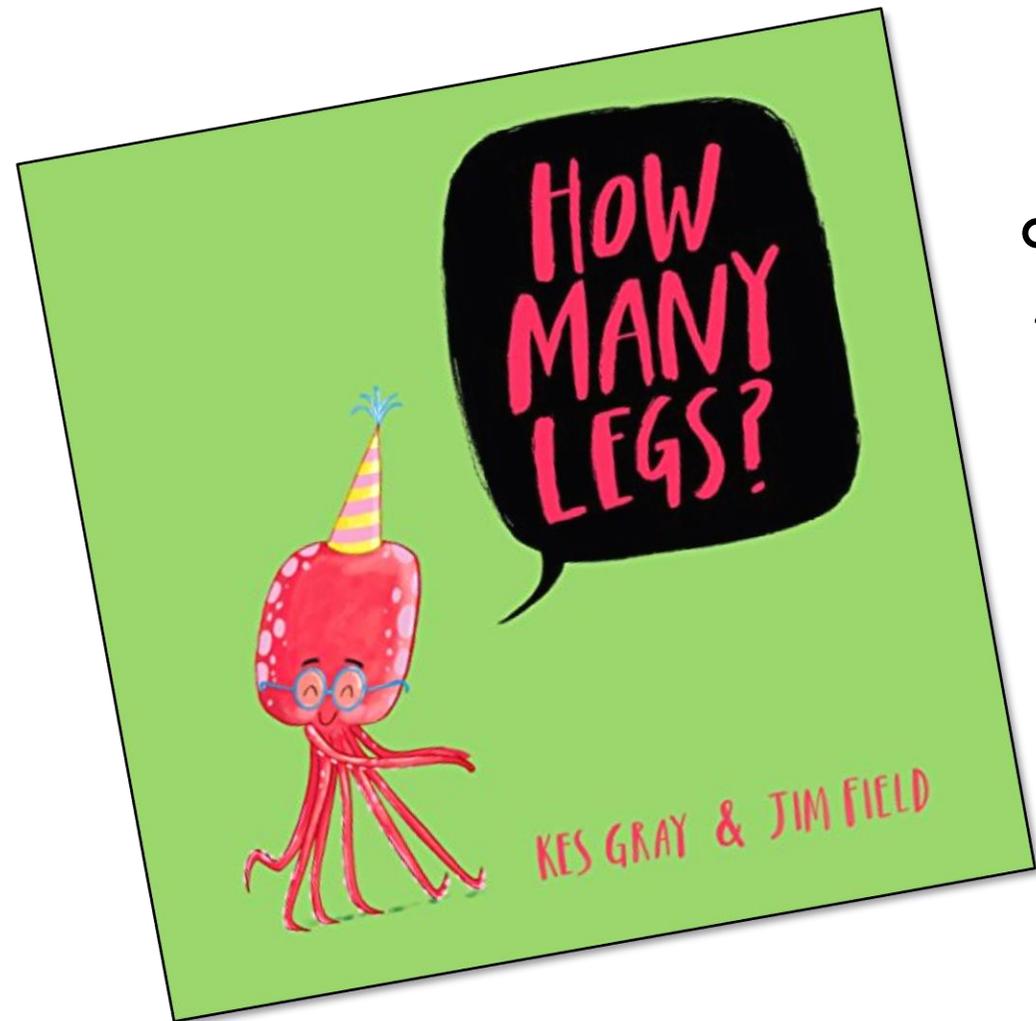
These activities and ideas are based around the book "How many legs?" By Kes Gray and Jim Field"

All activities could be done without the book!

Starting with a Story

Other stories to read,
enjoy and link our
activities to.





Guess my rule!

In order to do some more complex patterns we are going to look closely at some of the features of the animals!

Who knows what might come along!

