



Early Maths

**Bob Perry, Amy MacDonald, Ann
Gervasoni**

Early Maths:

The Building Blocks of Early Maths Elaine Bennett, Jenny Weidner, 2014-04-16 Young children need to develop and understand the core basic concepts in mathematics before they can move forward in their mathematical learning Without these solid foundations they are more likely to have gaps in their knowledge and require intervention in their primary years This new book provides guidance and resources to help you develop children's key skills and understanding in mathematics Written by experienced teachers the book outlines key mathematical concepts and provides a wide range of exciting mathematically rich activities that support the development of these concepts It exposes some of the common misconceptions and errors that practitioners may observe children showing in their settings and offers simple practical strategies to help move children forward in their thinking and understanding Covering all areas of mathematics learning counting and number calculation shape and space pattern measuring and handling data the book features practical ideas for supporting assessment observation mathematical vocabulary and building links with home activities that promote a child led approach linked to children's everyday lives and experiences guidance on how to extend and challenge children's learning through adult led quality teaching and effective practice a clear sense of progression based on children's understanding rather than age Written by experienced practitioners The Building Blocks of Early Maths will help you to ensure that the children in your care have the strong foundations they need to become confident successful mathematician in the future

Developing Early Maths Through Story Marion Leeper, 2019-12-17 Stories and rhymes put maths into context and demonstrate concepts in ways meaningful to children They make maths more relevant fun and accessible to children sparking their imagination while developing their mathematical thinking Developing Early Maths through Story is the new guide to help practitioners feel more confident about teaching early mathematics Ideal for use with 3 5 years old the book will encourage young learners to exercise mathematical concepts both outdoors and indoors and show practitioners how to help their children and develop their skills creatively The book contains 14 chapters on numbers 0 to 13 each including A brief outline of a traditional story EYFS Learning objectives Resources needed Suggestions for younger children and babies Scope for outdoor activities and for using natural materials Further activities games and extension questions Suggestions for using ICT Assessment opportunities Ideal for parents and carers who want to explore or extend the learning of maths at home with their children in a very accessible and enjoyable way

Mathematics and Transition to School Bob Perry, Amy MacDonald, Ann Gervasoni, 2015-01-09 This edited book brings together for the first time an international collection of work focused on two important aspects of any young child's life learning mathematics and starting primary or elementary school The chapters take a variety of perspectives and integrate these two components in sometimes explicit and sometimes more subtle ways The key issues and themes explored in this book are the mathematical and other strengths that all participants in the transition to school bring to this period of a child's life the opportunities provided by transition to school for young

children's mathematics learning the importance of partnerships among adults and among adults and children for effective school transitions and mathematics learning and teaching the critical impact of expectations on their mathematics learning as children start school the importance of providing children with meaningful challenging and relevant mathematical experiences throughout transition to school the entitlement of children and educators to experience assessment and instructional pedagogies that match the strengths of the learners and the teachers the importance for the aspirations of children families communities educators and educational organisations to be recognised as legitimate and key determinants of actions experiences and successes in both transition to school and mathematics learning and the belief that young children are powerful mathematics learners who can demonstrate this power as they start school In each chapter authors reflect on their work in the area of mathematics and transition to school place that work within the overall context of research in these fields predict the trajectory of this work in the future and consider the implications of the work both theoretically and practically

Developing Young Children's Mathematical Learning Outdoors Lynda Keith, 2017-08-23 *Developing Young Children's Mathematical Learning Outdoors* provides detailed guidance and practical advice on planning mathematical experiences for young children outdoors By examining the key features of a mathematically rich outdoor environment it illustrates how this can motivate children in leading their own learning and mathematical thinking Drawing upon the author's wealth of experience the book provides support for students and early years practitioners in developing a deeper understanding of how to plan quality experiences which combine pedagogy with effective practice Covering all aspects of mathematics it identifies meaningful contexts and shows how adults can use open ended questions and prompts to promote children's mathematical play outside With rich case studies and reflective questions included throughout as well as suggestions for useful resources to put the ideas in the book into practice it is essential reading for all those that want to develop curious and creative mathematical thinkers in the early years

Teaching and Learning to Unlock Social Mobility for Every Child Sonia Blandford, Stefan Burkey, 2023-04-10 *Teaching and Learning to Unlock Social Mobility for Every Child* is a topical and insightful text that guides readers through evidence based practice that will improve outcomes for all involved in education increasing social mobility and inclusion in every sense In the past 30 years how children and young people learn has changed considerably as challenges of social mobility become more apparent Cultural and social economic disadvantage is evident as is the need to focus on mutuality in education whereby all children and young people are valued regardless of their background challenges or needs In this context *Teaching and Learning to Unlock Social Mobility for Every Child* is the first work to capture and clearly explain practical teaching and learning approaches that can be used in any school It circles around the creativity and technology of pedagogy exploring an educational agenda that is genuinely rooted in social mobility for all children Written accessibly and full of case studies this book is intended to guide practitioners and stakeholders at all levels of education from school leaders to researchers students and teachers It will help them to

impart the skills and capacities which children and young people require to drive their future social mobility and address the challenges they will face on their own terms

