

# Rainbow Sorting Bears



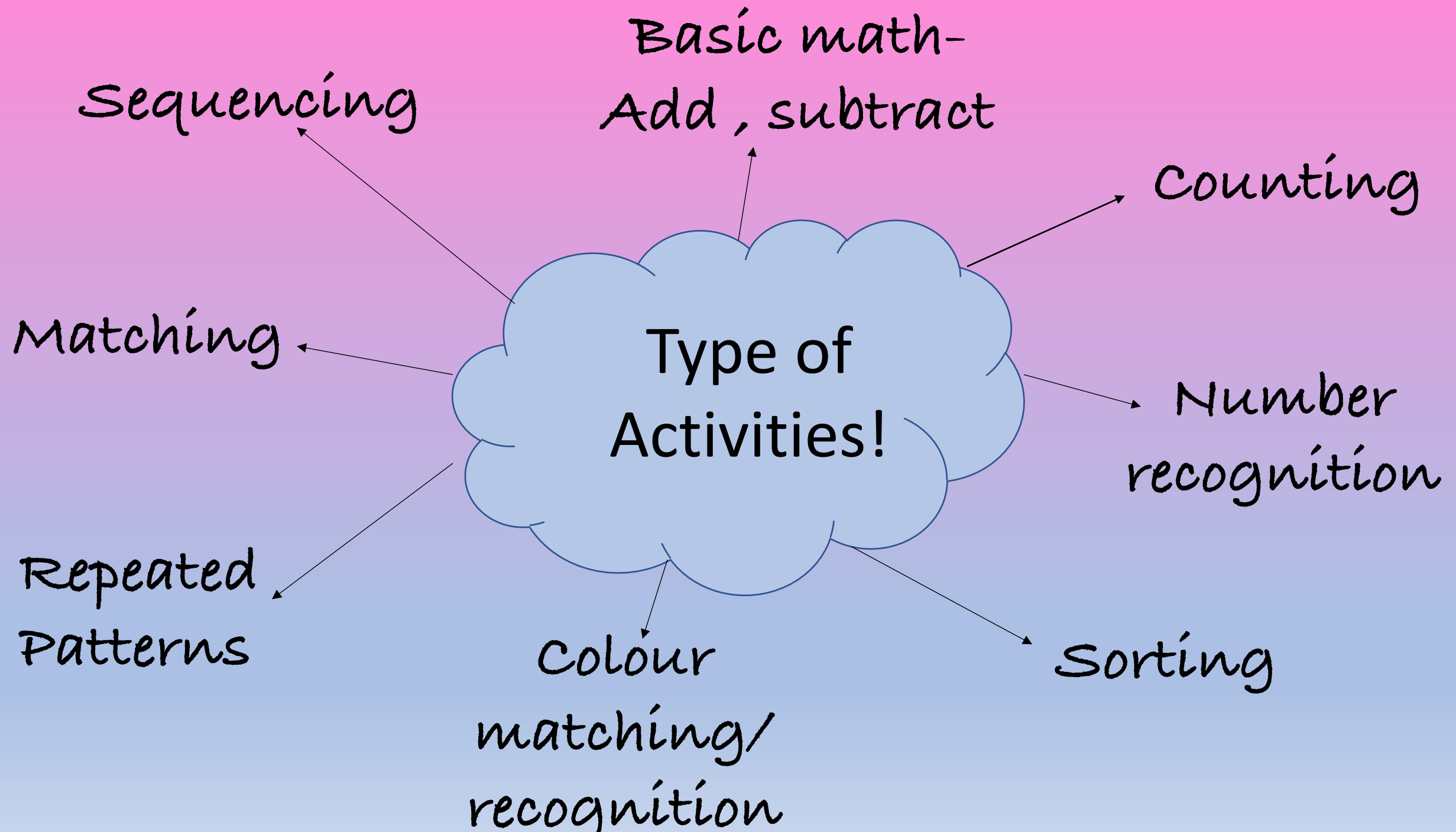
(Learning Resources  
LTD, 2019)



(Wish, 2019)



(Edutopix, 2019)



# Who would use the resource?

The child in my setting that uses this resource has severe Global Delay, as well as other medical complications, which could hinder her learning.

