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MAKING MATHS COUNT

EXPLORING MATHS CONCEPTS
IN REAL-WORLD CONTEXTS



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Maths In The Making

Tony Cotton



Maths In The Making :

Maths in the Making Ron Smith, 2006 Offers primary teachers new and creative ways to engage all students with mathematics in a purposeful active and enjoyable way **Children's Mathematics** Elizabeth Carruthers, Maulfry Worthington, 2006-08-30 In Case Study 5 a grassroots Children's Mathematics Network group the initiative supported the participants in their professional change by giving them a space for the detailed and joint consideration of children's mathematical thinking Another significant feature of this initiative is its focus on careful consideration and analysis of children's mathematics and the ways in which professionals can support and encourage the children's mathematical thinking and reasoning The standard of the mathematical understanding thinking and reasoning that the displays revealed was far higher than the specified curriculum objectives for children of this age Researching Effective CPD in Mathematics Education RECME project NCETM 2009 The review also plays great score by play based learning of a mathematical nature and makes specific recommendations regarding early mark making as a precursor to abstract mathematical symbolism Section 115 features children's mathematical graphics and emphasises The role of mark making in children's cognitive development is set out in the taxonomy Carruthers and Worthington 2006 The report recommends that local authorities leaders managers and head teachers should provide a culture with a significant focus on mathematical mark making and a learning environment that encourages children to choose to use their own mathematical graphics to support their mathematical thinking and processes The Williams Maths Review DCSF 2008 At the very heart of the success of the book is the authors ability to see mathematics through young children's eyes by listening to and reflecting on the constant efforts made by children to make sense of their world This is a liberating book which proposes that the teaching of mathematics could and should be a highly creative and enjoyable process Branwen Llewelyn Jones Early Years Consultant at PACE Ltd TACTYC Ground breaking To single out any one chapter would be unfair because there is something thought provoking and inspirational throughout If you want to expand your understanding upwards and outwards then get a copy soon Times Educational Supplement I first read Children's Mathematics Making Marks Making Meaning a couple of years ago and it had an immediate impact on my own thinking and teaching and the work I do with trainee teachers I'm sure you will find it compelling reading too I think it has the potential to change in a fundamental way how we think about early mathematical development Lynne McClure Editor Math Coordinator's File Mathematics Association In their exceptionally readable and informative book Children's Mathematics Making Marks Making Meaning Carruthers and Worthington 2006 draw attention to one of the main goals of early years teaching that is to help children make links between the mathematics they have already encountered and continue to engage with at home and the more abstract mathematics of the school These authors suggest that by encouraging children to represent mathematical ideas in their own ways and crucially by talking to the pupils about the marks they have made we are given a window onto their thinking that may otherwise be inaccessible Liz Pumphrey NRICH

This book draws on the authors many years of teaching children aged three to eight years and also on their extensive research with children in the home nursery and school The authors explain the development and range of young children s mathematical marks and visual representations showing how children make mental connections between their own early marks and subsequent abstract mathematical symbolism and go on to develop their own written methods Combining theory and practice this acclaimed book demonstrates how children s own mathematical graphics are highly creative and show deep levels of thinking The authors show how this is the key to success in school mathematics and to higher levels of achievement The authors are winners of TACTYC s 2003 Jenefer Joseph Award for the Creative Arts 3 8 awarded for their innovative work with children on mathematical graphics

Maths in the Making 3 Ron Smith,2006 Offers primary teachers new and creative ways to engage all students with mathematics in a purposeful active and enjoyable way

The Language of Mathematics Keith Devlin,2000-03-13 Taking the reader on a wondrous journey through the invisible universe that surrounds us a universe made visible by mathematics Devlin shows us what keeps a jumbo jet in the air explains how we can see and hear a football game on TV and allows us to predict the weather the behavior of the stock market and the outcome of elections Microwave ovens telephone cables children s toys pacemakers automobiles and computers all operate on mathematical principles Far from a dry and esoteric subject mathematics is a rich and living part of our culture

