Sinclair, N. and Jones, K. (2009) BSRLM geometry working group: geometrical reasoning in the primary school, the case of parallel lines. *Proceedings of the British Society for Research into Learning Mathematics*, 29(2), 88-93.

Abstract
During the primary school years, children are typically expected to develop ways of explaining their mathematical reasoning. This paper reports on ideas developed during an analysis of data from a project which involved young children (aged 5-7 years old) in a whole-class situation using dynamic geometry software (specifically Sketchpad). The focus is a classroom episode in which the children try to decide whether two lines that they know continue (but cannot see all of the continuation) will intersect, or not. The analysis illustrates how the children can move from an empirical, visual description of spatial relations to a more theoretical, abstract one. The arguments used by the children during the lesson transcend empirical arguments, providing evidence of how young children can be capable of engaging in aspects of deductive argumentation.

For the full text, please click on the following link:
http://www.bsrlm.org.uk/IPs/ip29-2/BSRLM-IP-29-2-16.pdf

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