

## Primary Mathematics For Trainee Teachers By Marcus Witt

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Primary Mathematics for Trainee Teachers. Author: Marcus Witt. & Alice Hansen. Publisher: SAGE Publications, Inc. Publication year: 2014. Online pub date: December 11, 2017. Discipline: Education. Subject: Elementary Mathematics, Preservice Training for Elementary.

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Derek Haylock is an education writer, with an extensive list of publications in the field of mathematics education. He worked for over 30 years in teacher education, both initial and in-service, and was Co-Director of Primary Initial Teacher Training and responsible for the mathematics components of the primary programmes at the University of East Anglia (UEA) in Norwich.

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With chapter sequencing following the new Curriculum, this book supports trainee Primary school teachers to make use of the opportunities presented in the new National Curriculum for effective and engaging Mathematics teaching. Covering all of the areas of the new Curriculum for primary mathematics and offering insight into effective teaching, this book helps students connect what they need to teach with how it can be taught. Exploring opportunities in the new curriculum for creative and imaginative teaching, it shows readers how to capitalize on opportunities to develop children's reasoning and problem solving skills. It explores how to make links between mathematics and children's lived experiences to enhance their learning and enables trainees to develop an ability to plan with discernment, making the most of existing thinking and research as well as building confidence in adapting and customizing ideas. Includes the full National Curriculum Programme of Study for Maths, key stages 1 and 2 as a useful reference for trainee teachers. Other books in this series include: Primary Science for Trainee Teachers and Primary English for Trainee Teachers

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

Written by an experienced teacher and teacher educator with widespread experience of teaching mathematics in the UK and internationally, Understanding and Teaching Primary Mathematics combines pedagogy and subject knowledge to build confidence and equip you with all the skills and know-how you need to successfully teach mathematics to children of any age. This 4th edition has been fully updated to reflect the latest research developments and initiatives in the field, including a brand-new chapter on ' Mastery and mathematics ' and ' The Singapore approach ' which reflects the current international interest in

these approaches to learning and teaching mathematics. Extra features also include helpful callouts to the book's revised and updated companion website, which offers a shared site with a range of resources relevant to both this book and its companion volume, *Teaching for Mathematical Understanding*. Stimulating, accessible and well-illustrated, with comprehensive coverage of subject knowledge and pedagogy, *Understanding and Teaching Primary Mathematics* is an essential purchase for trainee and practising teachers alike.

Now in its fourth edition, the bestselling text *Mathematical Knowledge for Primary Teachers* provides trainee teachers with clear information about the fundamental mathematical ideas taught in primary schools. With rigorous and comprehensive coverage of all the mathematical knowledge primary teachers need, the text goes beyond rules and routines to help readers deepen their understanding of mathematical ideas and increase their confidence in teaching these ideas. Fully updated to incorporate recommendations of the Williams review, new sections are included covering talk for learning in mathematics, with an emphasis placed on the language and vocabulary used in arithmetic contexts. Throughout the book, knowledge is linked to the TDA standards for Qualified Teacher Status, and features include: 'Check' questions to test the reader's understanding 'Challenges', to increase teachers' confidence and stretch their mathematical abilities 'Links with the classroom' to emphasise the relevance of ideas to the classroom context Straightforward coverage from theory to practice for all aspects of the Mathematics framework. The book is accompanied by e-resources, which contain further visual activities and support, designed to scaffold and support the reader's own understanding. Essential reading for all practising and trainee primary teachers, this book is ideal for those who wish to increase their mathematical understanding and confidence in presenting mathematics in the classroom.

The UK National Curriculum is clear about the importance of reasoning and problem-solving in mathematics. *Mastery and Depth in Primary Mathematics* aims to support trainee and established teachers to embed mathematical thinking into their lessons. The authors focus on practical and actionable ways that primary teachers can develop their children's mathematical thinking, reasoning and problem-solving: ideas which are at the heart of the UK National Curriculum. Covering a range of areas in mathematical thinking such as reasoning, problem-solving and pattern-spotting, as well as systematic and investigative thinking, each chapter provides clear examples of how teachers can make small, manageable 'rich tweaks' to their existing lessons to increase the opportunities for children to develop their mathematical thinking. Teachers will be able to dip into the book and find inspiration and ideas that they can use immediately and, importantly, develop a set of principles and skills which will enable them to take any mathematical activity and tweak it to develop their pupils' thinking skills. This practical guide will be invaluable to all trainee teachers and early-career teachers that wish to enhance their primary mathematics teaching.

