

Case Study



Giant Light and Sound Spinning Top (EY11701)

Woodlands Nursery and Forest School staff observed children of different ages to see how they interacted with the Giant Light and Sound Spinning Top and the learning opportunities it unlocked.



As a nursery, we were curious to see how children of different ages would react to the Giant Light and Sound Spinning Top and wanted to see what impact it had on their learning. Here are our observations:

Child D- 11 months

We introduced the Giant Spinning Top to our youngest children initially. With the main lights in the room turned off, it was spun and placed down for three little ones to watch. Instant curiosity kicked in! Child D crawled over to the spinning top and pushed it away from her. It toppled back and changed the sound. She laughed and repeated. She then sat in front of it, pushing it and waiting for it to bounce back to her. Child D discovered the buttons on the very top and enjoyed pressing them and trying to pull them off!

Child D is developing her fine motor skills as she explores and experiments with the buttons on the top. She continues to develop her understanding of the world as she learns about the cause and effect of pushing the toy.

Child V- 10 months

Child V is curious but not quite mobile. She is on her tummy enjoying tummy time (with the supervision of an adult). She reached out to push the base of the spinning top. Child V remained engrossed for a long period of time, distracted by the lights and sounds.

Child V is strengthening her neck and arm muscles as she reaches and looks up. This will aid her as she begins to sit up and crawl. She is also developing her hand-eye coordination skills.

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Child A- 15 months

Child A initially watched from a distance. She had recently learned to walk. She approached the spinning top and squatted to the base. She then spread her arms wide and tried to stand, holding the weight of the toy. She toppled and landed on her bottom before trying again. Child A is determined to lift it and repeated with a variety of different techniques showing off her creative and critical thinking skills. After a solid 10-minute exploration, Child A sat alongside Child D and giggled each time the spinning top was pushed. They shared a wonderful interaction and exploration.

Child A is strengthening her muscles and coordination in her legs and hips along with her core as she tries to lift the resource This in turn will improve her balance and core strength.

Child H – 29 months

Child H was curious about the new toy sitting on the rug. He approached and pushed the spinning top, “whoa look guys!” He invited his peers to look. Child H crouched down and used two hands to rock the spinning top from side to side as he demonstrated to his friends how the sound appears when in motion. “We can push it over”. Together the small group enjoyed pushing the spinning top and hearing different sounds as they tried to topple it. With a little adult input, the group was then shown how to ‘spin’ the toy and hear the final sound. Initially a challenge for the children to copy, many explored how to make the spinning top spin with either one hand or two. Child H tried holding the base and tried to twist it from there whereas a friend tried higher up. The exploration continued as they decided to transport the spinning top to a darker end of the room where the light was brighter.

Child H is developing his communication skills as he shares his findings and explains his thoughts. He is developing social skills as he works as a team to investigate further. Child H has a strong rotation schema and so as his investigations continue, it will capture his schematic interest even further.

Many thanks to Woodlands Nursery and Forest School for sharing this case study with us.