



Mathematics In Early Years

Juanita V. Copley



Mathematics In Early Years:

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

Mathematics in Early Years Education Ann Montague-Smith, Tony Cotton, Alice Hansen, Alison J. Price, 2013-03-05 This third edition of the best selling Mathematics in Nursery Education provides an accessible introduction to the teaching of mathematics in the early years Covering all areas of mathematics learning number and counting calculation pattern shape measures and data handling it summarises the research findings and underlying key concepts and explains how adults can help children to learn through practical experiences discussion and more direct intervention This new edition has been fully updated to incorporate the latest research and thinking in this area and includes why mathematics is important as a way of making sense of the world how attitudes to mathematics can influence teaching and learning how children learn mathematics new material on sorting matching and handling data ideas for observation and questioning to assess children s understanding examples of planned activities suggestions for language development assessment criteria This textbook is ideal for those training to be teachers through an undergraduate or PGCE route those training for Early Years Professional Status and those studying early childhood on foundation or honours degrees as well as parents looking to explore how their young children learn mathematics This will be an essential text for any Early Years practitioner looking to make mathematics interesting exciting and engaging in their classroom

Mathematics in the Early Years David Clemson, 2006-11-22 The Clemsons clear and

readable book takes the reader from debates about how children learn and what children know and can do when they start school through to a discussion of how mathematics can be managed assessed and evaluated in the school and classroom Linking these two parts of the book is a section on the subject of mathematics itself from which the non specialist reader can gain a view of what mathematics is what needs to be thought about in planning and offering a curriculum and the special dilemmas faced in teaching and learning mathematics as a subject A bank of case studies offers an opportunity to see mathematics in action in a variety of classrooms

Engaging Young Children in Mathematics Douglas H. Clements, Julie Sarama, 2004 *Engaging Young Children in Mathematics* Standards for Early Childhood Mathematics Education brings together the combined wisdom of a diverse group of experts involved with early childhood mathematics The book originates from the landmark 2000 Conference on Standards for Pre kindergarten and Kindergarten Mathematics Education attended by representatives from almost every state developing standards for young children s mathematics federal government officials mathematicians mathematics educators researchers from mathematics education early childhood education and psychology curriculum developers teachers policymakers and professionals from organizations such as the National Conference of Teachers of Mathematics and the National Association for the Education of Young Children The main goal of the Conference was to work collectively to help those responsible for framing and implementing early childhood mathematics standards Although it has its roots in the Conference the expanded scope of the standards and recommendations covered in this book includes the full range of kindergarten to grade 2 The volume is organized into two main parts and an online appendix <http://www.gse.buffalo.edu/org/conference> Part One Major Themes and Recommendations offers a framework for thinking about pre kindergarten grade 2 mathematics education and specific recommendations Part Two Elaboration of Major Themes and Recommendations provides substantive detail regarding young students understandings of mathematical ideas Each Part includes five parallel subsections Standards in Early Childhood Education Math Standards and Guidelines Curriculum Learning Teaching and Assessment Professional Development and Toward the Future Implementation and Policy As a whole the book presents comprehensive summaries of research that provide specific guidelines for standards curriculum and teaching takes the recent reports and recommendations for early childhood mathematics education to the next level integrates practical details and research throughout and provides a succinct but thorough review of research on the topics sequences and learning trajectories that children can and should learn at each of their first years of life with specific developmental guidelines that suggest appropriate content for each topic for each year from 2 year olds to 7 year olds This is an indispensable volume for mathematics educators researchers curriculum developers teachers and policymakers including those who create standards scope and sequences and curricula for young children and professional teacher development materials and students in mathematics education early childhood trainers teacher educators and faculty in mathematics education

Contemporary Perspectives on Mathematics in Early Childhood Education Olivia Saracho, Bernard

Spodek,2008-02-01 This volume provides a comprehensive critical analysis of the research in mathematics education for young children The researchers who conducted the critical analysis focused on the relationship between 1 mathematics learning in the early years and domain specific approaches to cognitive development 2 the children s social learning and their developing understanding of math and 3 the children s learning in a natural context and their understanding of mathematics concepts The work of these scholars can help guide those researchers who are interested in pursuing studies in early childhood mathematics in a specific area of study This volume will facilitate the research conducted by both novice and expert researchers The volume has accomplished its major goals which consists of critically analyzing important research in a specific area that would be most useful in advancing the field and provide recommendations for both researchers and educators

