

Communication with symbols	As learners experience, understand and apply increasingly complex concepts and relationships, fluency in remembering facts, relationships and techniques should grow. As a result, facts, relationships and techniques learned previously should become firmly established, memorable and usable.
Conceptual understanding	Learners should become increasingly independent in recognising and applying the underlying mathematical structures and ideas within a problem, in order to be able to solve them.
Fluency	As learners experience increasingly complex concepts, they should also develop an understanding of the relationships between and within these concepts. They should apply logical reasoning about these relationships and be able to justify and prove them. Justifications and proof should become increasingly abstract, moving from verbal, visual or concrete explanations to representations involving symbols and conventions.
Strategic competence	Mathematical concepts and ideas should be dwelt on, built on, and connected together as learners experience increasingly complex mathematical ideas. Learners demonstrate conceptual understanding by explaining and expressing concepts, finding examples (or non-examples) and by representing a concept in a variety of ways, including verbal, concrete, visual, digital and abstract representations.
Logical reasoning	Learners should understand that the symbols they are using are abstract representations and should develop greater flexibility in their application and manipulation of an increasing range of symbols, understanding the conventions of the symbols they are using

Cyfathrebu â symbolau	Wrth i ddysgwyr brofi, deall a chymhwyso cysyniadau a pherthnasau sy'n gynyddol fwy cymhleth, dylai eu rhuglder wrth gofio ffeithiau, perthnasau a thechnegau wella. O ganlyniad, dylai ffeithiau, perthnasau a thechnegau a ddysgwyd ynghynt fod wedi'u hymsefydlu'n gadarn, yn gofiadwy ac yn ddefnyddiadwy.
Cyfathrebu â symbolau	Dylai dysgwyr ddod yn gynyddol annibynnol wrth adnabod a chymhwyso'r strwythurau a'r syniadau mathemategol sydd wrth wraidd problem, er mwyn gallu ei datrys.
Rhuglder	Wrth i ddysgwyr brofi cysyniadau cynyddol gymhleth, dylent hefyd feithrin deall twriaeth o'r berthynas rhwng y cysyniadau hyn ac o fewn y cysyniadau hyn. Dylent gymhwyso dulliau rhesymu rhesymegol wrth ymdrin â'r perthnasau hyn a gallu eu cyfiawnhau a'u profi. Dylai'r cyfiawnhad a'r dystiolaeth ddod yn gynyddol haniaethol, gan symud o esboniadau llafar, gweledol neu ddiriaethol i gynrychioliadau haniaethol sy'n cynnwys symbolau a chonfensiynau.
Cymhwysedd strategol	Dylid myfyrio ar syniadau a chysyniadau mathemategol, ynghyd â'u datblygu a'u cysylltu â'i gilydd, wrth i ddysgwyr gael profiad o syniadau mathemategol cynyddol gymhleth. Mae dysgwyr yn dangos dealltwriaeth gysyniadol drwy egluro a mynegi cysyniadau, dod o hyd i enghreifftiau (neu anenghreifftiau) a thrwy gynrychioli cysyniad mewn gwahanol ffyrdd, gan gynnwys cynrychioliadau llafar, diriaethol, gweledol, digidol a haniaethol.
Rhesymu rhesymegol	Dylai dysgwyr ddeall bod y symbolau y maent yn eu defnyddio yn gynrychioliadau haniaethol a dylent ddatblygu mwy o hyblygrwyd d wrth iddyntgymhwyso a defnyddio amrywiaeth gynyddol o symbolau, gan ddeall confensiynau'r symbolau y maent yn eu defnyddio.