This book seeks to address the question of how the task of teaching mathematics to young children might be better understood. But rather than starting out with a conception of mathematics derived from the many histories mathematics might claim as its own we centre the analysis instead within the social practices that surround the teaching of the subject to children aged four to eleven in English primary schools today. That is, we do not commence with an a priori conception of mathematics and see what people are saying about it. Rather, we start from what people are saying and see where this points. We probe how the desires of society have manifested themselves in a societal decision to teach mathematics and how this decision now shapes that which is called "mathematics". We focus on the operation of the noun "mathematics" and verb "mathematical" and consider how the meanings of these terms derive from the social domain in which they are being used. This extends and develops a conception of how language intervenes in the task of mathematics education presented elsewhere (Brown, 2001). In this present book however, we have a particular focus on trainee and newly qualified teachers, with a view to pinpointing how this conception of mathematics manifests itself in their evolving practices. We question how such teachers with many years of experience as a pupil in school might now re-orient themselves towards the demands of teaching mathematics in schools.

This book addresses the particular areas of mathematics within the primary curriculum that teachers find difficult to teach and in which children struggle to achieve.. It begins with introductory sections on how children learn mathematics and is then organised on a subject area basis, dealing with the teaching of particular maths topics. Key topics addressed include rounding and measuring, means and medians, fractions, negative numbers, commutative and associative laws in number operations, and shape and space. Within each chapter, the authors examine the themes of representing, reasoning and communicating, drawing out both the subject knowledge and ways of teaching each topic. A reference section for studies drawn upon is provided at the end of each chapter.....

This book explores how mathematical mastery, influenced by East Asian teaching approaches, can be developed in a UK context 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. Key coverage includes: - Key terminology in mastery-style teaching - The challenges in implementing a mastery approach - The use of manipulative resources for deeper understanding - An analysis of mastery and related schemes of work currently available - Assessing mastery - How to apply mastery concepts in the early years

This book provides teacher educators with an understanding of the issues around mathematics anxiety and a framework of teaching strategies to support undergraduates, trainee teachers and established professionals in primary settings in developing confidence in learning and teaching mathematics. The existence of mathematics anxiety in adults is both prevalent and well documented, and there is a real concern that adults who are anxious or lacking in confidence in their own mathematical ability may affect the quality of teaching and learning for those in their care. Research has identified that there are lower levels of mathematical confidence in adults working with children in primary rather than secondary schools, and that where adults are anxious this can be passed on to the pupils with whom they work. This book addresses issues related to the effect that mathematics anxiety has on those teaching and working with primary aged children and supports teacher educators to develop confidence in both trainee teachers and established professionals.

At last, a unique book that explores and exploits the links between primary mathematics and science so that you can promote learning in both of these important STEM subjects! Rich in engaging ideas and activities for the classroom this book helps you plan and teach well-structured lessons in a more integrated way. The book outlines key curriculum topics in both subjects and considers why it is important and beneficial to make connections between the two. As well as covering key subject knowledge

(what you need to know) and teaching activities (what you need to do), the book explores learners' mathematical and scientific needs, and defines the characteristics of effective teaching and learning, bringing it all together with ideas which you can use straightway in your classroom. Key features:

- promotes an informed approach to integrating primary mathematics and science teaching
- helps address the time constraints of delivering the primary national curriculum
- presents engaging ideas which can be directly transferred to the classroom
- provides a real-life context to mathematics and science activities to inspire student learning
- helps you combine two closely related and sometimes tricky subject areas – why teach one subject when you can teach two at the same time!

"Accessible, readable and engaging with a range of innovative teaching ideas, this is an invaluable book for all trainee and qualified primary teachers and other educational professionals with links to primary mathematics and science. A great 'go to' book for teachers and trainee teachers alike. Chapters are constructed with easy to read objectives and clear summaries. Many practical ideas, incorporating current research, as well as information on mathematicians and scientists, which is great for boosting children's aspirations and also helping with teachers' confidence on the subjects. A lovely, easy to access book, whether it is to use for reference, to dip in and out of or just to use alongside planning materials." Maria McArdle, Senior Lecturer PGCE & Mathematics Lead (Primary), University of Bedfordshire, UK

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