Starting with a Story

Talking Together

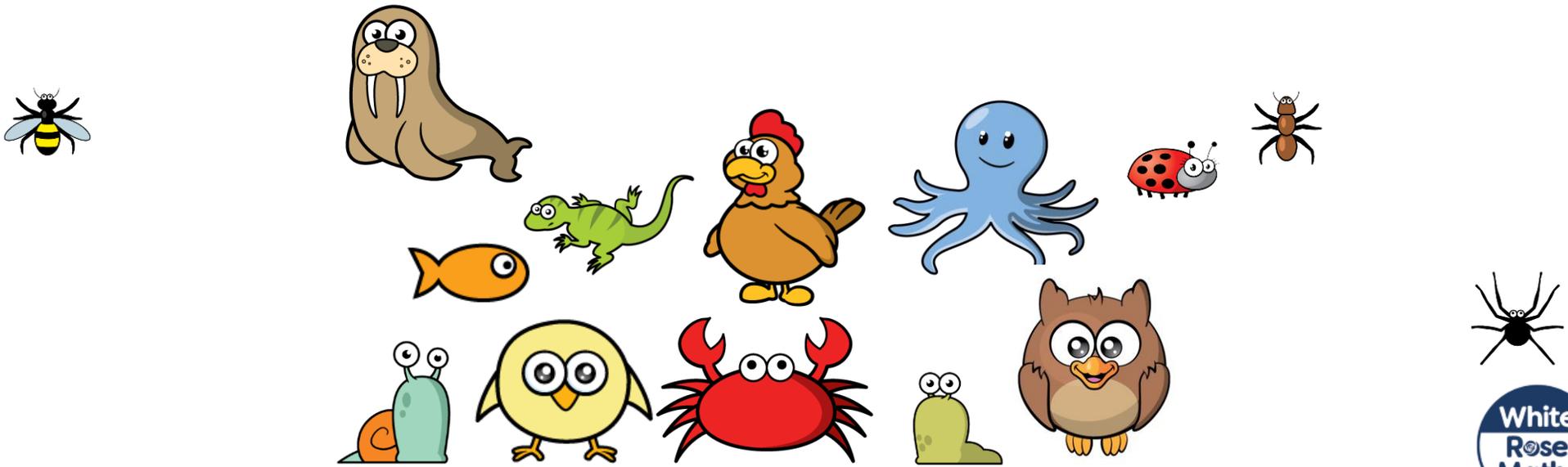
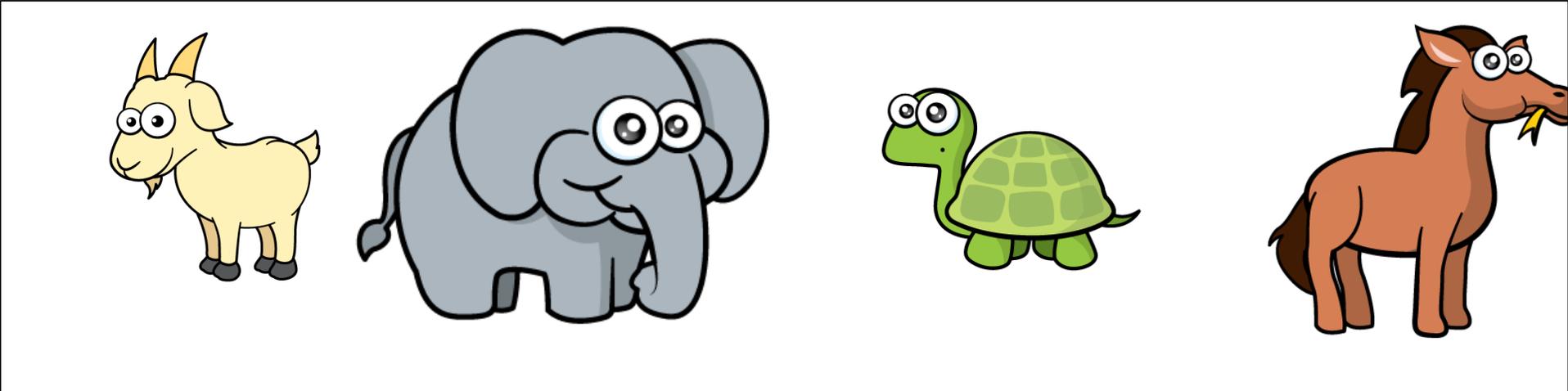
Guess my Rule.

Think about legs, feet, what kind of feet?



