EYFS
‘Working Mathematically’

Application	
Ideas, questions and lines of enquiry	• Chooses and identifies ways of bringing mathematical thinking to everyday activities - Shows curiosity, is willing to have a go and begins to develop an approach e.g. trial and error - Makes connections and asks questions about aspects that are familiar • 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	• Uses talk to connect ideas and describe what is happening - Creates simple representations of the story of a problem • Captures experiences and responses in a variety of ways - Constructs and or makes mark with purposes in mind - Records, using marks that they can interpret and explain • 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	• 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 and pattern making • Checks how well their activities are going, changes strategy as needed and reviews how well the approach worked
Computational complexity	• Shows and interest in number problems • Responses to instructions involving a two-part sequence.

Reasoning	
Make connections	• 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	• Questions why things happened and gives explanations
Draw conclusions	• Makes predictions and tests them e.g. developing ideas of grouping, sequences, cause and effect • Answers how and why questions about their experiences
Generalise	• Recognises similarities between learning experiences and begins to use this understanding in new contexts - Realises not only objects, but anything can be counted including steps, claps or jumps • 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 • Talks about why things happen and how things work

Problem Solving Strategies	
• Chooses way 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 a change • Makes decisions about how to approach a task