"Global Delay is used to describe a child that takes longer to reach certain milestones than other children their age" (Mencap, 2019).

It is important to remember that every child is unique and will develop accordingly at their own pace.

In my setting we use a lot of Bruner's theory – Scaffolding, providing the children with support, then allowing them to complete the activity independently, when they feel confident enough.

"Scaffolding involves helpful interaction between a child and adult with the aim of helping a child achieve a specific goal, by monitoring and encouraging the child" (McLeod, 2019).

In contrast to my setting, in a mainstream school this resource could be used for all children in the foundation phase aged between 3 and 6. In my setting only one pupil in the whole of the Foundation Phase would be able to access an adapted version of this resource. Although she is at a low developmental stage with guidance she is able to complete some of these activities.

The Early Years Foundation Phase emphasis on counting and number manipulation assumes that children have mastered skills and understand ideas that enable them to be ready to count, whilst this may be true for typically developing children, many children with special needs still develop various skills that need to be explored before mathematical thinking (National Centre)

## Skills that Rainbow Bears activities Develop!

The rainbow counting bears are an early learning resource. The rainbow bears offer guidance in the early stages of visual perception, enhancing the child's cognitive skills. It encourages children to use sorting skills and helps them to develop pincer movement, this activity can improve a child's fine and gross motor skills.

"Visual perception and cognitive development has a major role in the development of the hand function which is particularly important for learning new motor skills (Case-Smith, O'Brien,, 2014,p.222).

The rainbow bear activities allow the children to focus their attention on the movement and placement of objects as they become aware of balance, coordination and gravity. It also enhances sorting, counting and colour coordination stimulating activities, teaching colours and improving memory skills. When playing with the rainbow bears it could stimulate a child's creativity and imagination.

"Explorational play opportunities promote flexibility, creativity and the development of a child's imagination" (Benson, Haith, 2010,p.393).

Due to the nature of the children in my setting, for a child to be able to achieve these activities to the best of their ability, they need to feel safe and in a secure environment.

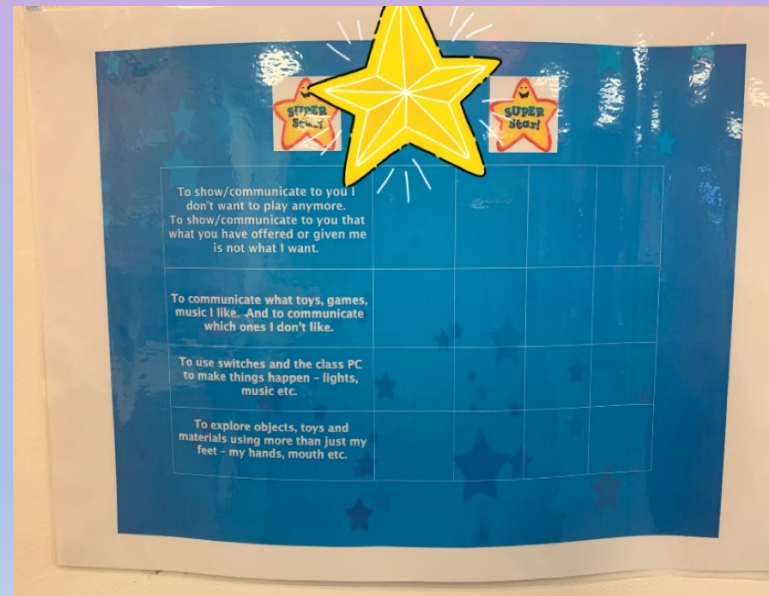
The environment for learning needs to be warm and secure, enabling the children to feel safe and comfortable – which motivates the children to explore and learn.  
(Beckley et al. 2010).

