



Robyn Jorgensen, Shelley Dote, Kevin Larkin

TEACHING  
**MATHEMATICS**  
IN PRIMARY SCHOOLS  
PRINCIPLES FOR EFFECTIVE PRACTICE

# Teaching Mathematics In Primary Schools

**Robyn Jorgensen**



## **Teaching Mathematics In Primary Schools:**

*Teaching Mathematics in Primary Schools* Robyn Jorgensen, 2020-08-12 This is an outstanding book it should be high on the list of any primary school teacher's set of references and a required text for pre service teachers Australian Primary Mathematics Classroom In our technology rich world numeracy is just as important as the smartphone in your pocket Students need to develop mathematical ways of seeing the world and strong problem solving skills and those foundations are taught in the primary school classroom Teaching Mathematics in Primary Schools covers the mathematical content taught in primary and middle years always emphasising how students can connect what they learn in mathematics with other curriculum areas and with the world beyond the classroom The authors draw on the latest international research to show how teachers can develop a rich repertoire of classroom teaching techniques and effective planning assessment and reporting methods They outline approaches to creating supportive learning environments for all students and to building their knowledge and confidence in using mathematics This third edition has been updated throughout and includes a new chapter on numeracy Evidence based uses of digital technologies to support learning and teaching are included in every chapter With practical strategies that can be implemented in the classroom this book is an invaluable resource for pre service and early career primary and middle years mathematics teachers

*Teaching Mathematics in the Primary School* Gill Bottle, 2005-01-01 This title highlights aspects of progression and continuity in the teaching of Mathematics across the elementary years and encourages readers to develop an understanding of key principles and the confidence to apply these appropriately to their classroom practice It addresses the connections between teaching managing planning and assessment and presents ideas about how practitioners can enhance children's mathematical understanding and ability to use mathematics in a variety of contexts

**Teaching Mathematics in Primary Schools** Robyn Zevenbergen, Shelley Dole, Robert J. Wright, 2004 A systematic research based introduction to the principles and practice of teaching mathematics at the primary school level this inquiry moves beyond traditional lockstep approaches to teaching mathematics to emphasize how students can learn to think mathematically in terms of globalization and new technologies

**Teaching Mathematics in Primary Schools** Robyn Jorgensen, Shelley Dole, 2011 Teaching Mathematics in Primary Schools moves beyond traditional lock step approaches to teaching mathematics to emphasize how students can learn to think mathematically in the new times of globalization and a technology rich society Based on current international research the book focuses on learning outcomes and the general principles that underlie educational practices rather than any specific curriculum Current approaches to mathematics education are explained and critiqued and insights into why some students have difficulties with mathematics are provided Teachers are shown how to encourage their students to develop deep learning in mathematics and to relate mathematics to the rest of the curriculum The authors firstly examine the philosophy behind mathematics and its impact on curriculum design the history of learning outcomes and theories on how students learn mathematics They then present the

key areas of mathematics teaching in detail number chance and data measurement space and algebra In each area the emphasis is on problemsolving Finally they discuss practical classroom issues such as the trend towards developing students capacity to think mathematically broad approaches to teaching mathematics planning for a whole school approach to mathematics diversity and access and assessment reporting and evaluation New material on numeracy early numbers and fractions has been added to this second edition It also includes new material on teaching mathematics in the middle years of schooling With practical activities that can be implemented in the classroom this book is an invaluable resource for students and teachers

