

Introducing Sarah Rowledge & Introducing Set 3

Listeners to Turning Little Stones podcasts will have previously heard from Sarah, who was my guest for **Fabulous Phonics** (*Turning Little Stones Season 1; Episode 9*). Sarah is an experienced Early Years consultant, nursery manager and owner, senior lecturer, and trainer. Sarah also has valuable experience of being a provider of primary education.

With her wealth of knowledge and insight, Sarah guides us through how we can prepare our young children gently and easily for their journey to maths.

In this set (consisting of 4 audios, each with its own Companion Notes), we explore how our children can be supported by knowledgeable carers, who realise how vital their role is. By simply tweaking the snippets of time we spend with our children we *are* preparing them for when they will learn maths more formally.

Foundations matter

As we engage in everyday activities with our young children, Sarah encourages us to introduce relevant mathematical language as they play and manipulate objects. This alone provides the best preparation for their journey to maths. As we draw alongside our children, catching the opportunities as they present, we become adults who *are* supporting them as they internalise mathematical language that they will later come across in maths lessons.

Over time, gently and without pressure children are prepared and ready to fly!

The mark of a good Early Years setting is to allow the reception teacher to take the credit!

Many nurseries and parents believe that children need to be at a certain level before starting school. Inevitably this puts pressure on early years practitioners, parents and, in turn, children. Quite counterproductive. Pressure kills! We'd do well to hold on to the idea that young children have a natural tendency to learn (even maths!) With careful support, they *will* learn, flourish, and fly.

From her experience as a primary educator, Sarah confidently asserts that children with such support have strong foundations (which we unpack in the upcoming audios). Their experience of maths is deep rooted. Their knowledge stays enabling them to progress speedily as they move on to study later maths.

Where children have not had such opportunity, they often need to go backwards before moving forwards. For children who have only been taught maths as a 2-dimensional subject, they are likely to find their learning tedious and difficult to retain.



What to expect

The following audios and Companion Notes are designed to empower all carers, (parents, practitioners, teachers) to become more confident to use mathematical language in daily activities. As they do, their children become familiar with concepts that have a name. Their journey to later maths becomes a far smoother experience.

MORE!

Our hope is that subscribers to *Delving a Little Deeper* intrigues and leaves us wanting to know more! As we try out some of the ideas and see how they benefit the children in our care, many will, we hope, be inspired to go further...

On Sarah's website www.sarahrowledge.com are details of the courses she runs as well as one-off online workshops (highly recommended).

A later set of *Delving a Little Deeper* will cover how well-designed activities and experiences will support older children to explore more advanced maths.

We hope you will enjoy this set, engage as fully as you can by reading the Companion Notes for each one and spending time between them to reflect and try out a few things.

Please share this and... and please do let us know how you get on!

Further information, practical guidance and advice are available through

Turning Little Stones

Delving a little Deeper

www.turninglittlestones.co.uk

and Sarah Rowledge

(early years trainer & consultant, senior lecturer, nursery manager and owner)

www.sarahrowledge.com