Noticing Young Mathematicians at Play	**Date**	**Venue**	**Ref:**
	TBC	TBC, London	EL2
	12th May 2017	Westcourt Primary, Gravesend	EC1
	Timing: 9.15am (Registration) – 3.00pm Cost: £160 + VAT inc refreshments and lunch.		
Audience	EYs practitioners, maths subject leaders, senior leaders in primary and nursery settings.		
Course Aims	• Understand how to notice children engaged in mathematical play • Understand the role of the adult in developing mathematical thinking with children in play • Reflect on opportunities available for developing mathematical thinking during children's play.		
By the end of the course, delegates will be familiar with:	• The importance of *Development Matters* and the *Characteristics of Effective Learning* in mathematical development. • What is mathematical play? How do you know when it is happening; how can you help it happen? • How to engage and support mathematical play when children are involved in their play.		
Course summary	Most EYs settings have mathematically specific resources available for their children. Many EYs settings have a dedicated period for mathematical direct teaching. In this course we explore how to notice and enable mathematical thinking during undirected time in a setting. This practitioner course will be a mix between face to face professional development and observing young mathematicians in a real setting. This will be followed by a professional discussion about the role of the adult, the opportunities available during the children's play to have developed mathematical concepts and ideas. The day will end with reflection for your own setting and how you and other adults in the team can understand the mathematics happening when children play.		