

Cambridge Nursery Mathematics Learning Network (2005 – 2007)

This project is Funded by the DfES

Statement of Intent

Our interest focuses on written calculations and the connections between mental and written mathematics across the Foundation stage and into Key stage 1.

Our aim is to support teachers and practitioners in monitoring and understanding the development of children's learning as they progress towards standard abstract symbols and standard written calculations, and analyse and promote the pedagogy that underpins deep level learning.

We also intend to encourage teachers to investigate ways in which children explore their thinking through their creative mathematical representations and own written methods.

We particularly want to look at the continuity throughout the Foundation stage and links to Key Stage 1. We aim to look closely at and unpick the requirements of the Foundation stage Curriculum Guidance and QCA's guidance *Teaching Written Calculations*, in order to see this develop in classroom practice. This approach is a 'bottom up' rather than a 'top down' model, working from the young child's perspective and building on their strengths.

The network will support teachers' developing understanding through recent and relevant research and theory and involve them in evaluating and assessing their pedagogy, and its implications for the children's mathematical understanding.

We believe that our work together with our feeder Primary Schools on such a substantial project will inevitably strengthen the links between the key stages and the teachers as they learn together. It will also help towards answering the current national concerns regarding children's calculations, including their understanding of written methods.

Elizabeth Carruthers and Maulfry Worthington: Consultants to the project.