

The Foundational Number Sense Project: Interim findings and new directions

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The Foundational Number Sense, or FoNS, project is a comparative study in England and Sweden. Funded by the Swedish research council, FoNS represents the basic number competences year one children need for the successful learning of mathematics. Thus far, the project team has undertaken case study lesson observations in several countries, confirming the robustness of the framework's eight categories and differing didactic emphases cross-culturally. In addition, the project team has interviewed teachers and analysed a range of textbooks from both countries. The interviews have told us that there are substantial differences between the two countries, for example, how teachers view parental involvement, homework and the teaching of number itself. Analysis of textbooks have allowed us to develop a novel approach that has highlighted substantial differences in FoNS-related opportunities in the textbooks in the two countries. In my talk, I will summarise our findings so far, and how these have led us down new paths.