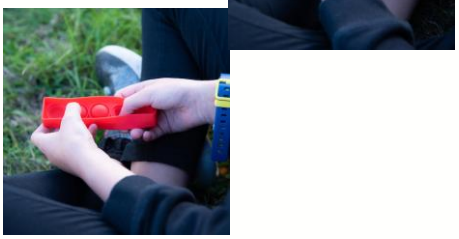
TESTIMONIAL

Poppits
Bundle Deal MT46626



Find out what Gareth Smith at Holgate Primary School thought about the Poppits. This case study is based on the SEND children in his class who work with a TA during the maths lessons.

"Children could actually see what the number bonds were more clearly".

The contextual setting of the school is generally in an area of deprivation. The resource was aimed at supporting specific children with a SEND need to develop simple addition and subtraction and number bonds within 10 and 100. The hope was that the use of a physical resource would support the pupils in identifying their number bonds quicker and provide them a strategy to solve addition and subtraction questions if they could not recognise the number bonds immediately.

How did you use the Poppits?

- The resource was used with two specific children in a year 5 setting (both children working at early KS1 level).
- The resource was used on a 1:1 basis as the children needed support to use the resource and guidance on how this could support them with their maths.
- The resource was used in a classroom environment. It was implemented in a similar way to a number line or a hundred square, but the physical element meant the children could actually see what the number bonds were more clearly.

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What impact have you seen?

- The resource had a good impact on these children and the physical element of popping the circles in and out certainly supported them in being able to count on to 10 or 100 from a given number.
- One child was also able to use these to solve missing number problems as they could identify how many they had and how many more they needed to get to 10 or 100.
- The resource supported both children in strengthening their number bonds to 10 but only one child with number bonds to 100 due to the size of the resource for the other child (too many circles meant they lost track when counting).

"I felt the resource would work well in a whole class setting in a KS1 environment or LKS2 or when working on an individual level with children who are older but may need extra support with maths."

"As previously mentioned, we used the poppit in a similar way to a number line or 100 square but the physical element of popping the circles certainly supported these children when implementing the resource for addition and subtraction questions or for strengthening their understanding of number bonds."

With thanks to Gareth Smith for his feedback.