This links to the theorist Carl Rogers. He influenced that if the children feel secure about their basic needs being satisfied, they will be motivated to do as much as possible for themselves and not to become dependent on support  
(Allen, Gordon, 2017).

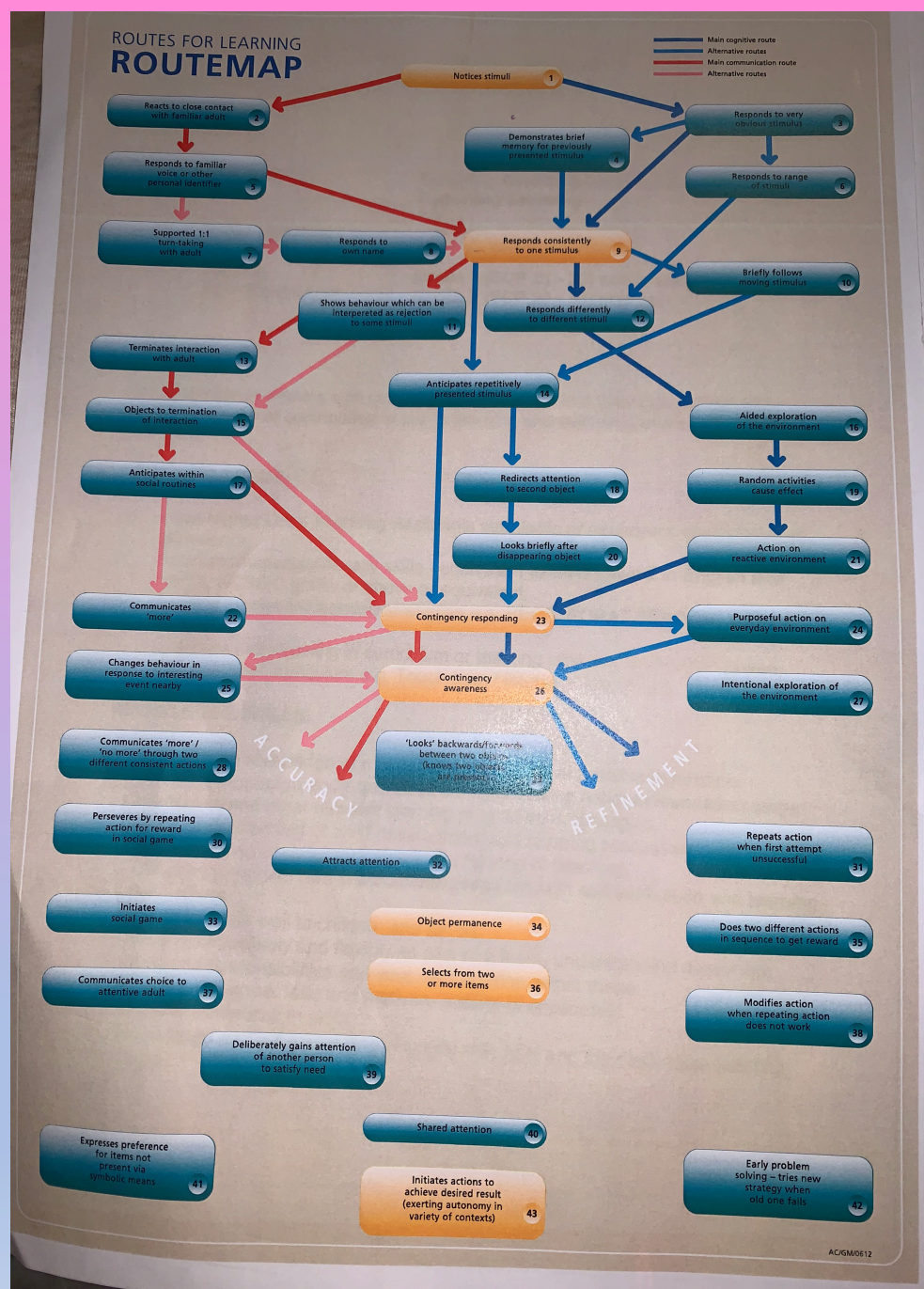
# How to monitor a child's progress?

