

O'Clock

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Quarter To

Quarter Past

Half Past



# Numicon Telling Time

**Steve Chinn**



## **Numicon Telling Time:**

*More Trouble with Maths* Steve Chinn, 2016-07-21 *More Trouble with Maths* acknowledges that there are many reasons why children and adults are unable to function mathematically Difficulties include problems with rote learning basic facts and procedures debilitating anxiety poor working and short term memories and mathematics vocabulary Central to this new edition is a range of standardised tests and diagnostic activities including a 15 minute test of basic mathematics a thinking style test tests of basic fact retrieval and maths anxiety Guiding the reader in the interpretation of tests this new edition shows how identifying the barriers to learning is the first step in a programme of intervention Written in an engaging and user friendly style Steve Chinn draws on his extensive experience and expertise to show how to consider and appraise the many factors relating to mathematical learning difficulties explain how these factors can be investigated explore their impact on learning mathematics Emphasising the need for a clinical approach when assessing individuals this book shows how diagnosis and assessment can become integrated into everyday teaching This highly practical and relevant resource is a crucial resource for anyone who wants to accurately and effectively identify the depth and nature of mathematical learning difficulties and dyscalculia

**Maths 5-11** Caroline Clissold, 2019-10-23 Focusing on good progression from Reception to Year 6 *Maths 5 11* provides a clear and concise presentation of the fundamental knowledge that all primary mathematics teachers need It provides readers with practical knowledge for the planning and assessment necessary to employ the theories expressed in the book Ranging from number sense and place value to looking in depth at the various aspects of fractions and mathematical reasoning this book explores mathematical connections inside and outside of the curriculum the relation of mathematics to other primary subjects such as science geography and art mathematics teaching practices from high performing jurisdictions across the world the progression of learning from primary school to secondary school the big ideas in mathematics and activities that provide strategies for children to use responsively and creatively Helping primary teachers and mathematics coordinators improve and enhance their mathematical subject knowledge and pedagogy *Maths 5 11* will re instil an excitement about teaching mathematics among its readers

**Number Skills Development for Children with Down Syndrome (5-11 Years)** Gillian Bird, Sue Buckley, 2002 *Learning Disabilities* Sandro Misciagna, 2022-03-30 Learning disabilities are a heterogeneous group of disorders characterized by failure to acquire retrieve and use information competently These disorders have a multifactorial aetiology and are most common and severe in children especially when comorbid with other chronic health conditions This book provides current and comprehensive information about learning disorders including information on neurobiology assessment clinical features and treatment Chapters cover such topics as historical research and hypotheses of learning disorders neuropsychological assessment and counselling characteristics of specific disorders such as autism and ADHD evidence based treatment strategies and assistive technologies and much more

*Good Teaching for Children with SEND* Alison Silby, Ann Callander, 2025-05-31 A core text

for primary teacher training supporting new teachers to ensure their classrooms are truly inclusive for all children

**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

**Children Beyond Labels** Rhian Spence, 2018-10-10 Children Beyond Labels is an accessible guide to understanding standardised assessment and managing high incidence additional learning needs in the primary school It offers jargon free insight into the results of formal assessments which are often used within professional reports and cuts to the core of how primary education professionals and parents can identify understand and best meet children s needs Offering a range of practical and manageable strategies the book provides clear explanations of commonly used labels which reflect three of the four areas described within the SEND Code of Practice 2015 Cognition and Learning Communication and Interaction and Social Emotional and Mental Health These categories are illustrated by 18 detailed case studies of children from the author s own case work each with their unique profiles of strengths weaknesses and traits that can sometimes transcend category boundaries Examples of these traits include Dyslexia Autism Spectrum Disorder Specific Language Impairment Attention Deficit Hyperactivity Disorder Developmental Co ordination Difficulties Anxiety This is an invaluable guide to the range of different types of additional learning or special needs of children who are likely to be found in mainstream primary schools It will be of interest to primary teachers teachers trainee teachers teaching assistants SENCOs parents and anyone working to support the needs of young children