Thinking and Learning About Mathematics in the Early Years Linda Pound, 2008-03-20 An exploration of children's mathematical development to show how you can encourage and enhance the numeracy skills of any child in the early years by linking maths to every day life and making it a playful and enjoyable cross curricular activity

Motor Skills and Their Foundational Role for Perceptual, Social, and Cognitive Development Klaus Libertus, Petra Hauf, 2017-05-18 Motor skills are a vital part of healthy development and are featured prominently both in physical examinations and in parents baby diaries It has been known for a long time that motor development is critical for children's understanding of the physical and social world Learning occurs through dynamic interactions and exchanges with the physical and the social world and consequently movements of eyes and head arms and legs and the entire body are a critical during learning At birth we start with relatively poorly developed motor skills but soon gain eye and head control learn to reach grasp sit and eventually to crawl and walk on our own The opportunities arising from each of these motor milestones are profound and open new and exciting possibilities for exploration and interactions and learning Consequently several theoretical accounts of child development suggest that growth in cognitive social and perceptual domains are influenced by infants own motor experiences Recently empirical studies have started to unravel the direct impact that motor skills may have on other domains of development This volume is part of this renewed interest and includes reviews of previous findings and recent empirical evidence for associations between the motor domain and other domains from leading researchers in the field of child development We hope that these articles will stimulate further research on this interesting question

Learning and Teaching Early Math Douglas H. Clements, Julie Sarama, 2014-05-23 In this important book for pre and in service teachers early math experts Douglas Clements and Julie Sarama show how learning trajectories help diagnose a child's level of mathematical understanding and provide guidance for teaching By focusing on the inherent delight and curiosity behind young children's mathematical reasoning learning trajectories ultimately make teaching more joyous They help teachers understand the varying levels of knowledge exhibited by individual students which in turn allows them to better meet the learning needs of all children Using straightforward no nonsense language this book summarizes the current research about how children learn mathematics and how to build on what children already know to realize more effective teaching This second edition of Learning and Teaching Early Math remains the definitive research based resource to help teachers understand the learning trajectories of early mathematics and become quintessential professionals Updates to the new edition include Explicit connections between Learning Trajectories and the new Common Core State Standards New coverage of patterns and patterning Incorporation of hundreds of recent research studies

Early Maths Cynthia G. Dawes, 1977-01-01 Covers the development of mathematical experience in children from 3 to 5 Children can be given scope to find out about sets numbers sizes and shapes and they can begin to measure size weight capacity and time in an informal

fashion

Mathematics Learning in Early Childhood National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Committee on Early Childhood Mathematics, 2009-11-13 Early childhood mathematics is vitally important for young children's present and future educational success. Research demonstrates that virtually all young children have the capability to learn and become competent in mathematics. Furthermore, young children enjoy their early informal experiences with mathematics. Unfortunately, many children's potential in mathematics is not fully realized, especially those children who are economically disadvantaged. This is due in part to a lack of opportunities to learn mathematics in early childhood settings or through everyday experiences in the home and in their communities. Improvements in early childhood mathematics education can provide young children with the foundation for school success. Relying on a comprehensive review of the research, *Mathematics Learning in Early Childhood* lays out the critical areas that should be the focus of young children's early mathematics education, explores the extent to which they are currently being incorporated in early childhood settings, and identifies the changes needed to improve the quality of mathematics experiences for young children. This book serves as a call to action to improve the state of early childhood mathematics. It will be especially useful for policy makers and practitioners who work directly with children and their families in shaping the policies that affect the education of young children.

Supporting Early Mathematical Development Caroline McGrath, 2010-07-12 *Supporting Early Mathematical Development* is an essential text for current Early Years practitioners and students, offering an excellent blend of theory and practice that will enable you to provide successful mathematical education for children from birth to eight years old. Charting the delivery of mathematical development in Playgroups, Children's Centres, Nurseries, and Primary Schools, it forges links between current practice and fundamental Early Years principles and makes suggestions for creating effective pedagogies in maths teaching. Promoting mathematical development through play-based learning, this book presents a wealth of practical, multi-sensory teaching strategies, instructional methodologies, activity ideas incorporating play, books, songs, cookery, and the outdoors, examples of children's work, advice on translating theory into practice, questions for reflective practice. Throughout the book, Caroline McGrath breaks down the complexity of teaching and learning mathematics into simple steps and guides readers through possible gaps in their knowledge, bringing fresh enthusiasm to teaching mathematics. This is an invaluable resource for practitioners and trainee teachers wishing to strengthen their mathematical teaching and professional practice, or for students on a wide range of Early Years courses.

