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| 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. |