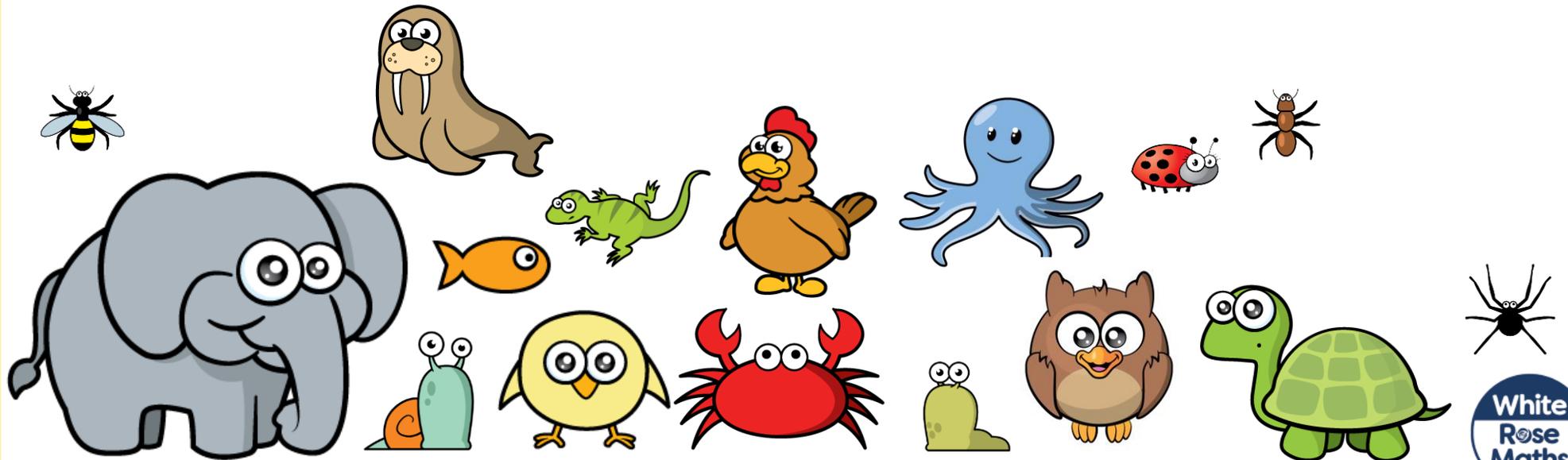
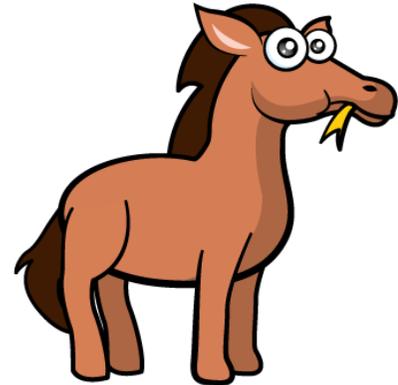
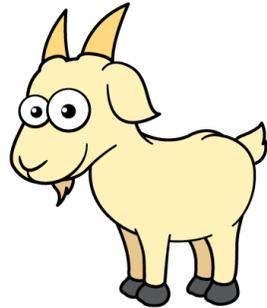
Starting With a Story

