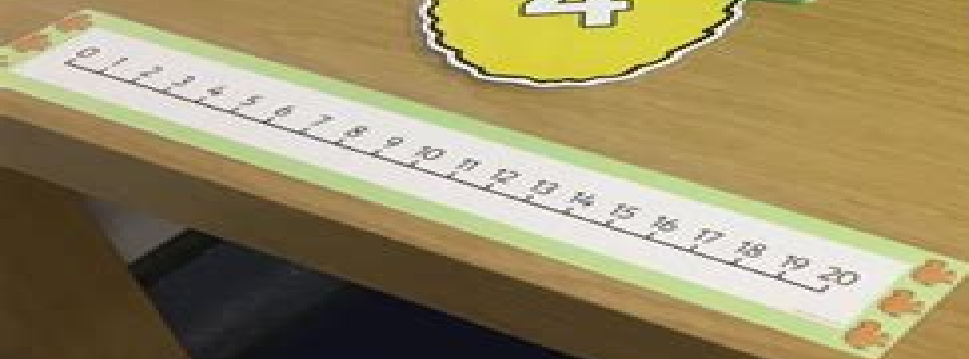


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Outstanding Maths Lessons Eyfs

Marianne Sargent



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The Philosophy and Practice of Outstanding Early Years Provision Pat Beckley, 2018-06-14 This book examines the philosophical and theoretical foundations of early years practice and supports practitioners as they reflect on the collective and personal rationales which motivate and inform their work with young children Theoretical underpinnings are explored from a variety of perspectives and are translated into effective strategies for application in a range of early years settings Featuring contributions from leading early years professionals The Philosophy and Practice of Outstanding Early Years Provision draws on sound expertise to deepen the reader's understanding of the concepts and ideas behind everyday practice The book is divided into four easily navigated sections which explore key issues including the creation of enabling environments leadership in the early years the opportunities and challenges presented by diversity and the value of creative approaches Recommended strategies are discussed in relation to emerging global pressures and the needs of the contemporary child inviting practitioners to modify and enhance future behaviour and practice This will be essential reading for students and practitioners who wish to improve current and future practice by gaining insight into the philosophical foundations which underpin outstanding provision

Strong Foundations in Early Mathematics Lorna Earle, Sam Parkes, 2023-01-11 Developing the building blocks for mathematics This book supports early years teachers and practitioners to enable children to build Strong Foundations in Mathematics It focuses on children's learning and development in mathematics in the critical reception year It supports trainee teachers and early years students to reflect on their own mathematics learning and how this influences their teaching and subject confidence It acknowledges the uniqueness of the early years and explores the mathematical pedagogies of the EYFS Importantly the book challenges the assumption that early years mathematics is not proper maths

Talk for Teaching: Rethinking Professional Development in Schools Paul Garvey, 2017-03-17 Paul Garvey uses his experience as a teacher inspector and a National Strategies consultant to advise educators and schools on how his Talk For Teaching method can help them take control of their Professional Development without it increasing costs or taking up valuable lesson time Educators learn how Talk for Teaching can be applied by utilising experiences from all members of your teaching staff from TAs to heads All play a vital role in the improvement of the teaching quality throughout the school whilst improving morale as well Full of experiences from teachers headteachers and inspectors as well as Garvey's own personal experiences this is not a book to be missed for anyone looking to journey towards teaching excellence Talk for Teaching clearly works This is what Ofsted said about the result of putting Talk for Teaching at the heart of a school's programme for improving the quality of teaching The quote is taken from Barnsole Primary's Ofsted report in April 2016 Together with the deputy headteacher the headteacher has led the Talk for Teaching programme that has been an instrumental part of transforming the quality of teaching over time The high quality teaching in this school now leads to outstanding outcomes for pupils The school has used this professional development programme to involve leaders

teachers teaching assistants governors and other members of the school staff in observing teaching together They have detailed conversations about the effectiveness of what is seen and how it can be improved Staff discuss the quality of teaching regularly and freely share ideas about what works well with colleagues

