

MATHS: Working Mathematically Framework

Working Mathematically framework	
Stage 0	<ul style="list-style-type: none">• I can explore a range of objects by touching and looking• I can Look briefly at disappearing object• I can respond differently to different stimuli• I can look with interest at a stimulus• I can show anticipation when presented with repetitive stimulus (e.g. jack in a box)• I can take part in cause-and-effect activities• I can join in with familiar activities
Stage 1	<ul style="list-style-type: none">• I can repeat an action when the first attempt is unsuccessful• I can match (objects and images)• I can exchange a coin for a chosen object in a shop in role play• I can recall an object out of sight• I can modify an action when repeating action does not work• I can name a variety of colours• I can fit objects together e.g. Duplo/sticky bricks/magnets• I can stack a variety of objects
Stage 2	<ul style="list-style-type: none">• I can copy a simple repeating pattern (abab)• I can show early problem solving skills – tries new strategies when old one fails• I can show that I am aware when my cup/plate/bottle is empty.• I can select an appropriate tool for a task e.g. cup to have a drink, crayon to colour a picture• I can anticipate next steps in a sequence of routine events• I can complete an inset puzzle• I can join in with simple mathematical songs/games with adult support
Stage 3	<ul style="list-style-type: none">• I can continue a simple repeating pattern (abab...)• I can sort/group similar objects when their difference is significant• I can find the odd one out (objects and images)• I can copy a simple line pattern.• I can sort objects by the purpose (e.g. which do we use to draw and which do we use to eat?)

	<ul style="list-style-type: none"> • I can sort by colour/size from a selection. • I can complete a simple puzzle (2 pieces)
Stage 4	<ul style="list-style-type: none"> • I can create a simple repeating pattern (objects and images) • I can solve simple problems independently e.g. I don't have enough what can I do? • I can indicate when a task is finished • I can complete a puzzle (4 to 6 pieces) • I can remove an item from the wrong set and replace it into the correct set when working with 3 or more sets. • I can identify the odd one out from a selection of similar objects, where only one is different. • I can use size language within daily activities e.g. its too big
Stage 5	<ul style="list-style-type: none"> • I can copy, continue a more complex pattern (aabaab, abbabba, aabbbaabbb) • I can find the common attributes of two given objects. • I can find differences between two given objects. • I can describe the positions of first, second, third and last e.g. queuing for lunch. • I can say who has more or less when comparing two different amounts and check by counting e.g. Who has the most crayons? • I can collect a given number of objects when asked • I can record my findings (symbols, numerals, pictures)
Stage 6	<ul style="list-style-type: none"> • I can create a more complex pattern (aabaab, abbabba, aabbbaabbb) • I can understand the use of different ways of recording points in games e.g. tallying; collecting tokens; writing numbers to value 10. • I can estimate the number of objects needed to complete an activity e.g. I need 6 Lego bricks to build the tower. • I can show that I am beginning to estimate larger quantities and check my answers by counting e.g. How many sweets will fit in the jar? (up to 9). • I can discuss my work using my known mathematical language with support • I can recognise and use a simple pattern or relationship, with support. • I can use my mathematical knowledge within my daily activities (developing use of maths in the real world)
Stage 7	<ul style="list-style-type: none"> • I can continue and create patterns using shapes (simple -ababa and complex -abcabc abbabba) • I can draw simple conclusions from my work, with support. • I can discuss my work using mathematical language • I can select which resources I can use to help me solve a mathematical problem (choice of 2) • I can predict what comes next in a simple number, shape or spatial pattern or sequence. • I can begin to represent my work using symbols, numerals and simple diagrams with support. • I can explain why an answer is correct and give reasons for my opinion with support.
Stage 8	<ul style="list-style-type: none"> • I can work out what shape I would need further along in a pattern(e.g. what would the 10th shape be) • I can select the mathematics I need to use in a wide range of tasks.

	<ul style="list-style-type: none"> • I can try different approaches and find ways of overcoming problems. • I can begin to organise my work and check results. • I can discuss my mathematical thinking and explain my work. • I can use and interpret mathematical symbols and diagrams
Stage 9	<ul style="list-style-type: none"> • I can develop strategies for solving problems- e.g. highlighting/gathering key information. • I can use my own strategies and apply them to practical contexts. • I can present information and results in a clear, organised way. • I can search for a solution by trying out ideas of my own.
Stage 10	<ul style="list-style-type: none"> • I can describe strategies used. • I can review my work and ask questions about it. • I can solve one/two-step problems involving numbers, money, measures and time. • I am beginning to recognise general statements/patterns/relationships to solve problems. • I can use different approaches to overcome difficulties when problem solving. • I can use and interpret a wider range of maths symbols and diagrams.
Stage 11	<ul style="list-style-type: none"> • I am beginning to use a wider range of strategies to solve one/ two-step problems using addition/ subtraction. • I can identify patterns as I work from my own generalisations. • I can search for a solution by trying my own ideas. • I can solve word problems using my knowledge and understanding of place value. (Using a simple Tens & Units grid to indicate the columns in which numbers should be placed).
Stage 12	<ul style="list-style-type: none"> • I can solve multistage problems by breaking them down into simpler steps and applying a range of strategies using all four operations. • I can check my answers to make sure they are reasonable. • I can explain my reasoning and give simple conclusions to problem solving. • I can make and test a prediction.