Talking Together - Guess my Rule



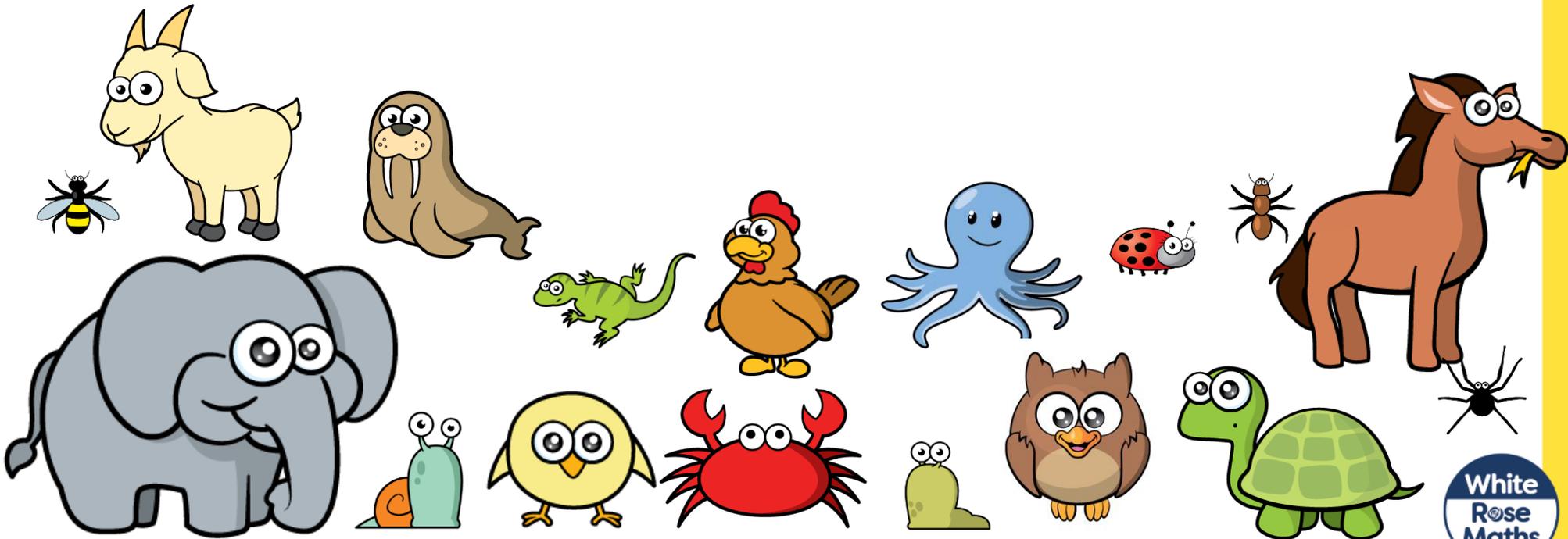
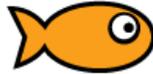
Starting with a Story

Talking Together - Guess my Rule.



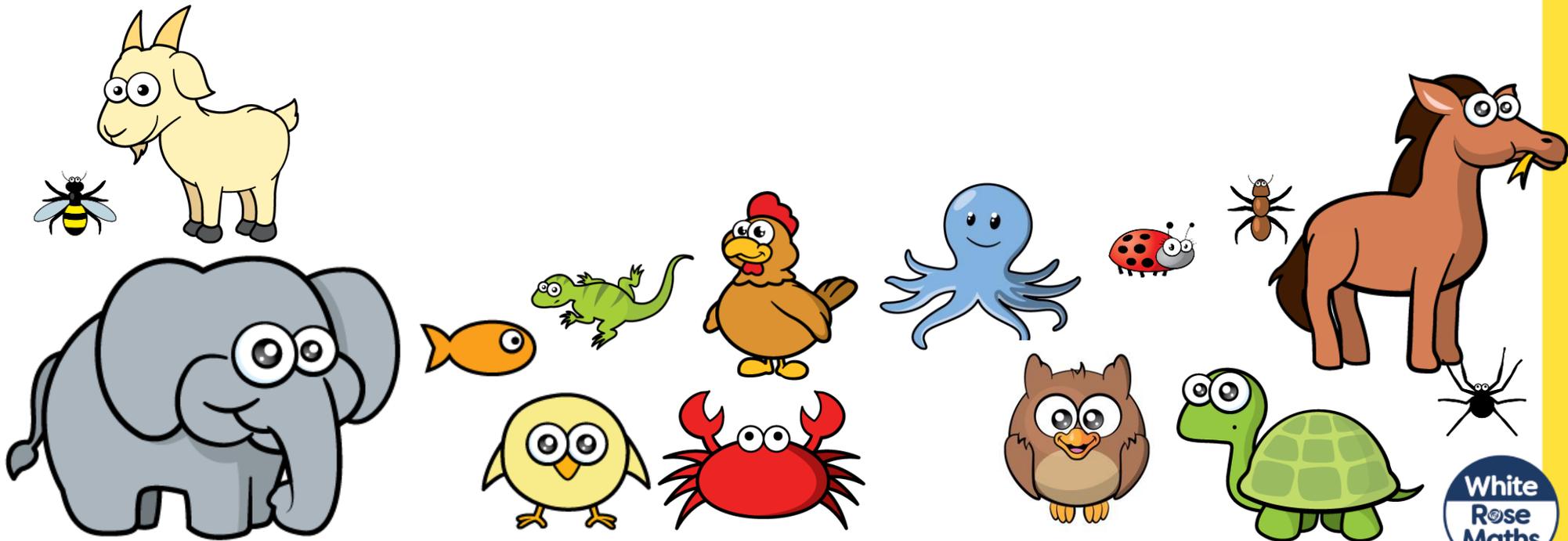
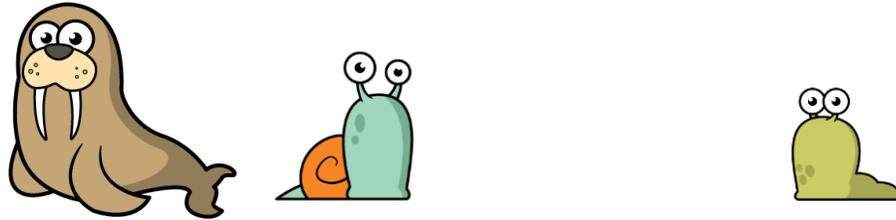
Starting With a Story

