

Work Group Purpose

The purpose of the programmes in this project is to support Early Years teachers in developing specialist knowledge for teaching mathematics, thus enabling them to understand, teach and support pupils in maths in the classroom.

This is a continuation of the 2019 programme where core materials were shared, trialled and evaluated.

There are two types of SKTM Early Years pathways:

- Pathway One: Number Patterns and Structures.
- Pathway Two: Pattern, Shape, Space and Measures.

Each pathway has three maths sessions, three associated pedagogy sessions and a gap task based on an action research cycle.

This year an extra session has been developed, which is designed to be delivered at the end of the pathway. This session is designed to focus on reviewing best practice in Early Years and how these approaches link to the principles of teaching for mastery.

The intention is that each pathway would be a three or four-day programme. Participants could be encouraged to do one pathway one year and the other the following year.

Specialist Knowledge for Teaching Mathematics Early Years Programme

It has long been recognised that maths teaching is enhanced when the teachers are confident about the subject matter.

Seabourne's work over the period of 2004-06 found that Subject Knowledge Enhancement (SKE) courses led to 'improvements in subject knowledge, attitude, understanding and confidence'.

Gibson, O'Toole, Dennison & Oliver's (2013) report on SKE courses across all subjects in which SKE is offered finds that levels of subject knowledge and confidence in the subject are dramatically enhanced on completion of SKE course.

Maths Hubs work with a range of partners to ensure there is effective professional development of new teachers of maths in primary and secondary schools (and other maths classroom practitioners), so that they have the specialist knowledge required to support the learning of maths. This includes working with relevant partners to develop and/or deliver in-service specialist knowledge for teaching maths (SKTM) programmes for practitioners in primary and secondary schools. Therefore, this project is offered to impact on developing the subject knowledge and pedagogical knowledge for all practitioners teaching and supporting the learning of early maths.

'Early Years settings and schools should invest in developing practitioners' own understanding of mathematics, their understanding of how children typically learn, and how this relates to effective pedagogy.'

https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/EEF_Maths_EY_KS1_Guidance_Report.pdf



Who should apply?

These programmes are designed for individuals who would like to develop their specialist knowledge for teaching maths to three to five years olds. This may be particularly relevant for NQTs, teachers that have moved phases or teachers that have not received maths-specific training.

If your school is currently more focused on preparing for teaching for mastery you may want to consider engaging with Building Firm Mathematical Foundations in Reception Work Groups.

[CLICK HERE FOR DATES AND BOOKING](#)