

4.2 Children develop a range of learning and thinking skills and processes such as problem-solving, inquiry, experimentation, hypothesising, researching and investigating

This is evident when children, for example:

- use trial and error to explore different possibilities through 'cause and effect'
- initiate investigative play to solve self-generated problems and discoveries
- apply a wide variety of thinking strategies to engage with situations and solve problems, and adapt these strategies to new situations
- create and use representation to organise, record and communicate mathematical ideas and concepts
- make predictions and generalisations about their daily activities, aspects of the natural world and environments, using patterns they generate or identify and communicate these using
 - mathematical language and symbols
- explore their environment through asking questions, experimenting, investigating and using digital technologies
- connect with their local Aboriginal and Torres Strait Islander community (e.g. Elders, role models) to engage with stories about place-based history and culture
 - manipulate objects and experiment with cause and effect, trial and error, and motion
 - contribute to mathematical discussions and arguments