Talking Together - Guess my Rule



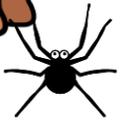
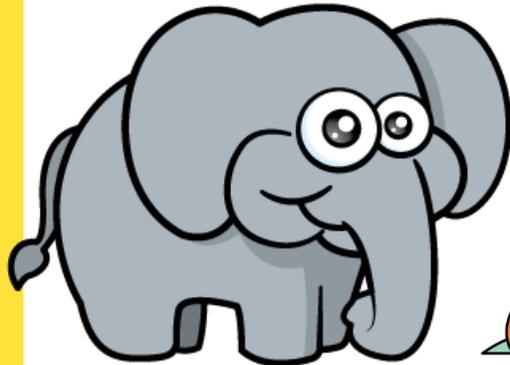
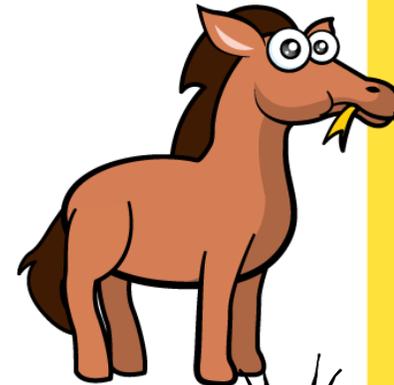
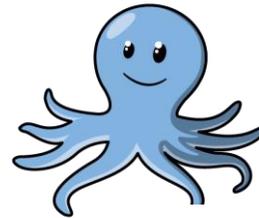
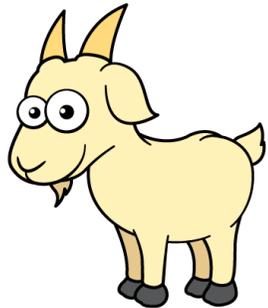
Starting With a Story

