|  |  |  |
| --- | --- | --- |
| Year group | activities | comments |
| Nursery | * Sequencing letters of name (ind) * Sequencing numbers (gp of 3) | **+** children liked using the blocks  - children kept accidentally rubbing off letters / numbers as they picked them up.  **-** children found it difficult to join blocks |
| Reception | * Describing Zog the dragon. (gp led by TA)   Colour coded different body parts | + very engaging  + good for organising group thoughts  - some children needed support – too small? |
| Year 1 | * Phonics: ‘special friends’ word building. Blocks all pre-written on. Children worked in pairs to make real / nonsense words. Special sound in one identifiable colour (partner) | + children keen to make words. Not always want to do this when writing. |
| Year 2 | * Autobiographies: ways of organising fact s about themselves.   Whole class 5 facts each. Allowed to organise as they wished as long as they could justify their choices.   * Maths: number sequences. Given a structure with a few numbers on. Need to complete the sequences. (ind) * Phonics: sorting words according to sound (partner) | + promoted high levels of oracy / interaction.  + reasoning / justifying / negotiating skills developed.  + Organisation clear to see.  +Enables high level differentiation.  +Opportunities to extend sequences  - unable to take whiteboards out once they are stacked |
| Year 4 | * Music: used for composition using pentatonic scale. (group) | + high levels of differentiation  +easy to change / edit composition  - Not enough blocks in one set |
| Year 5 | * Maths: investigating multi-function step sums (partner) | + LA very engaged  + ease of re-ordering |
| Year 6 | * English: making a timeline from a story and then matching emotions to then create a graph. (grp) * Sequencing process of making chocolate and them adding notes ready for explanation text. (grp) * Cause & Effect: given a cause and then group work to explore the effects of the action (grp) * Science: Solubility. Flipped learning used. Asked to organise knowledge of dissolving. Investigation / learning activities carried out. Asked to then add additional knowledge gained. Start to make link / organise thoughts / knowledge. | + high level collaboration needed.  + reasoning / justifying / negotiating skills developed.  + physicality and ‘temporariness’ of the whiteboards make it less intimidating  + overall ‘big picture’ of their thoughts seem to have more impact on what is retained.  - Not enough whiteboards – they wanted to double side. |