

EYFS

Statements drawn from CoEL, PSED, CL, L, M, UtW, EAD from 30 – 50 and 40 – 60+

Application

Ideas, questions and lines of enquiry	<ul style="list-style-type: none"> • chooses and identifies ways of bringing mathematical thinking to everyday activities - <i>shows curiosity, is willing to have a go and begins to develop an approach e.g. trial and error</i> - <i>makes connections and asks questions about aspects that are familiar</i> • selects appropriate resources and adapts work where necessary • asks appropriate questions relevant to the activity and finds new ways to do things
Represent and communicate	<ul style="list-style-type: none"> • uses talk to connect ideas and describe what is happening - <i>creates simple representations of the story of the problem</i> • captures experiences and responses in a range of ways - <i>constructs and or makes marks with a purpose in mind</i> - <i>records, using marks that they can interpret and explain</i> • uses talk to organise their activities taking account of one another's ideas and checks how well it is going • in practical activities and discussion, begins to use the vocabulary involved in mathematical thinking
Plan an approach and implement it	<ul style="list-style-type: none"> • draws on their knowledge of their familiar world to make decisions about how to approach a task, solve a problem and reach a goal • initiates activities and seeks challenge applying their knowledge of mathematical concepts and appropriate vocabulary e.g. counting, comparing, pattern making • checks how well their activities are going, changes strategy as needed and reviews how well the approach worked
Computational complexity (Within the range of number facts known)	<ul style="list-style-type: none"> • shows an interest in number problems • responds to instructions involving a two-part sequence

Reasoning

Make connections	<ul style="list-style-type: none"> • uses talk to make links and notice patterns in their experiences • uses their experience to test their ideas and anticipate what might happen • comments and asks questions about aspects of their familiar world
Evaluate	<ul style="list-style-type: none"> • questions why things happened and gives explanations
Draw conclusions	<ul style="list-style-type: none"> • makes predictions and tests them e.g. <i>developing ideas of grouping, sequences, cause and effect</i> • answers 'how and why' questions about their experiences
Generalise	<ul style="list-style-type: none"> • recognises similarities between learning experiences and begins to use this understanding in new contexts - <i>realises not only objects, but anything can be counted, including steps, claps or jumps</i> • builds up vocabulary that reflects the breadth of their experiences to describe patterns and characteristics of the world around them
Justify	<ul style="list-style-type: none"> • uses talk to clarify thinking • talks about why things happen and how things work

Problem solving strategies

- chooses ways to do things
- checks how well their activities are going
- notices patterns in their experiences
- uses a range of ways to capture experiences
- looks closely at similarities, differences, patterns and change
- makes decisions about how to approach a task