**Teaching Mathematics in Primary Schools** Robyn Jorgensen,2004 A systematic research based introduction to the principles and practice of teaching mathematics at primary school level Teaching Mathematics in Primary Schools Robyn Jorgensen,Shelley Dole,Kevin Charles Larkin,2020 This is an outstanding book it should be high on the list of any primary school teacher s set of references and a required text for pre service teachers Australian Primary Mathematics Classroom In our technology rich world numeracy is just as important as the smartphone in your pocket Students need to develop mathematical ways of seeing the world and strong problem solving skills and those foundations are taught in the primary school classroom Teaching Mathematics in Primary Schools covers the mathematical content taught in primary and middle years always emphasising how students can connect what they learn in mathematics with other curriculum areas and with the world beyond the classroom The authors draw on the latest international research to show how teachers can develop a rich repertoire of classroom teaching techniques and effective planning assessment and reporting methods They outline approaches to creating supportive learning environments for all students and to building their knowledge and confidence in using mathematics This third edition has been updated throughout and includes a new chapter on numeracy Evidence based uses of digital technologies to support learning and teaching are included in every chapter With practical strategies that can be implemented in the classroom this book is an invaluable resource for pre service and early career primary and middle years mathematics teachers

**Teaching Mathematics in Primary Schools** Douglas Paling,1982 **Teaching Mathematics in Primary Schools** Robyn Jorgensen,Shelley Dole,Kevin M. Larkin,2020 A concise and accessible guide to pedagogy and practice for pre service teachers Interactive Maths Teaching in the Primary School Nick Pratt,2006-10-12 Nick Pratt s book looks in detail at the real meaning of teaching mathematics interactively in primary schools Each section is set clearly within a context is linked by key ideas the important bits to think about and is summarised to give a succinct close to the chapter s content and thinking It is a book that the reader will definitely find useful and thought provoking It certainly made me consider how small changes and a wider variety of approaches in the classroom can make big changes in children s learning and understanding of mathematical concepts Mike Eatwell Primary Maths Advisor Bristol LEA Using a whole class interactive approach to teaching mathematics is a key feature of the National Numeracy Strategy NNS and this book looks at not only what works but also why things work

Teachers will be able to understand why and how the various teaching strategies they are using in their classrooms have a positive effect on children's learning. The book covers how to engage in meaningful reflective practice that will improve your lessons, how to use whiteboards making mathematical meaning through talk, getting the whole class interacting, thinking, talking and acting mathematically, teaching number starting points, teaching shape and space starting points, developing your interactive teaching, a glossary of terms. It is aimed at both practising and trainee teachers and offers clear subject guidance as well as an explanation of a key part of the NNS. It supports both individuals and mathematics subject leaders delivering INSET to their colleagues. *The Teaching of Mathematics in Primary Schools*, 1955 **Enhancing Primary**

**Mathematics Teaching** Ian Thompson, 2003-09-16 This book is the third in an important trilogy of edited collections on the teaching and learning of primary mathematics. To each book the editor Ian Thompson has attracted a team of expert contributors and himself set the characteristically high standard of writing and clarity. When in 10 or 20 years time people want to know about the state of English primary mathematics at the turn of the 21st century they will turn to this volume. You would do well to read it now. *Mathematics in Schools* This is the third book in the popular series edited by Ian Thompson that brings together an impressive array of contributing authors. Current issues are discussed in an informed but concise way that makes research accessible to the wider community of mathematics educators. Julia Anghileri, University of Cambridge. This book explores the effect that the National Numeracy Strategy and its successor the Primary Strategy have had on the way in which mathematics is taught in primary schools. Prominent contributors examine the Strategies' recommendations from the perspective of their own research areas or interests and discuss the issues involved, including Ideas for extending current practice, Suggestions of important aspects of mathematics teaching that are being given little or no emphasis, Alternative approaches that could be integrated into current practice, Aspects of current practice that need to take account of recent research findings or emerging issues. Each chapter discusses implications for teaching and learning primary mathematics. The book will be particularly useful for trainees, practising teachers, mathematics coordinators and numeracy consultants. Contributors: Mundher Adhami, Mike Askew, Carol Aubrey, Margaret Brown, Ann Dowker, Rosemary Hafeez, Steve Higgins, Keith Jones, Lesley Jones, Valsa Koshy, Alison Millett, Claire Mooney, Laurie Rousham, Malcolm Swan, Ian Thompson, Helen J Williams. *The Teaching of Mathematics in Primary Schools*, 1955 **Becoming a Primary Mathematics Specialist**

**Teacher** Gina Donaldson, Jenny Field, Dave Harries, 2012 *Becoming a Primary Mathematics Specialist Teacher* helps you explore the role of the specialist in promoting positive attitudes towards mathematics and developing the teaching/learning of mathematics in primary schools. Illustrated throughout with classroom-based examples and referenced to relevant research, it is designed to support your development as a reflective practitioner who can confidently challenge and review practice in your own classroom and move the whole school forward through collaborative professional development.

