Case Study

TTS Rechargeable Easi-Cars (EY11831)

In this case study, Claire Shaw, from St Matthew's Primary School, discusses the different ways in which the Easi-Cars were used with the children and the learning that took place.	

Background Information

St. Matthew's is a two form entry Church of England Primary School situated very close to the town centre of Bolton. We embrace a child-centred approach to learning, celebrating each individual's achievements and encouraging all children to realise their full potential. Our school has a high number of pupil premium children (50+%).

As a school, we have a whole range of computing resources for teaching our computer science unit but found that the majority of these resources were not accessible for our younger students. Children start to look at Bee-Bots whilst in Reception class but cannot use them to their full potential. Having the Easi-Cars allows the children to explore and experiment with control technology.

With this resource, we are looking at developing children's computing skills to ensure that children enter Year 1 with a strong foundation. Children will develop their problem-solving abilities, and questioning skills with the Easi-Cars. They are also a great resource that can be introduced to our Nursery class.

How were the Easi-Cars used?

This resource was used in a couple of different ways. We used it within a Reception classroom setting, allowing the children the opportunity to explore the Easi-Cars and figure out how to make them move. In the upcoming school year, the Easi-Cars will be based in EYFS, and will be accessed by both Nursery and the Reception classes.

Some of our SEN children (in Y1 and Y2) with more severe needs also used this resource. The aim was to include them within the class computing lessons with a resource that they could easily access.

We also used them in the after-school computing club for Y1 and Y2. In the last session of term, the children got to explore the Easi-Cars, and they were a firm hit. The idea of the after-school clubs was for the children to explore a range of different resources and find out how they could use them.

Impact and outcomes

Reception class

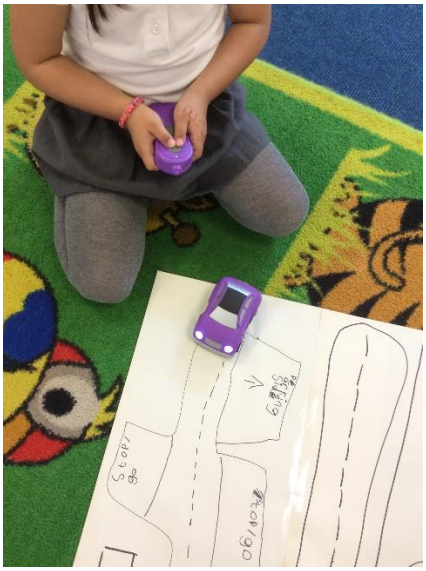
As the session went on children were gaining confidence with controlling the Easi-Cars. They were able to make the cars go where they wanted them to go with ease.

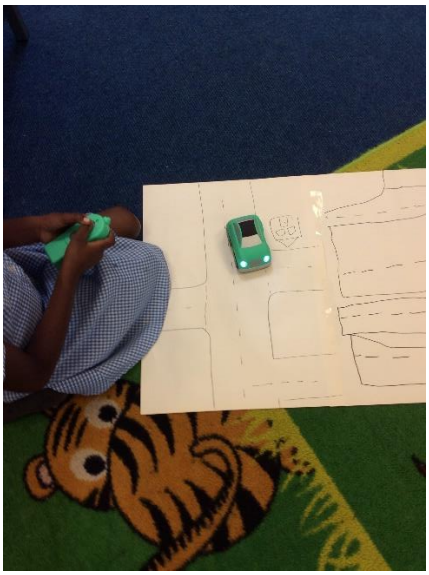
SEN

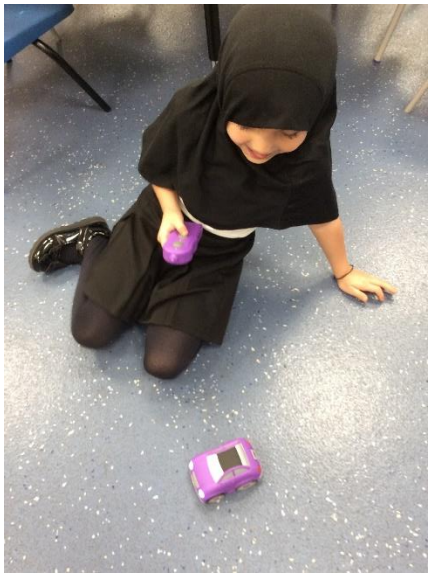
The Easi-Cars were thoroughly enjoyed by the SEN children. They had great enjoyment exploring the Easi-Cars and experimenting with the moving of them. Just having the two buttons on the control was useful as they were able to understand how to move them more easily. In the next computing session, they wanted to use them again. We will definitely use them again with more SEN children too.

Afterschool club (Y1/Y2)

The children had fun exploring them. After understanding how the cars could be moved, children could follow set routes made from tape on the floor. They then wanted to make their own maps for the cars to follow. This was developing their teamwork and problem thinking skills. They had to work out how to control their cars to move in a specific direction.







With thanks to Claire Shaw from St Matthew's C of E Primary School for writing and sharing this case study with us.

TTS Rechargeable Easi-Cars (EY11831)

In this case study, Ian Marsh, Headteacher from Scarcliffe Primary School, discusses why they decided to use the Easi-Cars in their school and the impact they had on learning.

Background information about Scarcliffe Primary School

Scarcliffe Primary School is a small school in Derbyshire with mixed-aged classes. As part of our school improvement plan, we have been focusing on developing our Computing curriculum further. When looking at our year group plans, we decided that we wanted to incorporate some resources into our Early Years provision that the children would not only enjoy learning with but would also lead to the development of key skills needed for later computing lessons further up the school.

When making decisions about which resources to buy in this area, we focussed on including examples of screen free technology and ones that would teach computational thinking to our youngest learners in a fun and engaging way.

How did you use the TTS Rechargeable Easi-Cars?

Initially, we introduced the Easi-Cars to the children in a mixed reception/Year one class and used them in our continuous provision and to teach key skills needed for later computing, for example, direction/directional vocabulary, cause and effect and early problem-solving.
The Easi-Cars were a huge success and enjoyed by the children in these year groups, but the enjoyment and learning went further than we first anticipated. One rainy lunchtime, the children from other year groups had a turn at using the Easi-Cars and after this, the Easi-Cars did a tour of the school and are now used in many other contexts too such as the after-school club.

Ways the resource was used

The Easi-Cars lend themselves really well to teaching early computing skills in the Early Years. Whilst controlling the cars, the children learn to use directional language to describe the cars movement, for example, left, right, backward, forwards. They also start to use simple debugging skills, e.g., noticing when their car has gone the wrong way and what they

need to do to put it right. We found that these were a great resource to use before introducing children to Bee-Bot.
Another advantage of the Easi-Cars is that children can control the cars independently or collaborate with their peers to create obstacle courses or use instructional language and peer support to guide one another around the course. It was lovely to see the children sharing and taking turns, cheering each other on in races or working together as part of a wider team.

What impact did the Easi-Cars have?

Since introducing the Easi-Cars, we have noticed an increase in the number of children using accurate directional vocabulary when using them and also in other situations. The transition to understanding the turns when using Bee-Bot in later years has also been smoother.
The Easi-Cars have been a great way of subtly introducing screenless technology into our provision and developing computational thinking.

This resource is so simple for even our youngest children to use and as we have found out, is fun for all ages. We would recommend this robust, fun and engaging learning resource!

With thanks to Ian Marsh from Scarcliffe Primary School for writing and sharing this case study with us.