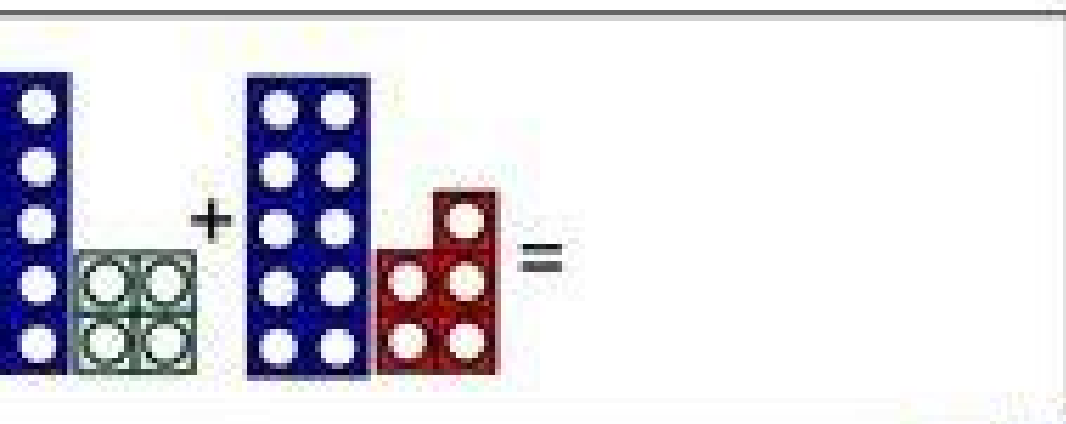
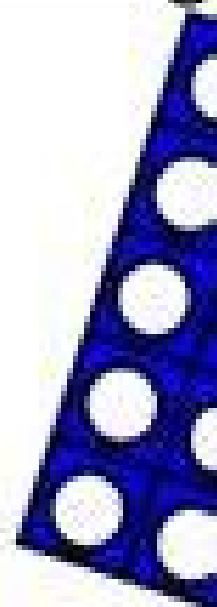
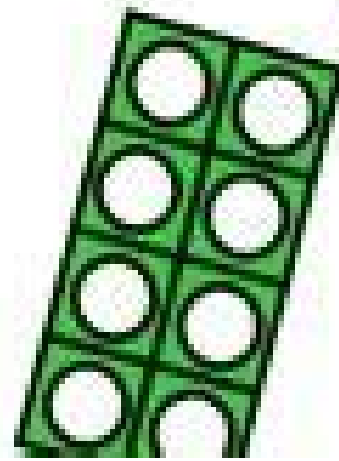
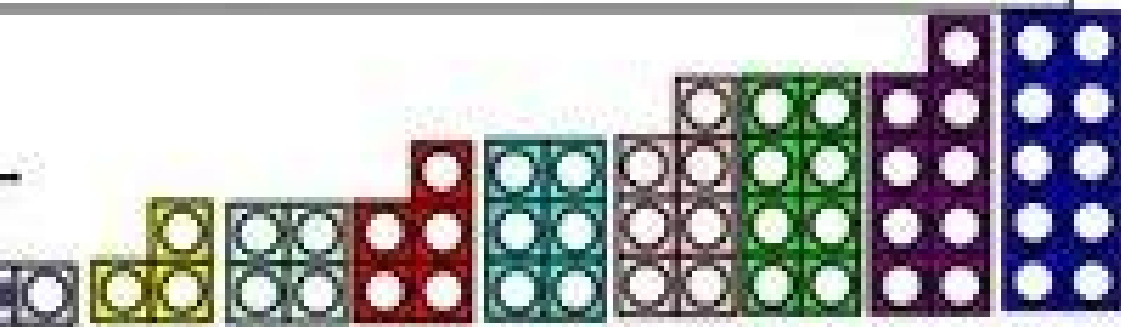


Can use Numicon to add two 2-digit numbers

Put up the correct shapes to represent the answer. Can you write the number sentence?


