



Wooden Twist and Turn Spinning Tops (EY11678)

In this case study, Hazel Marsh, from Brampton Primary School, discusses how the Wooden Twist and Turns Tops help to support the children in Early Years with their motor skills, coordination, and also how they support children with their schematic interests.



Background Information

Our EYFS Unit is based in a fairly large primary school in Derbyshire with an enhanced resource for pupils with Autism.

We were keen to purchase the wooden twist and turn tops to support the development of fine motor control, hand-eye coordination, problem-solving skills and spatial awareness, as well as developing the Characteristics of Effective Learning that are integral to our EYFS provision.

In addition to this, the twist and turn tops were purchased to support the sensory needs of some of our SEN children.

How were the Wooden Twist and Turn Spinning Tops used?

The wooden twist and turn tops were firstly introduced to our Nursery group. The children enjoyed building the wooden pieces and learning how to spin them. Once they had been built, the children were keen to have competitions for which spinning top could spin for the longest. This moved on to measuring the time in seconds with the support of some of the Reception children within the Early Years Unit.

We have played a number of games with the spinning tops to develop children's learning in other areas of the curriculum. For example, spinning the tops over a number grid and identifying or finding one more/less than the number it lands on, or spinning the top over a cvc picture chart to generate words for children to write in phonics sessions.

Our Rainbow Room enhanced resource for children with Autism also used the resources on a regular basis. The spinning tops were used for simple 'first and then' activities and used to support sensory needs.

Impact and outcomes

The chunky sections of the spinning tops meant that they were easy for our Nursery and Reception pupils to handle and stack. This helped to develop their fine motor skills and hand eye coordination. The spinning of the tops was also beneficial to develop manipulation skills and grip between forefinger and thumb which is a vital skill for writing.

Through exploring the wooden twist and turn tops, all children had the opportunity to explore connecting, rotational, positioning and orientation schemas which are critical to their development. Use of the resource also supported the development of perseverance and critical thinking which are both Characteristics of Effective Learning.

Each wooden section of the twist and turn tops is a different size. This was great for ensuring size vocabulary was part of children's daily language.

The simple stacking technique also supported children's early construction skills. Due to this, we have made the twist and turn tops a constant part of our construction provision.

Many of our children with additional needs enjoy simple stacking puzzles therefore they enjoyed completing the spinning top building. Some of our children are also sensory seeking for vestibular input so watching the spinning tops helped them to meet their sensory needs and feel calmer.



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