| EYFS<br>Statements drawn from CoEL, PSED, CL, L, M, UtW, EAD from 30 – 50 and 40 – 60+ | |
|---|---|
| **Application** | |
| **Ideas, questions and lines of enquiry** | • chooses and identifies ways of bringing mathematical thinking to everyday activities<br>- *shows curiosity, is willing to have a go and begins to develop an approach e.g. trial and error*<br>- *makes connections and asks questions about aspects that are familiar*<br>• selects appropriate resources and adapts work where necessary<br>• asks appropriate questions relevant to the activity and finds new ways to do things |
| **Represent and communicate** | • uses talk to connect ideas and describe what is happening<br>- *creates simple representations of the story of the problem*<br>• captures experiences and responses in a range of ways<br>- *constructs and or makes marks with a purpose in mind*<br>- *records, using marks that they can interpret and explain*<br>• uses talk to organise their activities taking account of one another's ideas and checks how well it is going<br>• in practical activities and discussion, begins to use the vocabulary involved in mathematical thinking |
| **Plan an approach and implement it** | • draws on their knowledge of their familiar world to make decisions about how to approach a task, solve a problem and reach a goal<br>• initiates activities and seeks challenge applying their knowledge of mathematical concepts and appropriate vocabulary e.g. counting, comparing, pattern making<br>• 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) | • shows an interest in number problems<br>• responds to instructions involving a two-part sequence |

| **Reasoning** | |
|---|---|
| **Make connections** | • uses talk to make links and notice patterns in their experiences<br>• uses their experience to test their ideas and anticipate what might happen<br>• comments and asks questions about aspects of their familiar world |
| **Evaluate** | • questions why things happened and gives explanations |
| **Draw conclusions** | • makes predictions and tests them e.g. *developing ideas of grouping, sequences, cause and effect*<br>• answers 'how and why' questions about their experiences |
| **Generalise** | • recognises similarities between learning experiences and begins to use this understanding in new contexts<br>- *realises not only objects, but anything can be counted, including steps, claps or jumps*<br>• builds up vocabulary that reflects the breadth of their experiences to describe patterns and characteristics of the world around them |
| **Justify** | • uses talk to clarify thinking<br>• talks about why things happen and how things work |

| Problem solving strategies |
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| • chooses ways to do things<br>• checks how well their activities are going<br>• notices patterns in their experiences<br>• uses a range of ways to capture experiences<br>• looks closely at similarities, differences, patterns and change<br>• makes decisions about how to approach a task |