$$11 + 11 =$$



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Judy Hornigold

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Lesson Planning for Primary School Teachers Stephen Lockyer, 2016-08-25 Being prepared to teach every subject in the curriculum is an essential skill for all primary school teachers and good lesson planning is a critical tool for coping with the workload as well as for wowing your pupils your colleagues and Ofsted inspectors In his new book Stephen Lockyer provides a breakdown of lesson planning strategies plus a range of practical and original ideas to use with your class Using real primary classroom anecdotes as well as helpful diagrams tick lists and tips on how to implement planning techniques day to day Lesson Planning for Primary School Teachers is a complete toolbox for primary school teachers who want to develop their key skills and strategies for lesson planning

Primary Mathematics: Teaching Theory and Practice Claire Mooney, Mary Briggs, Alice Hansen, Judith McCullouch, Mike Fletcher, 2021-02-10 This is the essential teaching theory and practice text for primary Mathematics that takes a focused look at the practical aspects of teaching

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

Maths Learning Difficulties, Dyslexia and Dyscalculia Steve Chinn, 2018-10-18 Written by a world authority on maths difficulties in children this accessible guide provides tried and tested visual strategies and tailored techniques to help teachers and parents support children with SpLDs who need help with maths Drawing on the latest research into areas such as cognition and meta cognition along with the authors decades of teaching experience the book offers insight into how maths learning difficulties including dyslexia dyscalculia and maths anxiety make maths difficult Each chapter looks at foundational areas of maths learning that children may struggle with from early number experiences to basic addition and subtraction times tables

measurement and more Essential reading for any teacher learning assistant or parent supporting children with maths

Dyscalculia Pocketbook Judy Hornigold, 2015-10-13 Dyscalculia is a specific learning difficulty that affects a person's mathematical ability. It is estimated that around 6% of the population have dyscalculia so in a typical classroom there is likely to be at least one dyscalculic learner. Research is ongoing but we know that dyscalculia is a much deeper rooted problem than just being bad at maths. This Pocketbook looks at the difficulties faced by pupils with dyscalculia and explores the support strategies that work. The author begins by summarising and explaining what we currently know about dyscalculia. Key indicators are described along with various ways of screening and assessing to identify students with this SpLD. There's a helpful chapter on maths anxiety and a central practical section on teaching strategies that will help learners to work around the obstacles dyscalculia presents. Details of the three components of a mathematical idea and the six levels of learning: intuitive, concrete, pictorial, abstract, application and communication provide good underpinning structure. Games that help develop number sense and the ten most effective classroom approaches are also covered. A final resource section and maths glossary complete the picture. As with all books in the Teachers Pocketbooks series this is a practical how to guide throughout which cartoons, diagrams and visual prompts support the text.

All About Dyscalculia: A Practical Guide for Primary Teachers Judy Hornigold, 2023-07-18 All About Dyscalculia is an accessible and informative guide for primary school teachers designed to increase their knowledge and understanding of dyscalculia and provide practical strategies and advice to build the self-esteem and motivation of learners in their care. The book explores the indicators of dyscalculia before detailing a range of teaching strategies that will support dyscalculic children and help them to develop their mathematical understanding and resilience. Throughout the book there is an emphasis on creating an empathetic learning ethos in the classroom and school that will minimise maths anxiety and lead to a more positive outcome for all learners. All About Dyscalculia includes a comprehensive introduction to dyscalculia and steps to help teachers identify children with dyscalculia in their classrooms. Practical strategies for building specific maths abilities as well as broader problem-solving skills. Advice for teachers and parents on how to reduce maths anxiety and support the development of maths proficiency in learners. Easy to dip in and out of chapters with worked examples make this book accessible to all teachers and parents. With suggestions for immediate impact as well as ideas for more detailed interventions, this practical book will be essential reading for all mainstream primary teachers and SENCOs as well as a helpful guide to supporting children with dyscalculia at home.

