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Transition to school: supporting children's engagement in mathematical thinking processes.

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Summary: Internationally, mathematising is now a key focus in mathematics education for children aged 3–8 years. For young children mathematising involves going back and forth between abstract mathematics and real situations in the world around them. It helps children to make sense of mathematics by connecting it to their everyday lives. While mathematical thinking processes associated with mathematising begin in early childhood, educators may not always recognise and promote children's engagement with these processes. In this chapter I present examples of children involved in mathematising. The discussion addresses issues that arise in supporting mathematisation during the transition to school, as well as directions for future research.

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