Children have individual targets - at the end of each activity the staff will look at the child's I.E.P (Individual Educational Plan) to see if they have completed the target. Staff will fill in a monitoring slip and then a star will be placed on the star chart. When a child completes the target 4 times it proves that the child is able too achieve the target, and a new one is set.

This links to B.F Skinners behavioural theory. "Children will respond to praise and so will repeat behaviour which gives them recognition or praise for what they do" (Burnham.,L,Jones,. H, 2002,p.13).



(School A,2019)



(Welsh Government- Route map, 2006)

This is a copy of the routes for learning route map where we get the children's targets, once each target is completed, the children are able to move up the route map. The route map was made by the Welsh Government in 2006.

Routes for Learning (RFL) has been adapted as a preferred assessment for learning with Profound and Multiple Learning Difficulties (PMLD) by many schools throughout the UK as well as other countries. (Martin, Progression Matters)

# Formative and Summative Assessment

- In my school setting we use formative assessments daily by praising the children throughout the day when completing activities. By assessing the children as they go along it guides the learning journey. For example, when carrying out an activity it is good practice to communicate with staff what went well and what needs to be reviewed. "Formative assessment helps identify what students can do with help and what they can do independently" (Brookhart, 2010, p.5).
- Also, summative assessments seems to be part of a teacher's role when a child completes their IEP targets four times and evidence is provided, the child will then be awarded with a colour, red meaning failed target, amber meaning working towards and green meaning achieved.

Summative assessments usually take place after pupils have completed units of work or modules at the end of the year (CCEA, Rewarding Learning).

# Holistic approach to all areas of learning!

Mathematics has a holistic approach to all areas of learning. Children learn different things in different stages of their life.

Communication, literacy and language:- In order to be able to process our thoughts clearly, we need to be able to express them in a logical order. The Rainbow bears activity can enhance a child's communication, by talking about the different colours and sizes of the bears.

Physical Development:- Gross and fine motor skills are practised through maths activities, for example, placing bears into designated cups using thumb and finger movements or even with the tweezers.

Personal and social development:- The ability to predict sequencing is essential in developing problem-solving activities, in order to follow instructions and remember to follow simple step by step instructions. For example by following repeated patterns with the bear worksheet.

Creative Thinking:- Children need to understand the patterns of sounds and that sounds follow patterns- these are learnt by being able to complete sequences. For example, children will be able to listen and follow simple demands – put the red teddy in the red bowl.

Understanding of the world:- Maths skills are essential for understanding of the world. For example, from parts of the day, to days of the week, sequencing is the way we mark life.

(Finlayson K, 2013)

"The minister for education and skills has made a raising standards of literacy and numeracy in schools a priority, stating that Literacy and numeracy are essential in order for young people to reach their full potential" (Welsh Government, 2013).

# Advantages of using rainbow sorting bears

- Very cheap to purchase
- One resource can create various activities
- Perfect for enhancing hand-eye coordination and fine motor skills
- Rainbow bears can encourage, motivate and stimulate a child's mind
- Has a Holistic approach to learning
- Brightly coloured bears which are visually stimulating
- Rainbow bears are a simple resource that can easily be adapted for school or home use.
- Follow on activities could be prepared e.g number formation, colour recognition activities.

# Disadvantages of rainbow sorting bears

- Not suitable for all children, because the bears are quite small, may be hard for the child to use fine motor skills.
- Could potentially be a choking hazard, so would need to be supervised when carrying out activities.
- Would not be suitable for children who are visually impaired.
- Many children in a special school setting like mine may not have the mental capacity to sit by a table and complete worksheets.

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