**Number Skills Development for Teenagers with Down Syndrome (11-16 Years)** Gillian Bird, Sue Buckley, 2002

**Special Educational Needs and Disabilities in Schools** Janice Wearmouth, 2021-08-12 Special Educational Needs and Disabilities in Schools is an essential resource designed to support you during and beyond your teaching training to understand assess and address special and or additional educational needs and disabilities SEND In addition to the expected updates throughout to the latest research and legislation new developments include expanded discussions of key topics such as bullying social emotional and mental health detailed coverage of planning for transition across the age ranges suggestions of hardware and software for day to day use and use in exam conditions increased focus on the importance of positive and supportive relationships Drawing on her wealth of experience close contact with schools families and students as well as relevant research Janice Wearmouth explores a wide range of approaches to assess and address the most common forms of SEND These include difficulties in communication and cognition behavioural concerns related to social emotional and mental health sensory and or physical needs and literacy and numeracy difficulties The author uses key questions to introduce each chapter and reflective activities to encourage you to

consider your own practice to ensure that all young people reach their potential She illustrates policy and provision for SEND in a highly authentic and engaging way with a range of exemplars vignettes and personal accounts of young people s and families experiences within the field and provides a wealth of additional resources on the companion website **Guide to Dyspraxia and Developmental Coordination Disorders** Amanda Kirby, Sharon Drew, 2013-04-15 Built upon the good practice for which the Dyscovery Centre has become so well known this book takes a broader view of the difficulties that those with additional needs face It considers whether this is a health educational or social difficulty and what the wider implications are for the individual and how they manage at home and in the community The authors look at what happens what can be done to help and what changes occur as the child becomes an adolescent and eventually an adult Teachers SENCOs teaching assistants occupational therapists physiotherapists speech and language therapists and parents of children with dyspraxia or developmental co ordination disorders should find this book stimulates their thinking and helps them in their work **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 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 **Supporting Children with Dyslexia** Hull City Council, 2016-04-14 Completely revised and updated in light of the new 2014 SEND Code of Practice this second edition of Supporting Children with Dyslexia provides valuable advice and resources for teachers TAs and SENCOs supporting pupils on the dyslexic spectrum This practical resource will help those who are looking for expert guidance and strategies as well as providing a professional development tool which will encourage outstanding practice at all levels Spanning pre school primary and secondary teaching this book covers the key areas to be considered when supporting pupils with dyslexia including how to identify a young person with dyslexia practical strategies for pre school primary and secondary settings useful advice to give to parents and carers of children and young people with dyslexia useful materials for continual professional development Featuring helpful checklists templates and photocopiable resources this book provides guidance

and practical strategies for identifying and supporting young people with dyslexia that will be of use to teachers TAs SENCOs and other educational professionals

**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

**Number Skills Development for Infants with Down Syndrome (0-5 Years)** Gillian Bird, Down Syndrome Educational Trust, 2001 The mathematics curriculum in primary school includes learning about number and calculation shape size quantity and measurement time and money Learning in children s pre school years introduces them to the ideas and language for helping them to learn about mathematics Young children s first understanding of number and other mathematical concepts comes from their experiences with people and items in their environment Language is an essential part of learning about mathematics as it provides the tools for thinking about comparing and manipulating sets of objects and activities and relating these to a number system Young children with Down syndrome experience delay in language learning in auditory short term memory development and may have less experience of manipulating or playing with objects but have strengths in learning visually With focused language teaching repetition and visual teaching approaches they can learn the language for numbers and mathematics Number games should be interesting and allow for exploration and fun making number skills meaningful to everyday life and the child s environment Some children will learn in very small steps with each aspect broken down for them taught and practised other children will develop skills more quickly after they have been helped to learn about numbers using visual aids through good teaching and from multi sensory learning experiences This module provides examples for everyday social interaction language teaching and games that can help to develop early number and maths skills beginning with nursery rhymes songs play and words introducing activities from one year of age up until the child goes to school Vocabulary lists for maths concepts that will be useful for parents of children to early school age are included This module should be read in conjunction with Number skills for individuals with Down syndrome An overview DSii 09 01