Foundations of Mathematics Carole Skinner,Judith Dancer,2013-06-20 Foundations of Mathematics outlines seven strands of practice which underpin successful mathematical development in children aged 3 7 Early years mathematics specialists Carole and Judith draw on their experience of working with early years practitioners including consultants and advisers across the UK and internationally The book is completely up to date and embeds the Revised Early Years Foundation Stage throughout the book The book brims with multi sensory ideas that will trigger children s curiosity measuring using sand mousse hunting for buried treasure and building secret dens outdoors There are activities that involve playing and exploring games to make learning active and experiences to develop creative and critical thinking Alongside these practical experiences and activities are clear explanations of the reasoning behind the ideas with clear guidance on the role of the practitioner and Home Challenges to promote the engagement of families The authors provide straightforward advice to support the development of a mathematically enriched learning environment and ideas to help children transfer learning into their own child initiated play to build a genuine and solid foundation for mathematics

Mathematics in the Making Lancelot Hogben,1966

How to Recognise and Support Mathematical Mastery in Young Children's Play Di Chilvers,2021-07-12 This book explains how young children develop mathematically in their earliest years and shows the support and teaching needed by adults to accelerate their progress and attainment helping them master mathematical concepts and skills The practical guidance has been carefully developed over a number of years and is based on research undertaken with primary schools in Sheffield as part of the Talk for Maths Mastery initiative It recognises that children s

mathematical development is embedded within child led play and connected to deeper levels of thinking and wider dispositions for learning Maths is happening everywhere at any moment we just need to keep an open mind open eyes and listen Including case studies links to practice and reflective questions the chapters reveal what mastery orientation looks like from the children s perspective in their learning and covers children s serve and return conversational talk mathematical babies and their developmental momentum schematic patterns of thinking mathematical mark making child led play problem solving creative and critical thinking how adults can support children s mathematical talk thinking and mastery This book will help all early years practitioners and teachers working with children throughout the EYFS and KS1 build their understanding knowledge experience and confidence of engaging in early mathematics *The Really Useful Maths Book* Tony Brown, Henry Liebling, 2014-01-10 The Really Useful Maths Book is for all those who want children to enjoy the challenge of learning mathematics With suggestions about the best ways to use resources and equipment to support learning it describes in detail how to make learning the easy option for children An easy to follow comprehensive guide packed with ideas and activities it is the perfect tool to help teachers who wish to develop their teaching strategies The second edition has been fully updated in light of the latest research as well as in response to the new mathematics curriculum It includes many more practical activities for each mathematical topic and explores exciting new areas Key topics covered include Numbers and the number system Operations and calculations Shape and space Measures statistics and data handling Cross curricular approaches Resources and planning for teaching and learning Contexts for making sense of mathematics Bridges strategies and personal qualities Dialogue and interactive teaching International perspectives on teaching and learning Psychology and neuroscience to maximize learning The Really Useful Maths Book makes mathematics meaningful challenging and interesting It will be invaluable to practicing primary teachers subject specialists maths co ordinators student teachers mentors tutors home educators and others interested in mathematics education programmes Tony Brown was formerly the Director of ESCalate the UK Centre for Education in HE at the Graduate School of Education University of Bristol UK Henry Liebling formerly led Primary Mathematics Education at University College Plymouth Marjon UK **Mathematics Through Play in the Early Years** Kate Tucker, 2014-01-14 The book is grounded in the latest research about how children become effective learners particularly in relation to mathematics Bringing together research and practice in an accessible way Kate Tucker provides an essential resource for all those who work with young children I strongly recommend it Dr Sue Rogers Head of Department of Early years and Primary Education Institute of Education Offering practical examples of focused playful teaching this popular book is back for a third edition with even more activities to use in your setting with children aged from 3 to 8 Completely updated to include the revised Early Years Foundation Stage this new edition covers all the hot topics in the field and now includes a new section on teaching mathematics in Forest School more coverage of using ICT to teach mathematics more coverage of children with Special Educational Needs SEN a key vocabulary section at the end of each

chapter and a detailed glossary expanded and updated suggestions for Further Reading even more activities to use in lessons with some extended to include 7 8 year olds With a user friendly layout this new edition is an ideal resource for practitioners wishing to enhance their mathematics teaching and for students wishing to develop their knowledge and understanding of how to use play to teach mathematics Kate Tucker is an early years teacher trainer and writer based in Devon

