

1

Develop practitioners' understanding of how children learn mathematics



- Professional development should be used to raise the quality of practitioner knowledge of mathematics, of children's mathematical development and of effective mathematical pedagogy.
- Developmental progressions show us how children typically learn mathematical concepts and can inform teaching.
- Practitioners should be aware that developing a secure grasp of early mathematical ideas takes time, and specific skills may emerge in different orders.
- The development of self-regulation and metacognitive skills are linked to successful learning in early mathematics.

2

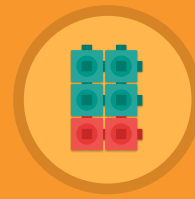
Dedicate time for children to learn mathematics and integrate mathematics throughout the day



- Dedicate time to focus on mathematics each day.
- Explore mathematics through different contexts, including storybooks, puzzles, songs, rhymes, puppet play, and games.
- Make the most of moments throughout the day to highlight and use mathematics, for example, in daily routines, play activities, and other curriculum areas.
- Seize chances to reinforce mathematical vocabulary.
- Create opportunities for extended discussion of mathematical ideas with children.

3

Use manipulatives and representations to develop understanding



- Manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas.
- Ensure that children understand the links between the manipulatives and the mathematical ideas they represent.
- Ensure that there is a clear rationale for using a particular manipulative or representation to teach a specific mathematical concept.
- Encourage children to represent problems in their own way, for example with drawings and marks.
- Use manipulatives and representations to encourage discussion about mathematics.
- Encourage children to use their fingers—an important manipulative for children.

4

Ensure that teaching builds on what children already know



- It is important to assess what children do, and do not, know in order to extend learning for all children.
- A variety of methods should be used to assess children's mathematical understanding, and practitioners should check what children know in a variety of contexts
- Carefully listen to children's responses and consider the right questions to ask to reveal understanding.
- Information collected should be used to inform next steps for teaching. Developmental progressions can be useful in informing decisions around what a child should learn next.

5

Use high quality targeted support to help all children learn mathematics



- High quality targeted support can provide effective extra support for children.
- Small-group support is more likely to be effective when:
 - children with the greatest needs are supported by the most experienced staff;
 - training, support and resources are provided for staff using targeted activities;
 - sessions are brief and regular; and
 - explicit connections are made between targeted support and everyday activities or teaching.
- Using an approach or programme that is evidence-based and has been independently evaluated is a good starting point.