**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

The Teacher's Guide to Understanding and Supporting Children with Literacy Difficulties In The Classroom Valerie Muter,2024-09-19 Why do some children experience literacy difficulties How can I identify a child with reading and writing challenges What is the best way to support them in a classroom context 1 in 8 children will experience some kind of reading difficulty and while you as a class teacher are not expected to formally assess children or deliver specialist interventions a good understanding of literacy challenges is crucial for providing optimum educational support This guide demystifies and disentangles different types of literacy difficulty and explains how they can impact the child s day to day classroom functioning and general school life Chapters include how to identify children that are struggling how to work with SpLD teachers and parents so they can be maximally supported the co occurrence of literacy difficulties with other learning difficulties such as with maths and attention problems alongside practical tips to support each child s learning Strongly grounded in up to date theory and research this is a perfect companion for classroom teachers of all age levels

*Supporting Early Mathematical Development* Caroline McGrath,2025-10-14 Supporting Early Mathematical Development is an essential text combining theory and practice to enable successful mathematical education for children from birth to 12 years This text considers how students academics parents and professionals can develop their mathematical thinking practice whilst acknowledging there will always be a road yet to travel we will always be practising the craft of teaching mathematics Charting the delivery of mathematical development in playgroups children s centres nurseries and primary schools the book promotes an effective pedagogy for mathematics This new edition provides a conceptualisation of mathematics and places a fresh emphasis on mathematical literacy to empower children New chapters include the following Mediators of Mathematical Thinking Understanding Pattern Pre Algebraic and Algebraic Thinking Naming Renaming and Processing Numbers Statistics Statistical Diagrams and Probability Measure Geometry Throughout the book Caroline McGrath navigates the complexity of teaching and learning mathematics through careful thought and consideration of mediators of mathematical thinking This supportive book is designed for educators who want to know how to reconstruct mathematical ideas with children and respond in the moment Returning to the root of understanding using the adaptive pedagogical style recommended in this text you can create satisfying mathematical experiences for children

**Mathematics Through Play in the Early Years** Kate Tucker,2014-01-14 The book is grounded in the latest research

about how children become effective learners particularly in relation to mathematics Bringing together research and practice in an accessible way Kate Tucker provides an essential resource for all those who work with young children I strongly recommend it Dr Sue Rogers Head of Department of Early years and Primary Education Institute of Education Offering practical examples of focused playful teaching this popular book is back for a third edition with even more activities to use in your setting with children aged from 3 to 8 Completely updated to include the revised Early Years Foundation Stage this new edition covers all the hot topics in the field and now includes a new section on teaching mathematics in Forest School more coverage of using ICT to teach mathematics more coverage of children with Special Educational Needs SEN a key vocabulary section at the end of each chapter and a detailed glossary expanded and updated suggestions for Further Reading even more activities to use in lessons with some extended to include 7 8 year olds With a user friendly layout this new edition is an ideal resource for practitioners wishing to enhance their mathematics teaching and for students wishing to develop their knowledge and understanding of how to use play to teach mathematics Kate Tucker is an early years teacher trainer and writer based in Devon

Gestalt Language Processing Alison Battye, 2024-12-24 This book invites the reader to explore Natural Language Acquisition for Gestalt Language Processors It clearly sets out the stages of Gestalt Language Processing and the steps in therapy to effectively help neurodivergent children and young people to move on with their language development supporting them to become independent and creative language users A wealth of real life examples and in depth case studies brings theory to life and allows practitioners to apply the principles to the children they know Chapters include A detailed description of each stage of Natural Language Acquisition and a summary of the research background Clear and comprehensive guides to scoring language samples and tracking progress AAC Augmentative and Alternative Communication options and supports for developing literacy Consideration of regulation and movement supports Handouts for use in practice with extra content available online Gestalt Language Processing is an invaluable resource for any Speech and Language Therapist parent or teacher who is looking to further their knowledge and transform the language support they offer to autistic and neurodivergent children

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