

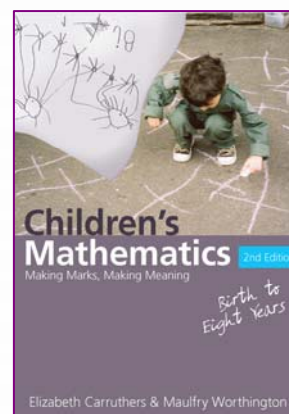
Children's Mathematics

Making Marks, Making Meaning

Second Edition

Elizabeth Carruthers *Headteacher of Redcliffe Children's Centre, Bristol and former NNS Consultant* and **Maulfry Worthington** *Doctoral Researcher: Free University, Amsterdam and former NNS Consultant*

Visit the authors' website at: www.childrens-mathematics.net



The Williams Maths Review (DCSF: 2008): 'The review also plays great score by play-based learning of a mathematical nature, and makes specific recommendations regarding early mark-making as a precursor to abstract mathematical symbolism' (p. 4). ... Section 115 features Carruthers and Worthington's work, emphasizing: 'The role of mark-making in children's cognitive development is set out in the taxonomy (Carruthers and Worthington, 2006)'.

It recommends: 'To secure effective pedagogy in early years mathematics, local authorities, leaders, managers and head teachers should provide the following key elements...

- A culture with a significant focus on mathematical mark-making
- A learning environment that encourages children to choose to use their own mathematical graphics to support their mathematical thinking and processes' (p.37).

'At the very heart of the success of the book is the authors' ability to see mathematics through young children's eyes by listening to and reflecting on the constant efforts made by children to make sense of their world. This is a liberating book which proposes that the teaching of mathematics could and should be a highly creative and enjoyable process' - **Branwen Llewelyn Jones, Early Years Consultant at PACE Ltd / TACTYC**

'Ground breaking... To single out any one chapter would be unfair because there is something thought-provoking and inspirational throughout. If you want to expand your understanding upwards and outwards then get a copy soon' - **Times Educational Supplement**

This book draws on the authors' many years of teaching children aged three to eight years and also on their extensive research with children in the home, nursery and school. The authors explain the development and range of young children's mathematical marks and visual representations, showing how children make mental connections between their own early marks and subsequent abstract mathematical symbolism, and go on to develop their own written methods.

Combining theory and practice, this acclaimed book demonstrates how children's own mathematical graphics are highly creative and show deep levels of thinking throughout the Foundation stage and in Key Stage 1. The authors show how this is the key to success in school mathematics and to higher levels of achievement.

The authors are winners of TACTYC's (2003) Jenefer Joseph Award for the Creative Arts (3 - 8) - awarded for their innovative work in developing children's mathematical graphics.



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