



TTS Eco Motor Skills Utensils Set (EL10977)

In this case study, Ruth Lue-Quee (My Mummy Teacher and Educational Consultant, discusses the different ways in which the TTS Eco Motor Skills Utensils Set can be used to aid learning and development.



Brief background:

As a mum of two and Educational Consultant, I absolutely love the TTS Eco Motor Skills Utensils! I am passionate about multi-sensory, play based learning and these utensils are the ultimate tool to be able to provide learning opportunities that offer maximum opportunity for hands-on, active learning, whilst also developing children's fine and gross motor skills. Many children have not yet fully developed the motor skills and finger strength required for more formal pen and pencil holding and manipulation, even into KS1 and KS2 and I really feel that utensils such as these should be a core part of every classroom to allow all children to learn and develop in a multi-sensory way alongside their more formal sessions.

How was the Eco Motor Utensils Set used?

I have used these utensils with both my 4-year-old and 15 month old and they both loved them! There are over 21 different utensils in the pack – which is amazing! And they come in a wide range of sizes which is brilliant for gross motor movements and fine motor development – there's something for all to handle effectively regardless of their developmental stage.

We used them outside to explore a range of sensory bases – water, sand and coloured rice. There were so many opportunities for using the different utensils to pinch with the tweezers, roll with the handles like rolling pins, scoop with the cups and ladles, collect with the tongues and mash with the mashers! This was a lovely sensory experience for both of my children and kept them occupied for ages – they were learning so much through their own exploration. However, I also provided a learning through play activity for them to both do.

For my 15 month old she was scooping coloured bottle tops from the water play and when she pulled one out I said the colour name to her, e.g. 'red', then together we placed it next to a

red one that was dry. Once we had scooped them all out we counted how many there were of each colour.

With my 4 year old I set up an early phonics activity for him focussing on letter sound recognition. I placed some letters in the coloured rice and he had to use the tweezers to tweeze out the letter that I said. He then had to carry it in the tweezers and place it onto the corresponding letter flashcard. He loved the fact that it was a game and it got him moving – this is key for helping young children learn best.

Across the primary school age range (and even in secondary school – yes, teenagers need multi-sensory play based learning too!) you could use them to develop a variety of science, mathematics and engineering skills, or even just to make activities more game based and improve student engagement in tasks.

Impact and Outcomes

Children are truly capable of learning without an adult, in fact when we allow them to be creative, give time to explore, to investigate and play independently they learn so much intrinsically. The impact of having these utensils in your setting or home, for your children to access freely, means that you are providing the tools for your children to learn, hypothesis and test out what happens when they use the utensils in a particular way, how they can use them to problem solve, to move, to be creative. You are providing an environment that is rich in possibilities for learning through play whilst also developing their motor skills which are essential for learning!

With thanks to Ruth Lue-Quee (My Mummy Teacher and Educational Consultant) for writing and sharing this case study with us.



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In this case study, Lisa Nelson from St Edwards RC Primary School, shares with us the different ways in which the children in Reception have used the utensils and the skills being developed.



Brief Background

This resource was requested to use in our Reception class. During my transition visits to nurseries and the children's visits to us, it became apparent that motor skills for the incoming cohort were somewhat delayed. Therefore, developing these vital skills would become a priority for us.

How was the resource used?

- The utensils were used in our Reception class
- They were used across all areas of learning, through many areas of our continuous provision.
- The resources were used in both indoor and outdoor areas of provision
- As there are a variety of different tools within the utensil set, they can be used in many ways. We used the mashers as paint stamps and to mash berries for painting. We used the tweezers almost daily, for activities such as feeding the baby owls (with plastic worms), counting conkers, moving gems, adding pom poms to shapes etc. The scoops were used a lot in the water tray to fish out items such as conkers. Children also used them as nets to catch conkers sliding down the conker run.

Impact and outcomes

With a range of tools on offer, children's play became more child led, therefore they were engaged in their activities. Not only did they use them for the activities we suggested, but we found them using them for their own purposes too.

The main area of learning addressed was physical motor skills. For the larger items this involved children using both hands and therefore learning to apply pressure and develop strength. For the smaller utensils, children used one hand to develop hand strength.

We have seen improvements in pencil grip, through the use of the tweezers which promotes hand position in the correct way. The large flat scissor type tools have allowed us to model how to hold scissors and the hand action needed. Throughout the last few weeks, we have noticed many children becoming more competent and confident at carrying out fine motor skill activities, we are sure they will continue to progress through use of the tools.

Some quotes overheard from children:

'My muscles are growing when I use this big masher'

'I need to squeeze my fingers hard for the tweezers'

'Look, the big masher can squash lots of berries'



With thanks to Lisa Nelson from St Edward's RC Primary School for writing and sharing this case study with us.