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Supporting early mathematics learning: building mathematical capital through participating in early years swimming.

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Summary: Much has been written about out of school contexts and their importance and relevance to learning mathematics. This chapter explores the swim environment for under 5s and its potential for learning mathematics. The findings are drawn from a much larger, international study on the potential impact of early years swimming to add capital to young children. The focus here is on adding mathematical capital to under-5s. It was found there is a very strong case for early years swimming to be of significant benefit to young children. Drawing on both internationally and nationally accredited and recognised psychological testing and observations of lessons, the chapter explores specific results and then offers a potential explanation for how such results may have been achieved by drawing on lesson observations. The results provide interesting and valuable insights into the potential of non-school contexts to add mathematical capital to young children.

Classification: C31 C91 D41 D81

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