Educational Research and Innovation: Developing Minds in the Digital Age Towards a Science of Learning for 21st Century Education Kuhl Patricia K., Lim Soo-Siang, Guerriero Sonia, Van Damme Dirk, 2019-04-10 This book highlights new scientific research about how people learn, including interdisciplinary perspectives from neuroscience, the social, cognitive, and behavioural sciences, education, computer, and information sciences, artificial intelligence, machine learning, and engineering.

Teaching and Learning Early Number Ian Thompson, 2008-10-16 This

richly varied text offers generous support for every aspect of the teacher's role while constantly reminding us that mathematical activity is not a de-contextualised skill that children possess but part of their identity their way of being in the world engaged with the world energetically and playfully trying to make sense of it Mary Jane Drummond formerly of the Faculty of Education University of Cambridge UK Teaching and Learning Early Number is a bestselling guide for all trainee and practising Early Years teachers and classroom assistants It provides an accessible guide to a wide range of research evidence about the teaching and learning of early number Major changes in the primary mathematics curriculum over the last decade such as the National Numeracy Strategy the Primary National Strategy the Early Years Foundation Stage and the Williams Review have greatly influenced the structure of this new edition The book includes A new introductory chapter to set the scene Six further new chapters including Mathematics through play Children's mathematical graphics and Interview based assessment of early number knowledge Six completely re-written chapters and two updated chapters A new concluding chapter looking to the future The chapters can be read in a standalone fashion and many are cross-referenced to other parts of the book where specific ideas are dealt with in a different manner Issues addressed include new research on the complex process of counting and on children's written mathematical marks counting in the home environment and play in the school setting the importance of mathematical representations and of ICT in children's understanding of number errors and misconceptions and the assessment of children's number knowledge

Handbook of Research on the Psychology of Mathematics Education Angel Guti rrez, Paolo Boero, 2006 Compilation of the research produced by the International Group for the Psychology of Mathematics Education PME since its creation in 1976 The first three sections summarize cognitively oriented research on learning and teaching specific content areas transversal areas and based on technology rich environments The fourth section is devoted to the research on social affective cultural and cognitive aspects of mathematics education The fifth section includes two chapters summarizing the PME research on teacher training and professional life of mathematics teachers

Big Ideas of Early Mathematics The Early Math Collaborative- Erikson Institute, 2013-04-25 This is the eBook of the printed book and may not include any media website access codes or print supplements that may come packaged with the bound book Note This is the bound book only and does not include access to the Enhanced Pearson eText To order the Enhanced Pearson eText packaged with a bound book use ISBN 0133548635 In this unique guide classroom teachers coaches curriculum coordinators college students and teacher educators get a practical look at the foundational concepts and skills of early mathematics and see how to implement them in their early childhood classrooms Big Ideas of Early Mathematics presents the skills educators need to organize for mathematics teaching and learning during the early years For teachers of children ages three through six the book provides foundations for further mathematics learning and helps facilitate long term mathematical understanding The Enhanced Pearson eText features embedded video Improve mastery and retention with the Enhanced Pearson eText The Enhanced Pearson eText provides a rich interactive learning

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Dramatic Mathematics Trisha Lee, Isla Hill, 2022-11-30 Children are born with an ability to make sense of the world through play and storytelling By creating narratives during fantasy play children act out concepts and ideas that confuse them or that they find fascinating Dramatic Mathematics consists of five stories and accompanying exercises to support teachers in Key Stage 1 to take a playful story based approach to introduce early mathematical concepts that children often struggle with The stories are all set in the Kingdom of Sunobia and follow the journey of kings and sorceresses an evil ship owner and a girl called Lily who is exceptionally clever and very good at maths Accompanied by playful illustrations and teachers notes each story presents a different aspect of the Key Stage 1 maths curriculum enabling teachers to engage their pupils emotionally and bring the topic of maths to life Offering a wide range of stimulating ideas for developing learners mathematical thinking and understanding these activities can be used to enrich and supplement learning and will be an essential resource for all teachers looking to teach mathematics in an exciting new way