Pattern in the Teaching and Learning of Mathematics Anthony Orton, 2004-10-01 This highly illustrated book draws together the wide variety of studies in the learning of mathematics undertaken by the Pattern in Mathematics Research Group at the University of Leeds Their purpose has been to provide structure and support to studies of children s perception conception and use of pattern in learning mathematics Set up in 1992 they have embraced work across the whole curriculum and through all the years of compulsory schooling As each chapter of this book relates to a different study that was undertaken the reader can dip in and select relevant material At the same time the editor has ensured continuity and progression allowing the book to be approached as a whole the early chapters are concerned with very young children subsequent chapters deal with the primary and middle age ranges and later ones relate to secondary school work With individual chapters relating to number algebra shape graphic relations and probability this new volume provides guidance for teachers of pupils of all age groups Patterns in mathematics are of immense importance this book relates pattern to the teaching of mathematics through all years of school Practical and original it is closely tied to the National Curriculum It is a source of new ideas for mathematic teachers at all levels

Very Special Maths Les Staves, 2018-07-24 Written for those who work with pupils with severe and profound learning difficulties this practical book uniquely describes content for a special curriculum in maths and looks at how early ideas develop and become real knowledge essential to daily function Les Staves explains recent theories about the early development of understanding numbers including a breakdown of the processes of learning to count which are largely neglected in the National Curriculum He also outlines the big ideas that are fundamental to the beginnings of mathematical thinking for children with severe and profound learning difficulties which are vital to carrying out practical mathematical processes

Improving Maths Pedagogy and Practice (IMPP) Scale Denise Kingston, Iram Siraj, Judy Barrett, 2025-10-28 The Improving Maths Pedagogy and Practice IMPP scale is an innovative way of assessing and improving the quality and effectiveness of mathematics teaching in the first few years of primary or elementary schooling It is informed by the evidence base of practice shown to improve children s outcomes and extensive professional development delivered by the authors The IMPP supports both the how and what of teaching mathematics to young children encourages positive dispositions towards maths and addresses issues such as maths anxiety and disengagement It focuses on teaching developmentally appropriate maths with understanding using maths talk child friendly contexts concrete pictorial and abstract representations to their best effect This unique measurement scale supports the teaching of early mathematics in primary elementary schools using the evidence base of what works best to support fluency

and mastery teachers content and pedagogical content knowledge of mathematics including comprehensive sets of practical examples quality improvement processes and self assessment of the mathematics taught in classrooms children learning mathematics with understanding which also supports their engagement enjoyment and achievements researchers auditors and or inspectors looking for a measure of mathematical quality and effectiveness in the classroom The IMPP will help teachers and school leadership successfully develop their children s mathematical understanding reasoning and problem solving Educators can use the scale for self evaluation of their own practice so they can build on what they already do well and improve where required Leadership teams and mentors can use it to audit quality support positive discussions and set effective development targets The scale is particularly useful when supporting children living with disadvantage and those with additional learning needs and maths anxiety

Mathematics in the Making Lancelot Thomas 1895-

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Understanding Children's Mathematical Graphics: Beginnings in Play Elizabeth Carruthers,Maulfry Worthington,2011-04-16 This book challenges traditional beliefs and practices of teaching written mathematics in early childhood It gives theoretical underpinnings and offers exciting insights and context to children s early mathematical thinking and in particular into children s mathematical graphics showing how this supports their understanding of the abstract symbolic language of mathematics Drawing on a wide range of examples it illustrates and explains how children explore and communicate their mathematical thinking through their mathematical graphics and how this begins in play The book looks at the power of children s own marks symbols and other graphical representations to convey meanings exploring how they support complex thinking The authors explore the relationship between children s play and meaning making Rather than viewing mathematics as a separate subject or as a set of basic skills to be transmitted they demonstrate that in supportive learning cultures children develop their own mathematical thinking to solve problems Key features include Numerous new examples and case studies of children from birth to 8 years highlighting the complexity and richness of children s thinking Explanation of pedagogical issues showing how they can support rich play and mathematics Draws on the authors latest research This book is valuable reading for students teachers primary mathematics coordinators and all early years professionals working in the Early Years Foundation Stage and Key Stage One

