

<p>Using Stories and Rhymes to Develop Mathematical Thinking</p> <p>Steph Hammond</p>	<p>Date 16th Nov 2017</p>	<p>Venue The Hatton, London</p>	<p>Ref: EL4</p>
<p>Audience</p>	<p>Maths Subject Leader from primary schools with EYFS Phase Leader/ SLT</p>		
<p>Course Aims</p>	<ul style="list-style-type: none"> • To identify the breadth of mathematical concepts in story books. • To promote the use of mathematical language using storytelling and rhymes. • To link the use of stories and rhymes to the EYFS Development Matters and Ofsted Framework. • To support practitioners, make observations on what children can 'do' mathematically and plan next steps accordingly. • To provide practical ideas to support practitioners enhance provision linked to stories and rhymes. 		
<p>By the end of the course, delegates will be familiar with:</p>	<ul style="list-style-type: none"> • The power of stories and rhymes to engage and support children's mathematical thinking. • How to use stories and rhymes to identify next mathematical steps in learning. • How stories and rhymes can support the development of mathematical vocabulary and thinking. 		
<p>Course summary</p>	<p>This course will look at how shared stories and singing rhymes can be linked directly to the development of mathematical thinking, concepts and vocabulary. Practitioners will take away ideas to support both teacher directed sessions and planning for indoor and outdoor provision.</p>		

