



WellComm targeted 5-minute activities (Section 4 EYs)



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.

Section 4

<u>Activity</u>	<u>Big Book of Ideas page / Activity</u>	<u>Aim</u>	<u>Activity</u>	<u>Notes</u>
1	Activity 4.1 pg.60	<u>Remembering 2 things at a time.</u>	<ul style="list-style-type: none"> ✚ Choose 4 everyday objects, e.g. key, ball, spoon, cup. ✚ Say, "Give me the key and the cup", then hold out your hands for the objects. ✚ Vary the 2 objects. Make sure the child listens for both objects before picking up. <p>Each time replace the objects in the same place.</p>	
2	Big Book of Ideas Activity 4.2 (pg.62)	<u>Understanding simple adjectives in sentences.</u>	<ul style="list-style-type: none"> ✚ Collect pairs of pictures, e.g. big/small, dirty/clean, happy/sad. ✚ Put down a pair of pictures, i.e. happy/sad, then ask the child to point to the happy face. Model if incorrect. <p>Use additional pairs of pictures if successful.</p>	
3	Big Book of Ideas Activity 4.3 (pg.63)	<u>Understanding that 'no' plus an object is an early negative.</u>	<ul style="list-style-type: none"> ✚ Use 2 favourite toys, e.g. teddy/doll. ✚ Select a few everyday objects, e.g. ball, keys, spoon, brush. ✚ Give 1 object, i.e. ball, to 1 toy and ask, "Who's got no ball?" ✚ If the child is uncertain, guide their hand to model and point to the correct toy. 	
4	Big Book of Ideas Activity 4.4 (pg.64)	<u>Learning to talk through play.</u>	<ul style="list-style-type: none"> ✚ Collect sets for imaginative play, e.g. doll's tea set, bath set, bedtime set. ✚ Model and encourage children to act out scenarios, ✚ Play alongside and talk to the children about what they are doing. 	
5	Big Book of Ideas	<u>Understanding more complex instructions</u>	<ul style="list-style-type: none"> ✚ Use a doll/teddy with a brush and sponge 	

	Activity 4.5 (pg.65)		<ul style="list-style-type: none"> ✚ Tell the child, you're going to do some silly things. Say, "Brush doll's feet" or "Wash teddy's tummy" <p>Don't give any visual clues, but model where support is needed.</p>	
6	Big Book of Ideas Activity 4.6 (pg.66)	<u>Understanding and using verbs.</u>	<ul style="list-style-type: none"> ✚ Use a teddy/doll with a sponge, cup, brush and spoon. ✚ Give teddy or doll 2 objects. Say, "Make teddy eat" or "Wash doll" ✚ You can also say, "Make teddy sleep" or "Make doll run/jump/clap" ✚ Model phrases to the children and encourage to repeat, i.e. "Teddy sleep". 	
7	Big Book of Ideas Activity 4.7 (pg.68)	<u>Using 'in' and 'on' at the simplest level</u>	<ul style="list-style-type: none"> ✚ Collect some favourite toys to put 'in' and 'on' other objects around the room. ✚ Ask the children to take turns finding the toys and then tell you where they found the toy, i.e. "He was on the chair" ✚ Model the correct answer to children who need more support. 	
8	Big Book of Ideas Activity 4.8 (pg.69)	<u>Adding 'ing' to describe an action.</u>	<ul style="list-style-type: none"> ✚ Use books showing a range of actions. ✚ Talk about what characters are doing, e.g. "The dog is running" ✚ Point to other actions and offer choices, i.e. "Is the girl eating or drinking?" <p>Always praise the child for trying and offer modelling if required, repeating sentences with the missing element, i.e. Girl drink - <i>The girl is drinking.</i></p>	
9	Big Book of Ideas Activity 4.9 (pg.70)	<u>Understanding and using pronouns, 'I', 'you', 'we'</u>	<ul style="list-style-type: none"> ✚ Collect picnic items and create a pretend picnic, i.e. blanket, tea set, play food. 	

