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**Influence of early repeating patterning ability on school mathematics learning.**

Liljedahl, Peter (ed.) et al., Proceedings of the 38th conference of the International Group for the Psychology of Mathematics Education “Mathematics education at the edge”, PME 38 held jointly with the 36th conference of PME-NA, Vancouver, Canada, July 15–20, 2014, Vol. 4. [s. 1.]: International Group for the Psychology of Mathematics Education (ISBN 978-0-86491-360-9/set; 978-0-86491-364-7/v.4). 137-144 (2014).

Summary: Recent studies in early mathematics education highlight the importance of patterning abilities and their influence on mathematics learning and the development of mathematical reasoning in young children. This paper focuses on young children’s repeating patterning abilities and reports results from an ongoing four-year longitudinal study that investigates the development of early numeracy understanding of 408 children from one year prior to school until the end of grade 2. The analyses in this paper reveal a significant influence of young children’s repeating patterning abilities one year prior to school on their mathematical competencies at the end of grade one.

*Classification:* C41 C42 F21 F22 H21 H22

*Keywords:* patterning ability; mathematics learning; repeating patterns; numeracy