**Mathematics in the Primary School** Richard R. Skemp, 2002-09-11 National Curriculum guidelines emphasise

knowledge understanding and skills The author an internationally recognised authority provides teachers with a clear explanation of these principles and explains the relation between understanding and skills and describes their application to the teaching of mathematics The book contains numerous activities to show how mathematics can be learnt in the primary classroom with understanding and enjoyment including formation of mathematical concepts construction of knowledge contents and structure of primary mathematics Teaching Mathematics in Primary Schools D. Paling,1986

**Understanding and Teaching Primary Mathematics** Tony Cotton,2020-09-02 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 fourth 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

**Interactive Maths Teaching in the Primary School** Nick Pratt,2006-10-12 Nick Pratt s book looks in detail at the real meaning of teaching mathematics interactively in primary schools Each section is set clearly within a context is linked by key ideas the important bits to think about and is summarised to give a succinct close to the chapter s content and thinking It is a book that the reader will definitely find useful and thought provoking It certainly made me consider how small changes and a wider variety of approaches in the classroom can make big changes in children s learning and understanding of mathematical concepts Mike Eatwell Primary Maths Advisor Bristol LEA Using a whole class interactive approach to teaching mathematics is a key feature of the National Numeracy Strategy NNS and this book looks at not only what works but also why things work Teachers will be able to understand why and how the various teaching strategies they are using in their classrooms have a positive effect on children s learning The book covers how to engage in meaningful reflective practice that will improve your lessons how to use whiteboards making mathematical meaning through talk getting the whole class interacting thinking talking and acting mathematically teaching number starting points teaching shape and space starting points developing your interactive teaching a glossary of terms It is aimed at both practising and trainee teachers and offers clear subject guidance as well as an explanation of a key part of the NNS It supports both individuals and mathematics subject leaders delivering INSET to their colleagues Teaching Mathematics in Primary Schools Sue Jennings,Richard Dunne,1998 Providing lesson plans and teaching ideas for primary school teachers of maths this is one of a

series written for students working towards Qualified Teacher Status Each title provides guide to the subject knowledge requirements of the Initial Teacher Training National Curriculum ITTNC

**Teaching Mathematics in the Primary School** Gill Bottle, 2005-04-18 Numerous examples from early years and primary classrooms are included as well as checklists and helpful advice There are also suggestions for further reading to assist trainee and newly qualified teachers in meeting the Standards for Initial Teacher Training and Induction

*The Effectiveness of Mathematics Teaching in Primary Schools* Zhenzhen Miao, David Reynolds, 2017-07-06 The Effectiveness of Mathematics Teaching in Primary Schools Lessons from England and China provides a unique insight into the mathematics classrooms of these two countries and arrives at a time when the world is eager to know how Chinese learners consistently excel at learning mathematics and other core subjects Showcasing the kinds of teaching methods that work within and across countries this book presents a rich collection of views including those from teachers their native colleagues their foreign colleagues and the researcher regarding the quality of mathematics teaching today Interweaving scientific results about teaching and learning evaluations with multiple perspectives of various roles in and out of the classroom Miao and Reynolds offer insights into how and why different approaches of teaching have led to different learning outcomes in mathematics internationally Building on rigid and robust analyses of the most up to date data in England and China the book indicates that it is through changing teaching rather than changing teachers that mathematics learning can be improved because it is what teachers do in the classroom that really makes a big difference Containing four decades of wisdom from the field of teaching effectiveness research this book is essential reading for all who want to improve the quality of mathematics teaching worldwide This book is particularly relevant for educational researchers postgraduate students and teachers as well as school leaders policymakers and parents

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