Dyslexia, Dyscalculia and Mathematics Anne Henderson, 2013-05-02 Dyslexia, Dyscalculia and Mathematics will be an essential resource for teachers, classroom assistants and SENCOs who help dyslexic and dyscalculic children with their understanding of mathematics. Written in an accessible style with helpful illustrations, this practical book reveals helpful ways in which to tackle both simple and complex concepts with students of all ages. This second edition has been updated to include references to using technology that will help children with dyslexia and dyscalculia reinforce their mathematical

skills and also contains a number of photocopiable resources that can be used in the classroom Written by Anne Henderson who is experienced in teaching language and mathematics to pupils with dyslexia and dyscalculia this book outlines current thinking in the field and shows how the research methods that have been proven as successful can be used with whole classes of children This book encourages flexible methods and gives teachers the confidence to discuss alternative solutions with their pupils and help them achieve success It is an ideal handbook for parent teacher programmes and is also suitable for in service training

EBOOK: Characteristics of Effective Early Learning: Helping young children become learners for life Helen Moylett, 2013-09-16 The key argument of The Characteristics of Effective Early Learning is that how children learn is as important as what they learn This book helps you understand how to support the learning and development of young children through promoting the characteristics of effective early learning play and exploring active learning and creating and thinking critically The book Investigates how children engage in learning through playing and exploring and are motivated through active learning Explores how children become creative and critical thinkers able to review their own learning and thinking imaginatively solving problems and excited by their own Examines appropriate approaches to observation assessment and planning Supports practitioners in reporting on how children demonstrate these characteristics for the revised EYFS profile Rich in practical examples and case studies this is an essential read for early years students and practitioners who want to find out more about how to promote the characteristics of effective early learning in their practice Contributors Di Chilvers Clare Crowther Kim Porter Sue Rogers Judith Stevens Nancy Stewart David Whitebread This is such a useful addition to other publications which clarify enrich and expand on messages in the revised Early Years Foundation stage A range of early years experts offer valuable insights on important topics linked to young children learning The contributors write authoritatively drawing on historical studies as well as more current research Authentic case studies vividly illustrate theoretical points Helen sets the stage beautifully providing a rationale structure and sequence to a book which truly and lovingly celebrates the processes of children s unfolding development Marion Dowling Early Years Specialist and Vice President of Early Education An insightful and engaging read for students and professionals within the Early Years sector that brings alive the concepts of effective learning that underpin the Early Years Foundation Stage The book provides an excellent synthesis of developmental and pedagogic research enabling readers to make connections between theory and practice One of the great strengths of the book is the way in which young children are celebrated as active and powerful agents in their own learning The book allows readers to reflect on how adults can build on this to ensure that the potential for learning within each child is fully supported through effective pedagogies as well as in more formal planning and assessment The contributing authors bring a variety of perspectives and knowledge that combine to illuminate the principles behind effective early years practice and explore how these can be translated into meaningful and supportive experiences for children Dr Mary Wild Principal Lecturer School of Education Oxford Brookes University UK What a wonderful sub title

Helping young children to become learners for life It is so refreshing to find among the plethora of new publications on child development a book that really sees all children as rich children and describes them as capable and confident learners All the authors share their knowledge in a highly accessible manner which means I can recommend this book to both our practitioners and students undertaking first degrees and post qualifying courses The authors clearly identify the qualities and attributes of highly effective learners They share the view that young children come into Early Childhood Education settings hungry to make sense of relationships and the world they are growing up in They powerfully describe the kind of skilled educators that children deserve educators who can harness children s energy engage with their interests and extend their critical thinking Dr Margy Whalley Director of the Pen Green Centre for Children and Families and the Pen Green Research Base

Identifying, Assessing and Supporting Learners with Dyscalculia Kathleen Kelly, 2020-07-13 Designed for teachers specializing in the assessment and teaching of learners with dyscalculia this book provides essential guidance on the identification of dyscalculia how to carry out informal and formal assessments an explanation of the principles of multisensory mathematics teaching and an outline of a structured programme for learners aged 5 14 together with examples of lesson planning and activities

Planning the Primary National Curriculum Keira Sewell, 2018-01-27 A complete guide for trainees and teachers To prepare to teach the new Primary National Curriculum you need more than just the Programmes of Study You need a resource to help you understand plan for teach and assess the curriculum This is it Your guide to planning the Primary National Curriculum This book explores how to plan in primary schools It covers curriculum design and structure challenges to learning and how children learn New in this edition is a chapter on planning for mastery For each curriculum subject the programme of study is included with notes to help you interpret it for your own class The text covers how the teaching of each subject can be organised assessment opportunities key and essential resources in each subject and how ICT can best be used in each subject to enhance teaching Sequenced lesson examples in all subject chapters link theory to practice and highlight progression The final section of the book explores the many ways in which the curriculum can be delivered It includes the creative curriculum dialogic teaching cross curricular learning and more current thinking about interpreting the curriculum

