

Course:

Developing Deep Mathematical Learning in Early Years (Language in Early Years)

Overview:

The importance of language as an indicator of a child's educational success has been long established by ongoing language-based projects. This work group seeks to build on some of the research around the effective use of language to support practitioners with establishing effective mathematical discourse.

This Work Group will focus on the development of mathematical language, identifying best practice in this aspect by promoting a variety in language use and how language structures can be utilised to elicit deeper mathematical thinking.

Audience:

School based practitioners leading the planning and provision of mathematics in Early Years (i.e. Nursery and/or Reception).

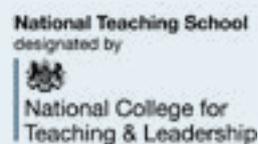
What is involved?

Three and a half days over the year with gap tasks between them to embed learning. Two days will be face-to-face training, one half day will be on planning and one day will provide the opportunity to work with colleagues in other settings. (This date will be decided between individual participants)

Intended outcomes:

For teachers to use the principles and pedagogies of EYFS best practice to ensure that there are opportunities to promote mathematical language across all aspects of provision.

For practitioners to have the opportunity to develop planning and



£ Course cost
FREE

Course dates

Day 1: 22nd February 2018

Day 2: 19th April 2018

Day 3: 19th June 2018

Time

Day 1 & 3: 09:00am - 15:30pm

Day 2: 13:30 - 16:00pm

Booking

To book a place please complete and return the booking form to: Sobia at admin@lneastmathshub.org.uk

Additional info

Lunch & refreshments will be provided on Day 1 & 3

Please Note:

Should you need to cancel, please give 72 hours notice or a £150 admin fee will be charged.

Please use public transport when possible as we cannot accommodate you in the staff car park.

practice to ensure that provision for EY mathematics develops language through rich mathematical opportunities.

For children to be supported with fully exploring (and/or articulating) their mathematical ideas.

The wider context:

The importance of language as an indicator of a child's educational success has been long established. We continue to see interventions in economically challenged areas that focus on the development of language skills.

'The concept of 'school readiness' also encompasses an understanding of the developmental 'domains' considered relevant to a child's readiness to manage the complex demands of a formal school environment. 'School readiness' refers to the physical, socio-emotional, language and cognitive developmental milestones children should ideally have achieved, under optimal circumstances, before they enter school.

Children who are ready for school have well developed language skills. They use words rather than body language to express a feeling or a need, communicate well with their peers, and speak clearly enough to be understood by others. Their vocabulary is well developed, and they use language creatively to describe what they are doing.'

<http://earlylife.com.au/info/node/217>

Expectations of participants and their schools:

Participants in this Work Group will be expected to attend the sessions outlined above , to plan and trial some aspect of the sessions in their own setting and to feedback their findings and observations in the final evaluative session.

Trainer:

Hannah Philips is an Assistant Head Teacher at Sheringham Primary and SLE for the Elmhurst TSA. She is a highly experienced EYFS practitioner and leader and has led training and development for EYFS practitioners across Newham and nationally. Hannah is passionate about the importance of developing language in EYFS settings and has previously participated in ECaT research projects into early language acquisition.