Mathematics in Early Childhood Oliver Thiel,Elena Severina,Bob Perry,2020-11-05 Structured around Bishop s six fundamental mathematical activities this book brings together examples of mathematics education from a range of countries to help readers broaden their view on maths and its interrelationship to other aspects of life Considering different educational traditions and diverse contexts and illustrating theory through the use of real life vignettes throughout this book encourages readers to review reflect on and critique their own practice when conducting activities on explaining counting measuring locating designing and playing Aimed at early childhood educators and practitioners looking to improve the mathematics learning experience for all their students this practical and accessible guide provides the knowledge and tools to help every child

Supporting Mathematical Development in the Early Years Linda Pound,1999 How can parents teachers early years workers support the mathematical development of young children How best can a positive disposition towards mathematics be fostered in children This important book provides practical guidance for parents teachers other early years workers who are concerned to give children a good start in mathematical development The author highlights the importance of recognising the earliest precursors to successful mathematical achievement building upon these to promote interest in enthusiasm for mathematics Practitioners parents are encouraged to have confidence in their own mathematical ability to recognise the ways in which they children behave mathematically in everyday life The relationship between sensitive observation of children s growing mathematical understanding the promotion of mathematical thinking through children s interests play is underlined the emphasis throughout is upon fostering mathematical thinking in line with the recognised principles of good practice in early childhood education Contents Introduction Mathematics at home at school Successful learning enjoying thinking mathematically A curriculum to promote mathematical thinking Implementing a curriculum for mathematical thinking Observing planning supporting mathematical thinking learning Parents professionals working together Conclusion References Index

Mathematics Teaching in the Early Years Carol Aubrey,2013-04-03 Young children start school already able to do a surprising amount of mathematics This book examines the nature and origin of subject knowledge and is based on information gathered from observing the interactions between teachers and their first

year pupils It demonstrates the necessity of the classroom teacher to draw on many kinds of knowledge in order to deal with various issues surrounding classroom learning and teaching Two important core areas are knowledge of lesson structure and of subject matter this book address the area of subject matter and as such it should be of interest to classroom teachers and lecturers in education *Mathematics in Early Childhood Education* Amy MacDonald,2023-08-08 A comprehensive guide to early childhood mathematics education Mathematics in Early Childhood Education explores mathematics in a range of early childhood contexts including home playgroup childcare preschool and school The text provides many opportunities to engage children with mathematical concepts and processes through play exploration routines and activities Part 1 frames the teaching of mathematics in early childhood education including chapters dedicated to curricula and theories Part 2 explains mathematics education approaches including a strengths based approach and the importance of families and informal learning opportunities Part 3 provides learning experience plans on topics such as patterns measurement data algebra number space and geometry KEY FEATURES Birth to age 8 focus with curriculum connections to both the Early Years Learning Framework EYLF and the Australian Curriculum Sample learning experiences to build content knowledge Educator Reflections and Opinion Pieces from current educators provide insights into their practices and work with young children

Mathematics Education in the Early Years Tamsin Meaney,Ola Helenius,Maria L. Johansson,Troels Lange,Anna Wernberg,2016-01-22 This book presents chapters based on papers presented at the second POEM conference on early mathematics learning These chapters broaden the discussion about mathematics education in early childhood by exploring the debate about construction versus instruction Specific sections investigate the teaching and learning of mathematical processes and mathematical content early childhood teacher development transitions for young children between home and preschool between home and school and between preschool and school The chapters use a range of innovative theoretical and methodological approaches which will form an interesting basis for future research in this area **Mathematics in the Early Years** Juanita V. Copley,1999 Noting that young children are capable of surprisingly complex forms of mathematical thinking and learning this book presents a collection of articles depicting children discovering mathematical ideas teachers fostering students informal mathematical knowledge adults asking questions and listening to answers and researchers examining children s mathematical thinking The chapters are 1 Why Do We Teach Young Children So Little Mathematics Some Historical Considerations Balfanz 2 Children s Ways of Knowing Lessons from Cognitive Development Research Sophian 3 The Sociology of Day Care McDill and Natriello 4 Cultural Aspects of Young Children s Mathematics Knowledge Guberman 5 Ready To Learn Developing Young Children s Mathematical Powers Greenes 6 The Development of Informal Counting Number and Arithmetic Skills and Concepts Baroody and Wilkins 7 Geometric and Spatial Thinking in Young Children Clements 8 Rational Number Learning in the Early Years What Is Possible Hunting 9 Young Children Doing Mathematics Observations of Everyday Activities Ginsburg Inoue and Seo 10 Cognitively Guided Instruction in One