Mastery Mathematics for Primary Teachers Robert Newell, 2023-04-26 This book examines how mathematical mastery influenced by East Asian teaching approaches can be developed in UK schools to enhance teaching and to deepen children s mathematical knowledge It gives guidance on using physical resources to demonstrate key concepts extended examples on how to teach different curriculum topics and how to plan for small step progression It argues that effective mastery teaching requires careful and knowledgeable support for primary teachers who may not yet be maths specialists New to this second edition New chapter on variation theory and practice Updated case studies exploring how mastery teaching has evolved Updated review of current mastery resources available to UK teachers Robert Newell is a lecturer at the UCL Institute of Education London

The Teachers' Standards in the Classroom Roy

Blatchford,2017-09-22 This text is written to support teachers and trainee teachers to interpret the Standards effectively and independently as well as how to apply them to their teaching

How to Teach Maths Steve Chinn,2020-11-23 How to Teach Maths challenges everything you thought you knew about how maths is taught in classrooms Award winning author Steve Chinn casts a critical eye over many of the long established methods and beliefs of maths teaching Drawing from decades of classroom experience and research he shows how mathematics teaching across the whole ability range can be radically improved by learning from the successful methods and principles used for the bottom quartile of achievers the outliers Chinn guides readers through re adjusting the presentation of maths to learners considering learners needs first and explains the importance of securing early learning to create a conceptual foundation for later success This highly accessible book uses clear diagrams and examples to support maths teachers through many critical issues including the following The context of maths education today Topics that cause students the most difficulty Effective communication in the mathematics classroom Addressing maths anxiety The perfect resource for maths teachers at all levels this book is especially useful for those wanting to teach the foundations of mathematics in a developmental way to learners of all ages and abilities It has the potential to change the way maths is taught forever

Planning in the Moment with Young Children Anna Ephgrave,2018-01-29 Young children live in the here and now If adults are to make a real difference to their learning they need to seize the moments when children first show curiosity and support their next steps immediately This book embraces the concept of planning in the moment and emphasises the critical role of the adult in promoting child led learning giving early years practitioners the confidence and insight to work and plan in the moment and enabling the children in their care to live learn play and develop in the here and now Planning in the Moment with Young Children maintains a strong link to practice providing numerous examples of how practitioners can integrate spontaneous planning and rich adult child interactions into their everyday practice and early years curricula From timetabling to setting clear rules creating enabling environments keeping records and making use of a variety of materials the book demonstrates the multitude of ways in which practitioners can encourage child autonomy and respond to the unique needs of each child Examples from practice are rooted in theory fully contextualised and exemplified by original documentation sourced from the author s own experiences and from a wide variety of settings Key features include over 180 full colour photographs to illustrate practice photocopiable pages including planning sheets documentation and activity sheets advice on working with parents individual children and groups tailored guidance on working with children at different stages of development from birth to age 6 years relevance to a range of settings including childminders pre schools nurseries and schools When children are allowed to select where with what and how to play they are truly invested in their play they become deeply involved and make dramatic progress This book is an outstanding testament to a responsive and child led way of working in early years environments Practitioners will be guided inspired and supported to work spontaneously and reactively planning as they go and celebrating the results

Learning

Through Play for Children with PMLD and Complex Needs Ange Anderson, 2022-01-31 This book examines the development of play skills and schemas to support children with learning differences and physical disabilities in learning to play. It highlights the need for appropriate playground equipment in all school settings that educate children with physical disabilities and sensory needs to ensure equal opportunities for outdoor play. Several play approaches for meeting sensory needs are discussed including Lego therapy, Art therapy, Sand play and Soft play. Digital play for students with physical disabilities is an important chapter in the book. Role play and the ways in which virtual reality and psychodrama support anxieties that some students have is another important chapter. There is also a chapter devoted to parents on how they can support their child at home and how the school can support them. At the end of the book there is a plethora of resources that readers can copy or adapt to suit their setting. The book provides support for those managing outdoor play for these children at peak times of the day. It shows how play based learning can work in a classroom setting, the importance of sensory profiles and sensory play and how play therapy can aid neuroplasticity.

