

Promoting mathematical mark making

“Practitioners will need to review the learning environment, inside and out, to ensure that children are experiencing rich, play based contexts for problem solving, reasoning and numeracy. A range of mark making resources should be freely available so that children can make choices about how they represent their thinking, depending on the mathematics they are involved in.”

(National Strategies, Children Thinking Mathematically)

What is mathematical mark-making?

- *'Children's own marks and representations that they use to explore and communicate their mathematical thinking'*
- *'Graphics can include scribble marks, drawings, writing, tally type marks and invented and standard symbols including numerals'*

(Carruthers and Worthington, Children's Mathematics. Making Marks, Making Meaning)

We need a reason to write and so do children. Use snack time to find out which foods are the most popular or to record who has already visited the snack table during the session.

Value and celebrate children's own ways of representing their mathematical thinking. This could be through pictures, symbols, dots, numerals or a combination of all strategies.