Advanced Work-based Practice in the Early Years Samantha McMahon, Mary Dyer, 2018-09-03 Inspired by the first hand experiences of those studying early childhood education and care this book supports students as they gain advanced knowledge and skills and embark on the journey from inexperienced student to graduate professional Bringing together advanced theory links to research and illustrative case studies Advanced Work based Practice in the Early Years enables students to consolidate learning by applying theory to practice and identifying the skills knowledge and personal traits which will help them succeed as a graduate practitioner Chapters address a wealth of topical issues relating to both the development of the child and the student s own professional development Areas of focus include ethical practice safeguarding and child protection the voice of the child the role of the mentor observation assessment and the social and cultural factors which may impact on a child s development Including reflective activities practical tips and examples of student experience throughout this is an essential text for all early years students as they make the transition from academic study to professional practice

Contemporary Issues in Primary Education Mark Brundrett, Gary Beauchamp, Paul Latham, Malini Mistry, Michelle Murray, Becky Taylor, Peter Wood, 2022-10-03 This book was developed as part of the celebrations for the 50th anniversary of the founding of the journal Education 3 13 which has always had primary education as its main focus The journal has been published by Routledge since 2007 and is the most important academic publication in the field internationally This book has been edited by a team of academics and senior practitioners all of whom are members of the Board of the journal or the Association for the Study of Primary Education which is the owning body of the journal It will serve as an excellent resource to researchers and students of primary education Topics include major contemporary issues such as key challenges in the field learning and teaching wellbeing teachers work and professionalism and outdoor learning The chapters in this book comprise articles published in Education 3 13 in the last ten years

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 *How to Move & Learn* Bryn Llewellyn, Ian Holmes, Richard Allman, 2022-07-11 Foreword by Dr Andy Daly Smith We already know that increased physical activity and a reduction in the sedentary time spent sitting at desks have wide ranging benefits including to brain function so what if there were also evidence that using movement in the learning process improves outcomes for children What if we could then map out ways to support teachers in adapting their practice to make this a reality In *How to Move Learn* Bryn Llewellyn Ian Holmes and Richard Allman do just that sharing the latest research from around the world and providing teachers with the means and motivation to identify opportunities to integrate movement purposefully into the teaching and learning process The links between health and education are paramount and this book explores these connections and presents a wealth of ideas activities and resources to help teachers unlock the potential of the school and outdoor environments for learning across all curriculum subjects Suitable for all primary school teachers and leaders **Effective Practices in Continuing Professional Development** Peter Earley, Vivienne Porritt, 2009 *Effective Practices in Continuing Professional Development* presents case studies of schools journeys towards effective CPD practice as part of a TDA national project It tells the story of the goals set and achieved and the challenges and successes along the way Each case study makes specific reference to the nine factors or approaches to CPD identified in the book as underpinning effective practice This includes how a clarity of purpose was established at the outset of CPD activity and how the London Centre for Leadership in Learning s clear and rigorous impact evaluation framework supported and challenged projects to develop their thinking and practice All of this is contextualised within the wider literature about the successful leadership of CPD and the effective practice of school workforce development The editors introduce why effective CPD matters and conclude with the lessons learnt and ways forward Among the many cases provided by leaders in this field Sara Bubb writes how coaching in a special school was used to make teachers and support staff feel more valued John Tandy describes how primary school heads came together with the Local Authority to jointly develop a Leadership Charter that was a summary of effective leadership practice in the Borough The book will interest practitioners and professionals who design and develop CPD opportunities and practice within all sectors of education as well as all working within the strategic leadership of CPD It also complements the TDA s national development programme for the leadership of CPD by showing how the strategic implications of the nine CPD approaches identified can improve the overall quality and impact of professional development and so enhance the learning for all children and young people *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

The Times Index ,2011 Indexes the Times Sunday times and magazine Times literary

supplement Times educational supplement Times educational supplement Scotland and the Times higher education supplement

Using Stories to Teach Maths Ages 4 to 7 Steve Way,Simon Hickton,2012-07-17 Make the teaching of Maths a more exciting and creative cross curricular experience This new series provides original and fun stories sketches and poems to use as the basis for teaching objectives from the Mathematics Programme of Study The stories are supported by differentiated lesson plans and original resources such as card games and suggestions for kinaesthetic activities Ages 4 7 stories include The Numbers learn their Order One to Twenty Poem How Sir Cylinder saved Prince Pyramid The numbers

have a Quarrel Ten s Problem Joins and Splits Bernice the Octopus buys a Watch All Shapes and Sizes My Problem with Pirates The stories have been road tested in schools and the children thoroughly enjoyed them Differentiated Cross curricular

