



WellComm targeted 5-minute activities **Section 1 Primary**

(Use this section if the child is secure green on section 9 of the EY Wellcomm)

Please incorporate these 5-minute activities into the ELSEC children's daily routine 2 to 3 times a day, ensuring that you select the appropriate activities for each child. We advise doing one activity in the morning, one after dinner, and one before home time. Please use these activities alongside the child's personalized tally chart, making sure that they correlate to the section in WellComm the child is working at for the child to reach the best outcome. Make sure all necessary resources for each activity are available and that the activities are seamlessly integrated into the children's routine. For consistency and focus, choose three activities per week and stick with them throughout the week.

Many of the activities can be related to classroom topics and used within the classroom.

Highlighted resources match planning ideas.

Repeat activities as often as possible.

Repetition will lead to faster progress.

Use the Big Book of Ideas for language activities, social skills, memory, and organisational skills.

Remember to use 'Step Up' or 'Step Down' activities, depending on the children's levels of development

For best practice please choose away to evidence these activities within the note's column of the table.

<u>Section 1</u>				
<u>Activity</u>	<u>Big Book of Ideas page / Activity</u>	<u>Aim</u>	<u>Activity</u>	<u>Notes</u>
1	Page: 12	To be able to understand words that describe sequences.	Ensure the child's attention. <ul style="list-style-type: none"> – Carry out a 4-step sequence, e.g., touch your head, nose, shoulder and clap your hands. – Ask the child, "What did I do first?" – What did I do next? – What did I do last?" 	
	Activity: 1:1			
	Outcome: Understanding of Language			
2	Page: 13	To be able to follow a series of verbal instructions	<ul style="list-style-type: none"> – A selection of single item pictures (approx. 5-8) E.g. – cat – carrot – Table 	
	Activity: 1:1			
	Outcome: Understanding Language			

			etc. Ensure child is listening, then name several of the pictures for them to collect	
3	Page: 14	To be able to use problem solving skills.	Find a short story that includes a problem, then a solution, e.g., <i>Peace At Last</i> by Jill Murphy. <ul style="list-style-type: none"> – Explain the problem to the child/ren. – Discuss possible solutions to fix the problem. – Read through the story to compare the child's suggested solution with the story's solution. 	
	Activity: 1:1			
	Outcome: Understanding of Language			
4	Page: 15	To be able to answer higher level 'why' questions	Get an age-appropriate book or watch a short video of interest. <ul style="list-style-type: none"> – Ask the child/ren 'why' questions about events that happened, e.g., "Why was the boy crying?" – Support the child/ren with choices if they're unable to answer. 	
	Activity: 1.1			
	Outcome: Understanding language			
5	Page: 16	To be able to generate what a character might say or think	Get an age-appropriate book and talk about the pictures. <ul style="list-style-type: none"> – Point to characters in the pictures and ask the child/ren, "What do you think he/she is saying?" 	
	Activity: 1:1			
	Outcome: Understanding language			
6	Page: 17			
	Activity: 1.2			

	Outcome: Grammar	To be able to use superlatives (-er and -est)	Use a range of pictures , e.g., person in a coat (cold), person in the snow (colder), polar bear in the Arctic (coldest). <ul style="list-style-type: none"> – Support the child/ren to put them in order, i.e., cold, colder, coldest. – Highlight that some words do not fall into this pattern, like ‘important’, i.e., more important and most important. 	
7	Page: 18 Activity: 1.2 Outcome: Grammar	To be able to use irregular plurals.	Use a set of picture pairs , each pair showing, one item and lots of the same item. <ul style="list-style-type: none"> – Take turns to make pairs or play a sorting game. – Model sentence as each one is completed, e.g., “Here is one man and here are lots of men.” – Choose a pair of pictures. – Model sentences, e.g., “The goose is by the lake/The geese are in the barn.” – Name the irregular plural by choosing a picture of one thing, e.g., mouse. – Prompt by saying, “I can see one mouse, can you find lots of?” – Encourage the child to find the picture and name it. 	

8	Page: y 1.3	To be able to learn, remember and use appropriate vocabulary.	Learn vocabulary by making a Word Web (Template BBOI p.81). <ul style="list-style-type: none"> – Choose new words for the child to understand/use. – Discuss the word in detail together and add the information to your web. – Include descriptive information and details about how the word sounds. – Support children to talk about any prior knowledge they may have about the word. 	
	Activity: 20 -22			
	Outcome: Vocabulary			
9	Page: 23)	To be able to use homonyms	Use a list of homonyms and talk about their meanings, e.g., <ul style="list-style-type: none"> – hole/whole, new/knew, week/weak, blue/blew, etc. – Create some homonyms pictures to support recall (paper/pencils). 	
	Activity: 1.3			
	Outcome: Vocabulary			
10	Page: 24	To be able to recall/re -tell an event/story	Use an appropriate short story or event. <ul style="list-style-type: none"> – Complete a Story Grid (Template BBOI pg.83) – with the child. Use key words, pictures and short notes. – Support the child to retell their story in the correct order, repeating back / modelling any better/inaccurate sentences. – The focus is a speaking activity, NOT a written one. 	
	Activity: y 1.4			
	Outcome: Narrative			

