

Finding Rules and Describing Patterns Levelling Criteria	
<p>Decide on the information you need to describe and continue the pattern</p> <ul style="list-style-type: none"> • Pupils able to continue pattern using practical resources or 'acting it out' • Can continue a pattern using apparatus or drawing • Pupils move from working with practical apparatus to diagrams to continue to pattern, some evidence of systematic approach (1st term, 2nd term, ...) • Can predict what comes next in a sequence and explain why, aware that problem should be tackled in a systematic way • Independently decide to work systematically in finding and checking results 	<p><i>Level 1</i></p> <p><i>Level 2</i></p> <p><i>Level 3</i></p> <p><i>Level 4</i></p> <p><i>Level 5</i></p>
<p>Describe a rule of a pattern or relationship in pictures, words or mathematical symbols</p> <ul style="list-style-type: none"> • Simple recording of findings in pictures or diagrams (adult support allowed) • Can explain a pattern in words and record results using simple diagrams • Use appropriate diagrams and symbols to represent their work - enabling their results to be checked, able to describe a simple rule found in the results • Results recorded in an organised and clear way (ordered list or table), able to describe pattern's rule as a general statement in words • Communicate findings in an appropriate way, with sufficient detail to enable others to interpret their work, can create and use an algebraic formula for the pattern 	<p><i>Level 1</i></p> <p><i>Level 2</i></p> <p><i>Level 3</i></p> <p><i>Level 4</i></p> <p><i>Level 5</i></p>
<p>Give examples to match a given statement and ones which do not</p> <ul style="list-style-type: none"> • Able to discuss in simple terms how the pattern will develop as more terms are added • Able to predict with some accuracy what would happen if the pattern was continued, with reference to results already found • Use a simple rule to decide whether a given number will be in the sequence or not • Begin to apply mathematical reasoning to decide whether a number will appear in the developing number sequence • Use mathematical reasoning to justify a statement about the number sequence 	<p><i>Level 1</i></p> <p><i>Level 2</i></p> <p><i>Level 3</i></p> <p><i>Level 4</i></p> <p><i>Level 5</i></p>
<p>Best - Fit Assessed Level:</p> <p><i>(It is <u>not</u> possible to sub-level an individual problem from this criteria)</i></p>	