



Mathematics In The Primary School

**Hughes, Martin, Desforbes,
Charles, Mitchell, Christine**



Mathematics In The Primary School:

Teaching Mathematics in the Primary School Gill Bottle, 2005-04-18 Numerous examples from early years and primary classrooms are included as well as checklists and helpful advice There are also suggestions for further reading to assist trainee and newly qualified teachers in meeting the Standards for Initial Teacher Training and Induction **Teaching Mathematics in Primary Schools** Robyn Jorgensen, 2020-08-12 This is an outstanding book it should be high on the list of any primary school teacher's set of references and a required text for pre service teachers Australian Primary Mathematics Classroom In our technology rich world numeracy is just as important as the smartphone in your pocket Students need to develop mathematical ways of seeing the world and strong problem solving skills and those foundations are taught in the primary school classroom Teaching Mathematics in Primary Schools covers the mathematical content taught in primary and middle years always emphasising how students can connect what they learn in mathematics with other curriculum areas and with the world beyond the classroom The authors draw on the latest international research to show how teachers can develop a rich repertoire of classroom teaching techniques and effective planning assessment and reporting methods They outline approaches to creating supportive learning environments for all students and to building their knowledge and confidence in using mathematics This third edition has been updated throughout and includes a new chapter on numeracy Evidence based uses of digital technologies to support learning and teaching are included in every chapter With practical strategies that can be implemented in the classroom this book is an invaluable resource for pre service and early career primary and middle years mathematics teachers Mathematics in the Primary School Richard R. Skemp, 2002-09-11 National Curriculum guidelines emphasise knowledge understanding and skills The author an internationally recognised authority provides teachers with a clear explanation of these principles and explains the relation between understanding and skills and describes their application to the teaching of mathematics The book contains numerous activities to show how mathematics can be learnt in the primary classroom with understanding and enjoyment including formation of mathematical concepts construction of knowledge contents and structure of primary mathematics Teaching Mathematics in Primary Schools Robyn Zevenbergen, Shelley Dole, Robert J. Wright, 2004 A systematic research based introduction to the principles and practice of teaching mathematics at the primary school level this inquiry moves beyond traditional lockstep approaches to teaching mathematics to emphasize how students can learn to think mathematically in terms of globalization and new technologies Mathematics in the Primary School Sandy Pepperell, Christine Hopkins, Sue Gifford, Peter Tallant, 2014-03-18 Now in its third edition Mathematics in the Primary School has been updated to reflect recent mathematics curriculum documentation and revised standards for QTS Key areas include The role of talk in learning maths Teacher questioning Development of children's reasoning Creative engagement with maths Assessment for learning and self assessment Suggested resources for teachers including ICT Providing a coherent set of principles for teaching primary mathematics

across the main topics in the curriculum the authors explore children's understanding of key areas of mathematics at reception infant and junior levels Important principles and teaching approaches are identified including the use of calculators and computers and there is an emphasis on mental mathematics and problem solving supporting key issues raised by the Williams review 2008 Case studies are used throughout to illustrate how different teaching approaches are put into practice and how children respond to them and there is advice on planning organisation and assessment of mathematical learning in the classroom Emphasising the importance of teachers own mathematical knowledge and offering clear guidance and practical advice this book is essential reading for students NQTs and practising teachers with a focus on primary mathematics

Teaching and Learning About Whole Numbers in Primary School Terezinha Nunes, Beatriz Vargas Dorneles, Pi-Jen Lin, Elisabeth Rathgeb-Schnierer, 2016-08-29 This book offers a theory for the analysis of how children learn and are taught about whole numbers Two meanings of numbers are distinguished the analytical meaning defined by the number system and the representational meaning identified by the use of numbers as conventional signs that stand for quantities This framework makes it possible to compare different approaches to making numbers meaningful in the classroom and contrast the outcomes of these diverse aspects of teaching The book identifies themes and trends in empirical research on the teaching and learning of whole numbers since the launch of the major journals in mathematics education research in the 1970s It documents a shift in focus in the teaching of arithmetic from research about teaching written algorithms to teaching arithmetic in ways that result in flexible approaches to calculation The analysis of studies on quantitative reasoning reveals classifications of problem types that are related to different cognitive demands and rates of success in both additive and multiplicative reasoning Three different approaches to quantitative reasoning education illustrate current thinking on teaching problem solving teaching reasoning before arithmetic schema based instruction and the use of pre designed diagrams The book also includes a summary of contemporary approaches to the description of the knowledge of numbers and arithmetic that teachers need to be effective teachers of these aspects of mathematics in primary school The concluding section includes a brief summary of the major themes addressed and the challenges for the future The new theoretical framework presented offers researchers in mathematics education novel insights into the differences between empirical studies in this domain At the same time the description of the two meanings of numbers helps teachers distinguish between the different aims of teaching about numbers supported by diverse methods used in primary school The framework is a valuable tool for comparing the different methods and identifying the various assumptions about teaching and learning

