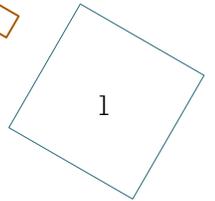




# WizeFloor

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## WizeFloor Helps Develop Working Memory Skills

### Objective

Support pupils in learning Phase 1 & 2 phonic sounds.

### Method

A group of 4 pupils from Year 3, who all have school support plans and have delay in their learning and problems with retaining information over a sustained period of time and have been identified with poor working memory have used some of the programs such as – Kim's game/phonics and spelling based games which use the 'Twister' game approach to support them in retaining basic facts on a more long term basis.



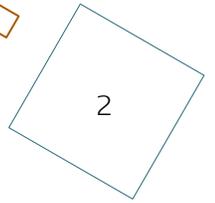
These pupils have used the programs for approximately 20 minutes each day over the last 12 weeks. The children have 5 minutes of 'traditional' phonics teaching and repeating speed sounds, and then use activities on the WizeFloor to reinforce the sounds they are working on.

All the children have responded positively to the large visual nature of the activities and it is a great motivator in ensuring that pupils put in the desired effort in all parts of the session, so they know they will get to use the WizeFloor.



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## Outcomes

As these learners have been identified as kinesthetic learners, they enjoy the physicality of movement when working on more abstract facts and it appears that the physical element of the WizeFloor seems to fully engage these pupils. These pupils have retained basic facts and their capacity to commit things to memory has improved.

We cannot conclusively say this is all down to the WizeFloor input as this group of children have also been exposed to more traditional teaching approaches as well, but it seems to be helping them to focus, practice saying, blending and reading out sounds and generally is an effective way of reinforcing their learning in a creative manner.

All 4 pupils now know Phase 1 and 2 sounds.

## Children's comments

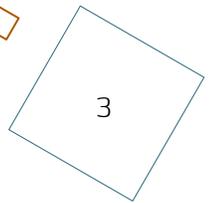
'The Wize Floor is fun and helps me learn at the same time.'

'I find it difficult to sit still sometimes when I have to learn; being able to move about to play the activities on the floor really helps me.'



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## Learning Times Tables – Lower Juniors

### Objective

Support pupils in learning times tables facts – particularly in lower juniors

### Method

Pupils again have taken part in traditional methods of teaching; chanting times tables; completing fast Maths activities but this has again been reinforced with daily activities on the WizeFloor.



The programs used – in particular the balloon popping activity are very engaging and children like the fact that it is against the clock, which has encouraged them to learn their tables inside and outside school so that they can improve upon their timings and complete the tasks in a faster and faster time.

### Outcomes

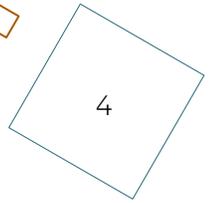
Children are beginning to remember basic facts – such as number bonds and times tables.

As a result of a combination of approaches including the use of the WizeFloor – 9/10 pupils have learned their tables.



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## Pupil Motivation | Pastoral Support Programs

### Objective

To motivate pupils to produce a high standard of work so their work can be showcased using the WizeFloor system

### Method

The WizeFloor is being used to showcase pupils work as regularly as possible – for example when pupils completed presentations on the Fire of London in Year 2 the floor was used to present their work to the rest of the year group.

The school uses the WizeFloor to display artwork and advertises curriculum enrichment activities whenever we have school events; such as Parent/Teacher Consultation sessions/ school visits. We have also used the WizeFloor to show slideshows of trips. Also used a video loop of a fire as a base for our Great Fire of London models – pupils then gave an oral presentation based on what was seen.

### Outcomes

Pupils are motivated to produce work that they think will be showcased in all different mediums and the WizeFloor is no exception.

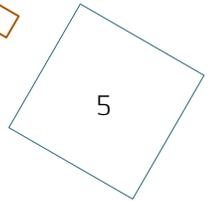
It is certainly having the desired impact, as children love to see their work being displayed in such a visual and large way.

We also use the WizeFloor at lunchtimes to support pupils with pastoral support programs – they play games and learn to take turns and follow rules. If they do this well they then get to choose an activity they would like to work on from the WizeFloor. Year 6 pupils have organized a football tournament for year 6 pupils, which went down very well with pupils.



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## Improving gross motor skills for pupils with dyspraxia

### Objective

To improve gross motor skills for pupils with dyspraxia

### Method

A group of 6 pupils identified with dyspraxia which is a common disorder affecting fine and/or gross motor coordination have been using the WizeFloor system to support development of better co-ordination.

They have had daily sessions using a variety of programs on the system; playing sport/sensory based games to encourage them to move around, making specific movements with their hands and feet to win the game or create movement of objects.

Another example would be using the times tables games to practice times table knowledge whilst learning to jump with two feet or clicking on specific tiles to choose a card as part of the game. Such activities such as the sensory activity involving the flowers and ladybirds have encouraged expressive responses from pupils who have global delay in all areas.

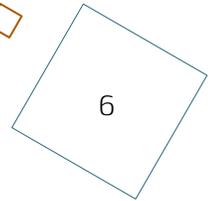
### Outcomes

It is clear that these children's gross motor skills are improving without necessarily knowing that they are even practicing some of these physical skills. They are always highly engaged and see the WizeFloor as a fun way to learn things.



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## Contact

Elm Park Primary School  
South End Road, Elm Park  
Hornchurch, Essex, RM12 5UA  
Head teacher: V Morris MA