Inspiring Ideas to Support Early Maths and Literacy Janet Rees, 2016-02-05 Inspiring Ideas to Support Early Maths and Literacy takes a play based approach and draws on popular stories and rhymes to cover the key areas of mathematics and literacy Full of practical tried and tested ideas for developing understanding in mathematics and literacy this book aims to help practitioners make these areas of learning exciting and meaningful for young children Each chapter shows how learning can be reinforced and brought to life through resources made from everyday materials providing children with an enjoyable and positive learning experience Key features include clear instructions and full colour photographs on how to make practical resources for indoor and outdoor environments vocabulary lists for inspiration and ideas for developing a new play space or overhauling an existing space key questions to consider when planning and designing an indoor or outdoor play space links to the Early Years Foundation Stage that will guide the development of a future playground and challenge providers to enhance their practice This practical resource will be essential reading for primary teachers early years practitioners students and all those interested in developing young children's confidence in mathematics and literacy

Maths 6-7 Parragon, Incorporated, 2003-06 Supporting Mathematical Development In The Early Years Pound, Linda, 2006-05-01 Review of the first edition All the major areas of early childhood maths teaching and learning are covered in this powerful book The book is also full of delightful stories It would be eminently suitable for

beginning and trainee teachers but would also be helpful to all those concerned in early years settings All the relevant information is here based on a wealth of knowledge and experience TES Supporting Mathematical Development in the Early Years provides practical guidance for parents teachers and other early years workers who want to give children a good start in mathematical development Showing how competent children are as mathematicians from an early age the book offers an overview of young children s mathematical behaviour at home and in early years settings The book defines the content and the learning curriculum required to promote mathematical thinking including an examination of the relationship between mathematics and language learning and the role of other cross curricular aspects such as information and communications technology ICT It explores the role of staff in observing planning for and supporting children s learning by using a variety of strategies and makes suggestions for promoting effective partnerships between the parents or principal carers and early years staff The book also considers the importance of play and imagination to the development of abstract thought The second edition is comprehensively updated throughout and includes new material on Special Educational Needs the very early years the role of play the role of ICT and examples of outdoor play It is essential reading for early years teachers and students as well as parents who want to understand and develop their children s early mathematical learning

Developing Early Maths Skills Outdoors Marianne Sargent, 2020-01-09 Developing Early Maths Skills Outdoors provides practitioners with practical planning for how to develop and enhance the outdoor area to facilitate mathematical learning It includes up to 80 activities to embed each learning experience into daily provision with dedicated plans to develop specific skills and aspects of mathematics The activities throughout the book are low cost and easy to set up aiming to reassure practitioners and give them the confidence to plan more mathematical learning experiences outdoors This is further supported with planning guidance and resource ideas as well as advice on observation and assessment including suggestions for how to reduce the paperwork burden and a useful observation template The book is divided into sections that represent the different aspects of mathematics and includes An introduction to each aspect explaining why it is important and outlining the fundamental skills and concepts that underpin it ideas for adult led and adult initiated activities that aim to develop children s early mathematical knowledge skills and understanding suggestions for how to enhance continuous outdoor provision so that it promotes independent investigation fostering creative and critical thinking pointers and tips about teaching mathematics in the early years ideas for how to involve parents and carers and links to all four British early years curriculum frameworks

This book delves into Early Maths. Early Maths is an essential topic that needs to be grasped by everyone, from students and scholars to the general public. This book will furnish comprehensive and in-depth insights into Early Maths, encompassing both the fundamentals and more intricate discussions.

1. The book is structured into several chapters, namely:
 - Chapter 1: Introduction to Early Maths
 - Chapter 2: Essential Elements of Early Maths
 - Chapter 3: Early Maths in Everyday Life
 - Chapter 4: Early Maths in Specific Contexts
 - Chapter 5: Conclusion
2. In chapter 1, this book will provide an overview of Early Maths. This chapter will explore what Early Maths is, why Early Maths is vital, and how to effectively learn about Early Maths.
3. In chapter 2, the author will delve into the foundational concepts of Early Maths. This chapter will elucidate the essential principles that must be understood to grasp Early Maths in its entirety.
4. In chapter 3, this book will examine the practical applications of Early Maths in daily life. The third chapter will showcase real-world examples of how Early Maths can be effectively utilized in everyday scenarios.
5. In chapter 4, this book will scrutinize the relevance of Early Maths in specific contexts. The fourth chapter will explore how Early Maths is applied in specialized fields, such as education, business, and technology.
6. In chapter 5, the author will draw a conclusion about Early Maths. This chapter will summarize the key points that have been discussed throughout the book.

The book is crafted in an easy-to-understand language and is complemented by engaging illustrations. This book is highly recommended for anyone seeking to gain a comprehensive understanding of Early Maths.

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Early Maths Introduction

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