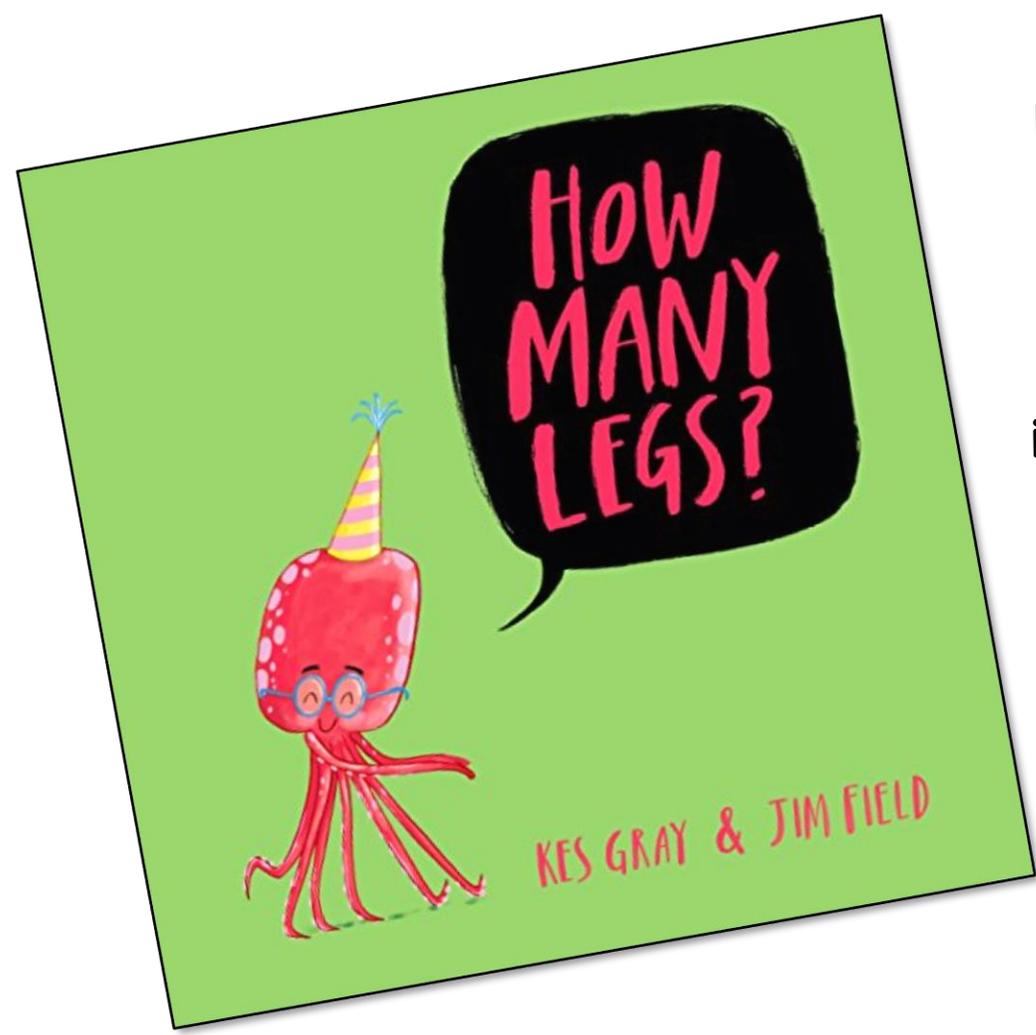
Talking Together - Guess my Rule.



Starting With a Story

Talking Together - Guess my Rule.



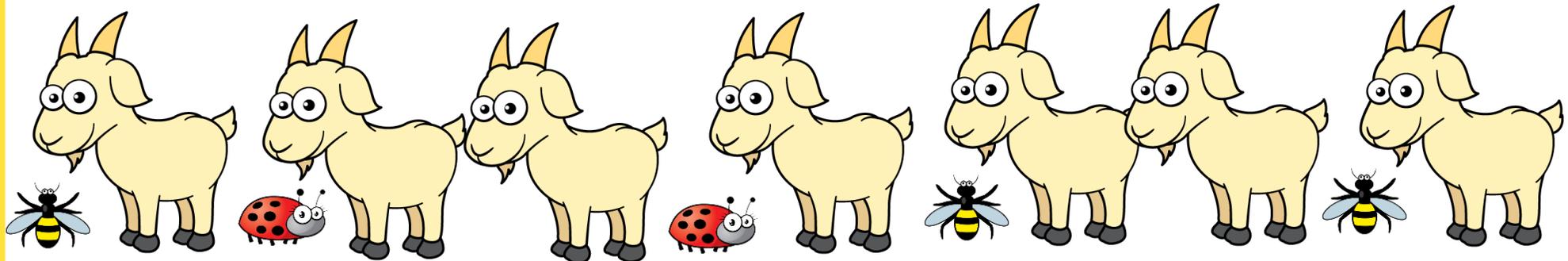
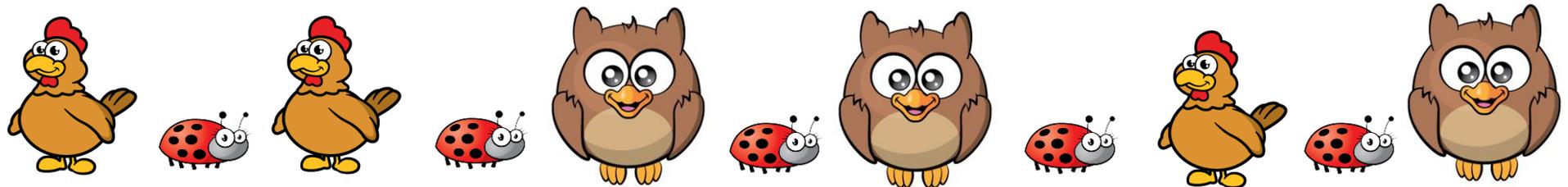


Animal Patterns

Now we have got some of the different features of the animals it is time to put them into patterns. Can you identify the pattern? Remember its about picking out 1 feature of the animal not just looking at what that animal is!

