

# Song notes

Gribbles and Pops (a song about pattern)



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## What mathematics learning is in this song?

- Recognising and creating repeating patterns
- Using movement, sound and language to represent patterns
- Predicting what comes next in a sequence
- Creating and describing their own patterns



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## Key mathematical language

- Pattern: when something repeats in a predictable way
- Repeat: the same thing happening again
- Order: the arrangement or sequence of things

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## Useful questions to ask

- What is the pattern in this verse of the song?
  - What comes next? How do you know?
  - Can you show me the part that repeats?
  - Can you make your own Gribbles and Pops pattern?
  - Can a friend copy your pattern?
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## Follow-up hands-on activities

Activity	Notes
Gribbles and Pops Pattern Makers	<p>Create simple Gribbles and Pops characters using materials such as pom-poms, craft sticks, paper or googly eyes.</p> <p>Use the characters to make repeating patterns, for example:</p> <ul style="list-style-type: none"><li>● Gribble, Pop, Gribble, Pop, Gribble, Pop</li></ul> <p>Encourage children to:</p> <ul style="list-style-type: none"><li>● say the pattern aloud</li><li>● act the pattern out with movement</li><li>● predict what comes next</li><li>● create their own patterns for others to continue</li></ul> <p>Follow up with prompts such as:</p> <ul style="list-style-type: none"><li>● What keeps repeating?</li><li>● Can you make the pattern longer?</li><li>● Can you make a different pattern?</li></ul>
Build a Pattern	<p>Use blocks, counters, coloured gems, leaves or other objects to create repeating patterns.</p> <p>Explore patterns such as:</p> <ul style="list-style-type: none"><li>● red, blue, red, blue, red, blue</li><li>● red, red, blue, red, red, blue</li><li>● red, blue, yellow, red, blue, yellow</li></ul> <p>Ask:</p> <ul style="list-style-type: none"><li>● What comes next?</li><li>● How do you know?</li><li>● Can you create your own pattern?</li></ul>

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[Grenell, A., Hine, E., & Fyfe, E. R. \(2025\). Repeating and growing patterns in early mathematics textbooks. Journal of Curriculum Studies, 57\(3\), 287–302. https://doi.org/10.1080/00220272.2024.2319659](https://doi.org/10.1080/00220272.2024.2319659)

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