

Specialist Knowledge for Teaching Maths (SKTM) – Early Years Programme

Maths Hubs Network
Collaborative Projects 2020/21

NCP20-23



Programme Details

Outline

This project is designed to support Early Years teachers in developing specialist knowledge for teaching mathematics, thus enabling them to understand, teach and support pupils with their mathematics across the provision.

What is involved?

There are two types of SKTM Early Years pathway:

- 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 task to complete between sessions based on an action research cycle. This year an extra session has been developed, which is delivered at the end of the pathway. It is designed to focus on reviewing best practice in Early Years and how these approaches link to the principles of teaching for mastery.

Who can apply?

This programme is 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 the Building Firm Mathematical Foundations in Reception project. Ask your local Maths Hub for more details.

What is the cost?

The SKTM – Early Years programme is fully funded by the Maths Hubs Programme so is free to participating schools.

Benefits

Participants and their schools will:

- develop enhanced maths subject knowledge with a particular emphasis on developmental progression in the Early Years to ensure sequences of learning are cohesive
- consider the learning opportunities and pedagogical approaches across the wider provision – reviewing and enhancing the opportunities to promote mathematical learning across the provision.

Covid Recovery

The school year 2020/21 will be substantially affected by the impact of the coronavirus outbreak. The knock-on effects on school life and teachers' working lives can't be predicted with any certainty. So, all Maths Hubs work will be flexible and adapt to changing realities. There's likely to be more live online collaboration, often including use of video, for example.

In addition, Work Group content will be adjusted to address schools' recovery from coronavirus-related disruption alongside work on the central maths subject matter.



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Additional Information

The wider context

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.' - EEF Maths EY KS1 Guidance Report.

It has long been recognised that maths teaching is enhanced when the teachers are confident about the subject matter. Maths Hubs work with a range of partners to ensure there is effective professional development of new teachers of maths so that they have the specialist knowledge required to support the learning of maths.

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.

Expectations of participants and their schools

Participants and their schools must be able to commit to the full academic year's programme. This is likely to involve some face-to-face activity alongside online collaboration.

During the programme, participants will be asked to undertake tasks with learners to deepen their thinking about the learning of maths, and to share this with colleagues. It is asked that school leaders support their staff to complete this work.

For further information or to express interest in this programme please contact laura.greener@churchillcc.org