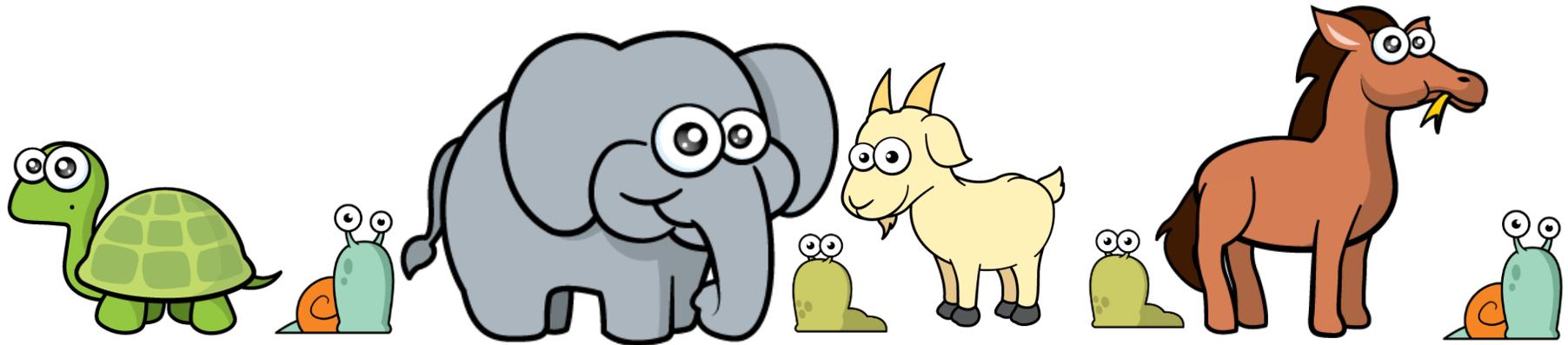
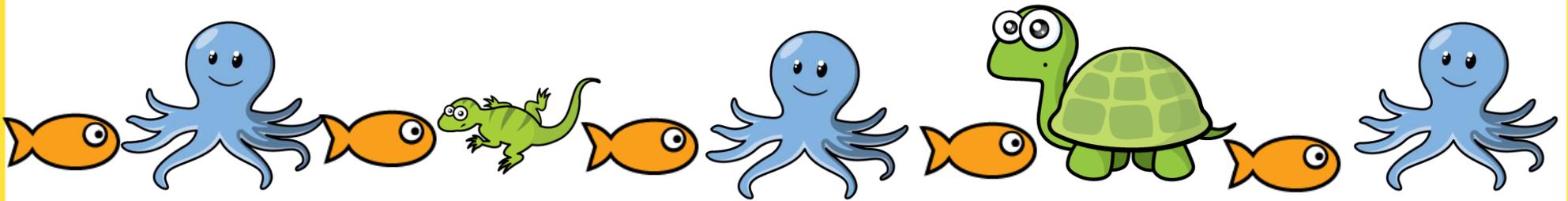
Starting with a Story

Talking Together



Starting with a Story

Talking Together



Starting with a Story

Talking Together

It's time to create your own patterns using the features of the animals.

What will you decide?

Could you invent your own with some different animals?



Learning through Play

A helping hand to where our activities link in our schemes and the EYFS.

Reception - Notes and guidance



Summer Progression

Geometry Exploring patterns

- Making simple patterns
- Exploring more complex patterns

Development matters Shape space and Measure 40-60

Can describe their relative position such as '*behind*' or '*next to*'.

Uses familiar objects and common shapes to create and recreate patterns and build models.

Early Learning Goal -Shape Space and Measure

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns.

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