Becoming an Autism-Affirming

Primary School Melanie Cunningham, 2024-11-29 This accessible guide explores what an autism affirming primary school should be like from the perspective of autistic pupils introducing a tool to gather pupil voice and sharing a toolbox of strategies informed and requested by autistic children themselves The book presents a fun and engaging approach the three houses which can be used with autistic children to generate a greater understanding of how they are experiencing school and how they may be masking their difficulties Chapters focus on common themes from developing a shared positive understanding of autism throughout the school to consideration of the classroom environment hidden support homework and routines By identifying simple adjustments to practice schools can create a more positive experience for autistic children building self advocacy and helping to alleviate feelings of anxiety The book includes a wealth of easy to implement practical strategies that place an emphasis on whole school approaches as well as opportunities for readers to reflect on their current practice Quotes from autistic children describing their experiences are woven throughout the book Becoming an Autism Affirming Primary School keeps the voices of autistic pupils at its core and is a valuable read for primary school teachers SENCos and senior leaders to ensure they are offering much needed support for autistic children which will also be of benefit to their non autistic peers Parents may find it useful to generate an understanding of how their autistic children might be experiencing school and autistic children themselves may find the narrative from other autistic children valuable

Learning and Teaching Mathematics 0-8 Helen Taylor, Andrew Harris, 2013-11-14 What a super book It is absolutely packed with practical ideas and activities to help you love maths and love teaching and or learning it It certainly helps to develop an enthusiasm for a subject most adults tend to say I m no good at Early Years Educator A wonderful book packed with practical ideas and activities to help all students love maths Jo Boaler Professor of Mathematics Education Stanford University Fostering an enthusiasm for mathematics in young children is a vital part of supporting their mathematical development Underpinned by subject and pedagogical knowledge case studies and research based perspectives the authors provide clear guidance on how to support young children s learning and understanding in an effective and engaging way Contemporary approaches to developing essential mathematical learning for young children are explored including play practical activities and talk for mathematics outdoor learning understanding pattern counting calculation and place value measures and shape problem solving and representing mathematics assessment working with parents Written for both trainees and practitioners working with children aged 0 to 8 years including those studying for Early Years and Early Childhood degrees and those on Primary PGCE and Primary Education courses this book offers mathematical subject knowledge and teaching ideas in one volume Helen Taylor is Course Leader of PGCE Primary Part time Mathematics at Canterbury Christ Church University Andrew Harris is Course Leader of PGCE Modular Mathematics at Canterbury Christ Church University

Teaching Mathematics Creatively Linda Pound, Trisha Lee, 2021-09-30 This revised and updated third edition offers a range of strategies activities and ideas to bring mathematics to life in the primary classroom Taking an

innovative and playful approach to maths teaching this book promotes creativity as a key element of practice and offers ideas to help your students develop knowledge understanding and enjoyment of the subject In the creative classroom mathematics becomes a tool to build confidence develop problem solving skills and motivate children The fresh approaches explored in this book include a range of activities such as storytelling music and construction elevating maths learning beyond subject knowledge itself to enable students to see mathematics in a new way Key chapters of this book explore Learning maths outdoors make more noise make more mess or work on a larger scale Everyday maths making sense of the numbers patterns shapes and measures children see around them Music and maths the role of rhythm in learning and music and pattern in maths Stimulating accessible and underpinned by the latest research and theory this is essential reading for trainee and practising teachers who wish to embed creative approaches to maths teaching in their classroom

How to Develop Confident Mathematicians in the Early Years Tony Cotton, 2018-10-09 Showing how everyday experiences can be used to encourage early mathematical thinking this book will help you to support young children's mathematical development through play Developing Confident Mathematicians in the Early Years explains clearly the stages of mathematical development from birth to five years It considers how practitioners and parents can create a mathematically rich environment and offers a wealth of practical activities and suggestions for adult child interactions to enhance children's mathematical learning Features include 60 activities each covering a core area of mathematical experience measurement algebra data handling counting and calculation clear explanations of the mathematics taking place in each activity and how this forms the foundation for mathematical learning in the future practical suggestions for home learning and working in partnership with parents links to the EYFS and National Curriculum Offering a rich source of ideas using everyday resources this practical text will inspire practitioners and parents to nurture young children's innate confidence and ability in mathematics

Mathematics in the Making Stuart E. Bell, Exeter School, Exeter, Eng, School Mathematics Project, 1969

Creative Mathematics William Higginson, Eileen Phillips, Rena Uptis, 2002-03-11 Exploring the ways in which maths skills can be learned through cross curricular projects on arts and music this book presents maths as a meaningful and exciting subject which holds no fear for children

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Maths In The Making Introduction

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