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Maths is all Around You Marianne Knaus, 2015-04-23 We encounter mathematics on a regular basis in one form or another For some people maths is scary and not something they feel confident about Even though many educators and parents attempt to provide good mathematics experiences there is still a high level of anxiety about the teaching and learning of mathematics This book presents a broad range of concepts and aims to widen the narrow view that maths for young children is just about numbers and shapes The content includes pattern early algebra counting number early operations measurement shape and spatial awareness geometry matching sorting data analysis and the introduction of chance statistics and probability This book is intended for educators and parents who would like to explore and investigate maths concepts to enrich children s experiences and extend their current thinking and learning

Thinking and Learning About Mathematics in the Early Years Linda Pound, 2008-03-20 How can early years practitioners help young children to become not only numerate but aspiring mathematicians who love numbers shapes and mathematical comparisons The introduction of the Foundation Stage has led to practitioners seeking ways to teach maths which are more in line with the creative and playful ways young children learn other subjects Linda Pound draws on current thinking about 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 situations and making it a playful and enjoyable cross curricular activity This highly practical and engaging text includes chapters on why maths is often seen as hard and what practitioners can do to help young children be more successful exploring shapes space measures and patterns how to make maths more fun and playful using games humour stories and rhymes using music and dance to enhance mathematical understanding encouraging children to see the connection between maths and everyday

experiences through for example sorting matching and guessing creating an environment for mathematical development indoors and out Concluding with a chapter on how practitioners and parents can become more confident in their use of maths this user friendly text packed full of ideas is essential reading for practitioners in any early years setting Students on Early Education courses will also find much here to inspire them

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Teaching Mathematics 3-5: Developing Learning In The Foundation Stage Gifford, Sue,2005-08-01 The book places particular emphasis on adult initiated number focused activities and playful challenging and sensitive teaching strategies to engage younger children The strategies are based on research and work with practitioners and are illustrated by children s own responses such as making number jokes It covers key areas of mathematics including number shape and space measures and problem solving with appropriate expectations and common difficulties as well as suggested activities

Mathematics Through Play in the Early Years Kate Tucker,2010-03-18 Teaching mathematics to young children in creative ways is made easy with this second edition of a wonderful book which offers the reader clear advice and lots of exciting ideas to use in any early years setting By showing how to introduce mathematical concepts through play based activities this book is in tune with current thinking about best practice in teaching and with the requirements of the Early Years Foundation Stage and current Primary National Strategy New material includes an additional chapter on creative recording a whole new chapter on ways to involve parents discussion of policy throughout the UK more on using ICT case studies covering the whole birth to eight age range Essential reading for any practitioner who wants to develop their mathematics teaching this book is equally important for all trainee teachers and early years students Kate Tucker is an early years teacher trainer and writer based in Exeter she has over 20 years of experience and has written

widely on early years mathematics and Foundation Stage practice Mathematics Through Play in the Early Years Kate Tucker,2010-03-31 Drawing directly on the classroom practice of the author Kate Tucker this work will give teachers exciting ideas for using play to teach early years mathematics **Mathematics Education in the Early Years** Martin Carlsen,Ingvald Erfjord,Per Sigurd Hundeland,2020-03-13 This book gives insights in the vivid research area of early mathematics learning The collection of selected chapters mirrors the research topics presented at the fourth POEM conference in May 2018 Thematically the volume reflects the importance of this evolving area of research which has begun to attract attention in the spheres of education and public policy due to increased interest in early years learning The research foci of the chapters comprise children s mathematical reasoning early years mathematics teaching and the role of parents for children s mathematical development The 2018 conference included a wider range of researchers than previous years **The Development of Early Childhood Mathematics Education** ,2017-08-24 The Development of Early Childhood Mathematics Education Volume 53 in the Advances in Child Development and Behavior series includes chapters that highlight some of the most recent research in the field of developmental psychology Users will find updated chapters on a variety of topics including sections on The DREME Network Research and Interventions in Early Childhood Mathematics The Use of Concrete Experiences in Early Childhood Mathematics Instruction Interventions in Early Mathematics Avoiding Pollution and Dilution Coaching in Early Mathematics and Designing Studies to Test Causal Questions About Early Math The Development of Making Pre K Count Each chapter provides in depth discussions with this volume serving as an invaluable resource for developmental or educational psychology researchers scholars and students Contains chapters that highlight some of the most recent research in the area of child development and behavior Presents a wide array of topics that are discussed in detail

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