



Mathematics In Early Years

Amy MacDonald



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, Wendy Clemson, 2006-11-22 The

Clemson's 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.

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.

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 to 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

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

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 CurriculumSample learning experiences to build content knowledgeEducator Reflections and Opinion Pieces from current educators provide insights into their practices and work with young children

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

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

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 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

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 **Mathematics Teaching in the Early Years** Carol Aubrey, 1997 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 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 Kindergarten Classroom Warfield and Yttri 11 Supporting Students Ways of Reasoning about Patterns and Partitions McClain and Cobb 12 The Effective Use of Computers with Young Children Clements 13 Making Connections A Number Curriculum for Preschoolers Shane 14 Within Easy Reach Using a Shelf Based Curriculum To Increase the Range of Mathematical Concepts Accessible to Young Children Nelson 15 Teaching Mathematics through Musical Activities Kim 16 The Boston University Chelsea Project Greenes 17 The Outdoors as a Context for Mathematics in the Early Years Basile 18 Using Storybooks To Help Young Children Make Sense of Mathematics Hong 19 Movement Mathematics and Learning Experiences Using a Family Learning Model Coates and Franco 20 Math in Motion Goodway Rudisill Hamilton and Hart 21 Assessing the Mathematical Understanding of the Young Child Copley 22 Improving Opportunities and Access to Mathematics Learning in the Early Years Padron 23 What To Do When They Don t Speak English Teaching Mathematics to English Language Learners in the Early Childhood Classroom Weaver and Gaines 24 Involving Parents of Four and Five Year Olds in Their Children s Mathematics Education The FAMILY MATH Experience Coates and Thompson 25 Perspectives on Mathematics Education and Professional Development through the Eyes of Early Childhood Administrators Weber and 26 Early Childhood Mathematics in Japan Hatano and Inagaki Each chapter contains references KB *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

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

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

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 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 those who work directly with children and their families in shaping the policies that affect the education of young children

Reviewing **Mathematics In Early Years**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is actually astonishing. Within the pages of "**Mathematics In Early Years**," an enthralling opus penned by a highly acclaimed wordsmith, readers attempt an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve in to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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Mathematics In Early Years Introduction

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