

Title	SKTM (Early Years) Programme		
Phase	Early Years	Work Group Code	NCP 20 - 23
Project summary			
<p>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.</p> <p>This is a continuation of NCP19-24 where core materials were shared, trialled and evaluated.</p> <p>There are two types of SKTM Early Years pathways:</p> <ul style="list-style-type: none"> • Pathway One: Number Patterns and Structures. • Pathway Two: Pattern, Shape, Space and Measures. <p>Each pathway has three maths sessions, three associated pedagogy sessions and a gap task based on an action research cycle.</p> <p>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.</p>			
Rationale			
<p>‘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.’</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/EEF_Maths_EY_KS1_Guidance_Report.pdf</p> <p>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.</p>			
Intended outcomes			
Professional learning			
<ul style="list-style-type: none"> • Teachers will develop enhanced maths subject knowledge with a particular emphasis on developmental progression in the Early Years to ensure sequences of learning are cohesive. 			
Practice development			
<ul style="list-style-type: none"> • Teachers will consider the learning opportunities and pedagogical approaches across the wider provision – reviewing and enhancing the opportunities to promote mathematical learning across the provision. 			

Pupil outcomes

Pupils will:

- have increased opportunities to explore concepts at a developmentally appropriate level
- be able to communicate their maths and mathematical thinking through graphical representations and/or appropriate language

demonstrate a positive attitude towards maths, being willing to have a go, persevere, and share their mathematical ideas.

Intended participants

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.

Features of the work group

There is a core set of materials for both programme pathways.