Teaching Mathematics 3-5 Sue Gifford, 2005-08-16 With freshness humour and originality Sue Gifford demonstrates the interactive strategies that are required to teach mathematics to young children The text is both refreshingly free from conventional wisdom and solidly grounded in recent research on learning and teaching early mathematics At the same time it is unfailing in its accuracy in uncovering children s own humour and instinct for subverting teacherly overtures Given the demonstrated lack of spontaneous mathematics in early childhood setting this assembled collage of children s own observations activities and comments is in itself a work of art Professor Carol Aubrey Institute of Education University of Warwick UK What are the most important aspects of mathematics for young children to learn How do children learn mathematics How can adults best teach mathematics to children so young The book informs practitioners students and parents about how three to five year olds learn mathematics and shows them how best to develop enjoyable mathematical learning in early years settings The book includes a summary of relevant research and considers issues relating to current practice This book Establishes principles for teaching mathematics to young children Takes into account the way children learn including social emotional physical and cognitive aspects Helps practitioners find the middle ground between not initiating enough mathematical activity and being too directive Suggests principles and frameworks for planning and assessment 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 Essential reading for those teaching or preparing to teach mathematics to young children as well as parents interested in the mathematical education of their children

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 Playful Mathematics Helen J. J. Williams, 2022-04-09 Empowering early years teachers to see the learning potential of playful mathematics *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

Supporting Early Mathematical Development Caroline McGrath, 2010-07-12 This highly topical resource offers an excellent blend of theory and practice that will enable you to deliver successful mathematical education to birth to eight year olds **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 **New Heinemann Maths Reception, Numbers to 10 Activity Book (single)** Pearson Education, 1999-05-15 Flexible and practical New Heinemann Maths enables you to organise your teaching by topics or blocked unit of work With revised planning for the renewed Framework

this complete maths programme provides outstanding planning support exceptional teacher resources and motivating pupil materials

Messy Maths Juliet Robertson, 2017-07-12 In *Messy Maths A Playful Outdoor Approach for Early Years* Juliet Robertson offers a rich resource of ideas that will inspire you to tap into the endless supply of patterns textures colours and quantities of the outdoors and deepen children's understanding of maths through hands on experience Juliet believes being outside makes maths real In the classroom environment maths can seem disconnected from everyday reality but real maths is really messy Lots of outdoor play and engaging activity along the way is a must as being outside enables connections to be made between the hands heart and head and lays the foundations for more complex work as children grow develop and learn Following on from the success of *Dirty Teaching* ISBN 978 178135107 9 *Messy Maths* reimagines the outdoor space through a mathematical lens providing a treasure trove of suggestions that will empower you to blend outdoor learning into your teaching practice It is not a how to guide but rather an easy to use reference book replete with ready to use games and open ended ideas designed to help children become confident and skilled in thinking about using and exploring abstract mathematical concepts as they play outside Many of these ideas and activities are also beautifully displayed in full colour photographs throughout the book making it even easier to jump straight into outstanding outdoor learning opportunities Topics covered include general advice exploring numbers number functions and fractions money measurement time pattern shape and symmetry position direction and movement data handling routines and the mathematical garden Each chapter features a section on topic specific vocabulary and expressions to help you integrate terminology into each area of study while suggestions for embedding maths into routines are also provided to assist in the development of creative progressive and flexible approaches to everyday situations *Messy Maths* is suitable for early years educators of ages 3 to 6 who want to shake up their usual classroom practice and make the most of any outdoor space whether this be a nursery playgroup child minder's back garden or a nature kindergarten as a context for maths *Messy Maths* has been named the Gold Winner in the Mathematics category of the Nursery World Equipment Resources Awards 2019 *Messy Maths* has been named the Silver Winner in the Outdoor Play category and Professional Books and authors category of the Nursery World Equipment Resources Awards 2019 *Messy Maths* was a 2017 Foreword INDIES Finalist in the Education category *Messy Maths* has been named a Gold Winner in the IBPA Benjamin Franklin Awards 2018 in the Education category *Messy Maths* is a finalist in the 2018 Education Resources Awards in the Educational Book Award category

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