



### Glacier Bricks (EY12201)

*In this case study, Sarah Wilson from Nonsuch Primary School, discusses the different ways in which the Glacier Bricks have been used to support learning across different areas of learning in both Early Years and across other age groups.*



#### Background Information

We are a small one form entry Primary School for children from nursery to year 6. We have 135 children, 35 children on the SEN register and 8 children with EHCP'S, which is above the national average as well as the local authority average.

We were therefore looking to support our children with SEND, especially those that become deregulated sometimes without warning and need support to regulate their emotions. We have recently been successful in a bid for a small pot of money to create a sensory room and a sensory garden.

#### Using the Glacier Bricks

One child in particular was often out of his year 2 class due to his needs and often needs to leave the classroom. Whilst looking through the TTS brochure, I saw the glacier blocks. This child enjoys building and we thought the Glacier Bricks would be something different for him to build with.

In the beginning, the blocks were in our sensory room to support this child during his movement breaks and time out that he needed throughout the day to be more regulated. He has really enjoyed building with the glacier bricks and we have used them to regulate him and to talk while he is playing.

Since using these bricks with this child, we have found that they have been useful in other areas around the school.

### **Using the Glacier Bricks in different ways**

Our Nursery and Reception children physically love to build with wooden blocks daily. The Glacier bricks have been a brilliant addition to the early years outdoor space. The children have been stacking them to make walls, houses and castles. These bricks make the perfect addition to the blocks and support their design decisions and discussions.

One day the children even made an igloo. One group of children used the bricks in their building of a shop as windows and this was a talking point for the adults to engage with the children and has been used to support our assessments about how the children were able to make design choices and how they could improve their designs further. This supports decisions in assessing the children in their understanding of the world around them.

- We have used the bricks in the pretend snow when some children didn't want to go outside and couldn't go outside when it was too icy. They are not heavy and great for the smaller children to build with.
- They have also been used to make walls when we are looking at ice worlds and other habitats with other animals inside the nursery tuff tray.
- Our SEN children have been using them to count, building as they go in the sensory garden.
- They have been used to help support our children with fine motor and gross motor skills.
- They have been used by our Reception children to make patterns, alternating the glacier bricks with the foam bricks and the wooden bricks.
- We used them in year 3 in science as part of our light topic to discuss transparent, opaque and translucent in a science lesson.

With thanks to Sarah Wilson from Nonsuch Primary School for writing and sharing this case study with us.