

LEGO® Education MoreToMaths 1-2: Birchfield School Testimonial

About the Teacher:

Name: Hugh Myott

Role: Headmaster

School: Birchfield School, Albrighton,
Near Wolverhampton WV7 3AF

The innovative nature of the resource

The resources are clearly designed and appealing to the children. It is very child friendly and easy to use. It cleverly combines learning with fun and engages children instantly. It is not gender specific and appeals to all children across the KS1 age range.

The impact on learning and the work of the teacher in the classroom, to what extent and in which areas

The activities are well presented and thought provoking. It encourages pupils to employ a hands on approach allowing them to make connection and forge links in their own learning. The tasks provide opportunities for pupils to apply concepts learnt through separate maths lessons in a practical and kinaesthetic way.

How the resource supports or enhances the everyday life or work of teachers, pupils or schools

Each task gives the pupil the opportunity to self-assess and reflect on their own learning. It encourages pupils to collaborate with each other and provide support to others, whilst demonstrating and consolidating their understanding. The extensive assessment checklist for each activity allows teachers to monitor progress not only against the National Curriculum objectives but also monitoring children's social development.

Cost effectiveness in terms of educational aims and results – not just price

LEGO Education have been very clever with creating a variety of different purchase options from getting started sets to a full curriculum pack for a class of thirty pupils, thereby recognising the range of different uses from small groups to full primary class. If the price of the whole teaching resource is looked at in terms of the ability of it to be shared across Key Stage 1 classes it works out per pupil no more than a standard textbook, but more interesting and considerably more versatile.



About the Teacher:

Name: Emma Grant-King

Role: Year 1 teacher

School: Birchfield School, Albrighton,
Near Wolverhampton WV7 3AF

Pre use – what was it like to prepare the first lesson (getting started)

The initial setting up of each box was quite time consuming but it did familiarise yourself with the layout and bricks. Being such a new concept and teaching strategy, it was not only exciting for the children but also for the teacher. It was a new and refreshing approach which allowed me to see things from a different perspective and gave me a better insight and understanding in how to approach problem-solving activities.

Ease of use – software / bricks

The instructions in how to set up both the boxes of LEGO and to load up the additional software was very straight forward. Boxes are organised in a way that it is easy for the children to identify and locate required bricks, therefore children are not spending unnecessary time searching for bricks and reducing hands on learning.

Relevance to the curriculum

The lessons have been written to align with the new National Curriculum. The MoreToMaths curriculum pack provides links in how to cover mathematical problem-solving competencies, National Curriculum requirements and also gives you examples of the use of key vocabulary.

Pupil engagement

The mention of LEGO provides an initial trigger for interest from the children who associate the use of the coloured bricks as fun. This applies across both genders as LEGO has a universal appeal. The pupils are engaged while using the MoreToMaths resources and remain on task for considerable longer than in a normal maths scenario.

Tips and tricks for implementation and classroom use

I felt it was vital that the children were fully aware of rules and guidelines in how we look after the sets to ensure they remained complete.

The children in my class now know exactly how to use these sets and understand the importance of taking care of the bricks.

Pupil impact – learning outcomes

Through this kinesthetic and hands on approach it allows the children to consolidate their mathematical understanding whilst being able to visually represent and interpret the problems. It has strengthened their mathematical confidence and also developed their use of problemsolving competencies, not only within MoreToMaths but also in other Maths lessons.

Classroom management

MoreToMaths is not only a visual tool for the children, but it also enables more visual assessment and observations to be made by the teacher. The observation check list provides key curriculum objectives and identifies what to observe for each activity. I particularly liked the Purple Brick challenge as this offers extension work to those that have completed the activities. This allows them to consolidate their learning with additional problem-solving questions.