Teaching Mathematics in Primary Schools Robyn Jorgensen, Shelley Dole, 2011 Teaching Mathematics in Primary Schools moves beyond traditional lock step approaches to teaching mathematics to emphasize how students can learn to think mathematically in the new times of globalization and a technology rich society Based on current international research the book focuses on learning outcomes and the general principles that underlie educational practices rather than

any specific curriculum Current approaches to mathematics education are explained and critiqued and insights into why some students have difficulties with mathematics are provided Teachers are shown how to encourage their students to develop deep learning in mathematics and to relate mathematics to the rest of the curriculum The authors firstly examine the philosophy behind mathematics and its impact on curriculum design the history of learning outcomes and theories on how students learn mathematics They then present the key areas of mathematics teaching in detail number chance and data measurement space and algebra In each area the emphasis is on problemsolving Finally they discuss practical classroom issues such as the trend towards developing students capacity to think mathematically broad approaches to teaching mathematics planning for a whole school approach to mathematics diversity and access and assessment reporting and evaluation New material on numeracy early numbers and fractions has been added to this second edition It also includes new material on teaching mathematics in the middle years of schooling With practical activities that can be implemented in the classroom this book is an invaluable resource for students and teachers

The Teaching of Mathematics in the Primary School, 1972 **Numeracy And Beyond** Hughes, Martin, Desforges, Charles, Mitchell, Christine, 2000-05-01 Mathematics

has been interpreted in many ways by teachers trying to implement the National Curriculum in their classrooms This text aims to help teachers with their understanding and practice in this area *Understanding and Teaching Primary*

Mathematics Tony Cotton, 2020-09-02 Written by an experienced teacher and teacher educator with widespread experience of teaching mathematics in the UK and internationally Understanding and Teaching Primary Mathematics combines pedagogy and subject knowledge to build confidence and equip you with all the skills and know how you need to successfully teach mathematics to children of any age This fourth edition has been fully updated to reflect the latest research developments and initiatives in the field including a brand new chapter on Mastery and mathematics and The Singapore approach which reflects the current international interest in these approaches to learning and teaching mathematics Extra features also include helpful callouts to the book's revised and updated companion website which offers a shared site with a range of resources relevant to both this book and its companion volume Teaching for Mathematical Understanding Stimulating accessible and well illustrated with comprehensive coverage of subject knowledge and pedagogy Understanding and Teaching Primary Mathematics is an essential purchase for trainee and practising teachers alike **Teaching**

Mathematics Creatively Linda Pound, Trisha Lee, 2010-11-11 Are you looking for new ideas to capture the reluctant maths pupils in your class How can story drama and GIANTS help you teach maths Teaching Mathematics Creatively is crammed full of practical approaches for bringing the teaching of mathematics to life From an examination of where maths is failing to engage pupils in the 21st century to a wide range of exciting approaches and ideas for ensuring it is possible to teach in a creative way this is a stimulating and enjoyable source of inspiration for busy teachers It promotes creativity as a key element to develop young children's knowledge understanding and enjoyment of mathematics and offers a range of

strategies to enable teachers to take a playful approach to mathematics teaching Imaginative ideas include The power of story telling and play to bring the subject alive for children and teachers alike Learning maths outdoors work on a larger scale make more noise make more mess Making sense of the numbers patterns shapes and measures children see around them every day Motivating children through problem finding and problem solving Using music rhythm and pattern to teach maths creatively Giant maths how much food does a giant need in a week Underpinned by the latest research and theory and with contemporary and cutting edge practice at the forefront Teaching Mathematics Creatively includes a wealth of innovative ideas to enthuse teachers and enrich maths teaching It is an essential purchase for every teacher who wishes to employ creative approaches to teaching in their classroom