The SENCO Survival Guide Sylvia Edwards, 2010-12-14 Are you confused about Special Education Needs (SEN) and Learning Difficulties and Disabilities (LDD)? Are you unclear about how to identify and address the needs of your pupils in the context of the new Inclusion Development Programme? Do you need support to develop a great system that links together recent initiatives and government legislation? This book is intended for SENCOs and other staff working from the Foundation stage to Key Stage 4 with management responsibility for SEN/LDD systems in schools. The book will explore recent initiatives and terminology in the context of the Inclusion Development Programme and Narrowing the Gap, examine the implications for school policy and practice, link together related SEN/LDD development help schools to develop co-ordinated systems that enable all learners with SEN/LDD to meet their potential and aspirations.

Planning in the Moment with Two and Three Year Olds Anna Ephgrave, 2020-06-08 Children are most engaged and therefore learn best when they are following their own interests. In this book Anna Ephgrave shows how her acclaimed planning in the moment approach can be used with two and three year olds with dramatic results for both children and staff. It reveals the impact that free flowing child initiated play has on very young children's wellbeing, making them feel safe, secure and consequently helping them to be fully engaged in their learning. The first part of the book clearly explains the principles of child initiated play and demonstrates how practitioners can create the best possible environment for very young children, also looking at the resources and practices that need to be in place for them to flourish. There is detailed guidance on the role of the practitioner including how adults should observe children's play before deciding how or if to interact in that moment to ensure that each interaction moves learning forward and supports the child's unique development. The second part of the book tracks some of the events from each month in the toddler room of an outstanding preschool following a cohort of children through a year to show how the setting moved from topic based adult led activities to a fully child led way of working. Key features include Over 350 full colour photos to illustrate practice. Specific guidance on using the in the

moment approach with all children including those with additional needs Advice on working with parents individual children and groups Examples of individual learning journeys Photocopiable templates of focus child sheets Covering all aspects of practice from the organization of the room and outdoor environment to the routines and boundaries that ensure children are safe and happy this book is essential reading for anyone who works with two and three year olds Big Ideas in Primary Mathematics Robert Newell,2021-04-07 This book explains big ideas in mathematics in simple terms supported by classroom examples to show how they can be applied in primary schools to enable learning Carefully linked to the National Curriculum it covers all the major concepts so you can develop your own mathematical subject knowledge and to give you the confidence to deepen your understanding of the children you teach This second edition includes A new links with mastery feature showing how to teach with mastery in mind A new glossary of key terms New big ideas and activities throughout

Classroom-based Interventions Across Subject Areas Gabriel Stylianides,Ann Childs,2018-11-01 Classroom based Interventions Across Subject Areas explores cutting edge educational research that has real potential to support the improvement of classroom practice Written by expert researchers and practitioners it provides empirically tested and theory based approaches that practitioners can use to improve learning in classroom settings This edited volume provides examples of classroom based interventions in English mathematics science languages history and geography Taking as its basis research which has been conducted in actual classrooms with close collaboration between researchers and practitioners this text will help researchers and practitioners understand how and why interventions can be successful or not The text further considers the broad theoretical and practical issues that derive from intervention studies including the nature of collaboration between researchers and teachers and ways of adapting effective classroom based interventions for use in different contexts Offering insight into the methodology behind successful classroom based interventions this text will be essential reading for students of education trainee teachers and all those concerned with how educational research can impact on teaching and learning Playful Pedagogies: Young Children Learning in International and Multicultural Contexts Anna Cox,Estelle Tarry,2015-05-25 In the 21st century what the future holds for young learners is unclear what is clear is that they need to be confident capable and resilient As wider communication about education is increasing there is a developing understanding that children in settings across the globe learn in the same ways and have the same needs How these are best met demands reflection and effective contexts for early learning reflect the needs and demands of the communities they serve This book considers international and multicultural learning environments from both theoretical and practical perspectives It is written by specialists in early years education in the UK and in international contexts all of whom have a passion for young children s learning The theoretical perspectives are supported by eight case studies from Uganda Indonesia Mexico Qatar Netherlands Italy the United Kingdom and Romania

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