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Teaching Mathematics In The Primary School Gill Bottle, 2007-01-01

Teaching Mathematics in Primary Schools Douglas Paling, 1982

Teaching Mathematics in Primary Schools Robyn Jorgensen, Shelley Dole, Kevin Charles Larkin, 2020 This is an outstanding book it should be high on the list of any primary school teacher s set of references and a required text for pre service teachers Australian Primary Mathematics Classroom In our technology rich world numeracy is just as important as the smartphone in your pocket Students need to develop mathematical ways of seeing the world and strong problem solving skills and those foundations are taught in the primary school classroom Teaching Mathematics in Primary Schools covers the mathematical content taught in primary and middle years always emphasising how students can connect what they learn in mathematics with other curriculum areas and with the world beyond the classroom The authors draw on the latest international research to show how teachers can develop a rich repertoire of classroom teaching techniques and effective planning assessment and reporting methods They outline approaches to creating supportive learning environments for all students and to building their knowledge and confidence in using mathematics This third edition has been updated throughout and includes a new chapter on numeracy Evidence based uses of digital technologies to support learning and teaching are included in every chapter With practical strategies that can be implemented in the classroom this book is an invaluable resource for pre service and early career primary and middle years mathematics teachers

The Teaching of Mathematics in Primary Schools , 1955

Mathematics Explained for Primary Teachers Derek Haylock, 2010-08-05 This much loved textbook has been fully revised and updated to take account of the new Primary Curriculum which was made statutory in 2010 and will be taught in primary schools beginning September 2011 The new edition will be a valuable resource for new primary teachers as they prepare to teach this curriculum Some of the changes in the new edition include the following New chapters on key ideas and key processes in primary mathematics Reordering of the chapters to give more prominence to using and applying mathematics Further material on graphs in the chapter on coordinates and linear relationships References throughout to the new Primary Curriculum Research focus in

every chapter Updating of suggestions for further reading More discursive answers to some of the self assessment questions
A companion website providing a comprehensive glossary and additional material to enable primary trainees to prepare with confidence for the ITT Numeracy test A companion Student Workbook available for purchase providing further self assessment examples for checking understanding for using and applying mathematics and for teaching and learning
Extensively used on primary PGCE courses and undergraduate courses leading to QTS this book is an essential resource for all new primary teachers *Mathematics in the Primary School* ,1983 *Interactive Maths Teaching in the Primary School*
Nick Pratt,2006-10-12 Nick Pratt s book looks in detail at the real meaning of teaching mathematics interactively in primary schools Each section is set clearly within a context is linked by key ideas the important bits to think about and is summarised to give a succinct close to the chapter s content and thinking It is a book that the reader will definitely find useful and thought provoking It certainly made me consider how small changes and a wider variety of approaches in the classroom can make big changes in children s learning and understanding of mathematical concepts Mike Eatwell Primary Maths Advisor Bristol LEA Using a whole class interactive approach to teaching mathematics is a key feature of the National Numeracy Strategy NNS and this book looks at not only what works but also why things work Teachers will be able to understand why and how the various teaching strategies they are using in their classrooms have a positive effect on children s learning The book covers how to engage in meaningful reflective practice that will improve your lessons how to use whiteboards making mathematical meaning through talk getting the whole class interacting thinking talking and acting mathematically teaching number starting points teaching shape and space starting points developing your interactive teaching a glossary of terms It is aimed at both practising and trainee teachers and offers clear subject guidance as well as an explanation of a key part of the NNS It supports both individuals and mathematics subject leaders delivering INSET to their colleagues *Mathematics in the Primary School* Christine Hopkins,Susan Gifford,Sandy Pepperell,1996 This book is designed to provide student teachers NQT s and practising teachers with the background needed to teach mathematics to children aged 3 11

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