			 Set up the scenario and model appropriate questions and answers, e.g. "Would you like a cake Amy?" " I will have a cup of tea please" " We had a lovely time" Encourage children to include the pronouns correctly.	
10	Big Book of Ideas Activity 4.10 (pg.71)	<u>Learning to use 'big' and 'little'.</u>	 Collect big and little pairs of objects, e.g. big/little cup, big/little spoon, big/little ball  Use a bag/box and ask children in turn, to put away specific objects, e.g. "Ismail, find the big spoon – put it in the bag." Ask the children what you should put in the bag. Encourage them to specify big/little.	



WellComm targeted 5 minute activities (Section 5 EYs)



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.

Section 5

<u>Activity</u>	<u>Big Book of Ideas page / Activity</u>	<u>Aim</u>	<u>Activity</u>	<u>Notes</u>
1	Big Book of Ideas Activity 5.1	<u>Understanding 'in', 'on' and 'under'.</u>	<ul style="list-style-type: none"> ✚ Use a box or something similar that has a lid. ✚ Give the child an object, e.g. spoon or key, then ask the child to put the object; 'in', 'on' or 'under' the box. ✚ Use signs or gestures alongside instructions when required. <p>Practise one preposition at a time to ensure understanding is secure</p>	
2	Big Book of Ideas Activity 5.2	<u>Remember and then say the names of 2 things</u>	<ul style="list-style-type: none"> ✚ Use picture cards of everyday objects, placed face up on the table/floor. N ✚ Name 2 items at a time for the child to find, e.g. "Find a ball and a key", then ask the child to tell you what they've found. 	
3	Big Book of Ideas Activity 5.3	<u>Learning to play with a friend.</u>	<ul style="list-style-type: none"> ✚ Engage children in games that require more than one child, e.g. Hide and Seek, throwing and catching a ball. 	
4	Big Book of Ideas Activity 5.4	<u>Learning the names of colours.</u>	<ul style="list-style-type: none"> ✚ Use bricks or coloured pegs with peg board. You will need red, yellow, blue and green. ✚ Explain to the child that you are going to build a tower or make a pattern. ✚ Say "Find a blue brick/blue peg" ✚ Ask for the colours in a random order. <p>Reduce number of colours if necessary.</p>	
5	Big Book of Ideas Activity 5.5	<u>Learning the meaning of where.</u>	<ul style="list-style-type: none"> ✚ Hide some familiar objects, e.g. ball, keys, hat, teddy, etc. around the room or outside. <p>Taking turns, ask the children to find an object then come back and tell you where they found it, i.e. "Where was the ball?", "It was under the table".</p>	
6	Big Book of Ideas Activity 5.6	<u>Encourage the use of 3-word sentences.</u>	<ul style="list-style-type: none"> ✚ Use teddy/doll or favourite characters with a tea set or brush/sponge/spoon. 	

			<ul style="list-style-type: none"> ✚ Model what characters are doing, i.e. say, "Washing teddy's face" or "Doll's drinking juice". ✚ If child responds with 2 words, e.g. "Doll drinking", repeat and model with 3, "yes, doll's drinking juice". 	
7	Big Book of Ideas Activity 5.7	<u>Using 'under' in a simple game.</u>	<ul style="list-style-type: none"> ✚ Use a selection of everyday objects, e.g. keys, ball, cup, brush, etc. ✚ Place them under other items around the room. ✚ Ask the children to find the objects and tell you where they found them, e.g. "Where was the brush?", "Under the chair". 	
8	Big Book of Ideas Activity 5.8 	<u>Beginning to use 'what' and 'where'</u>	<ul style="list-style-type: none"> ✚ Use a story book with lots of detailed pictures. ✚ Ask the children lots of 'what' and 'where' questions, e.g. "What's this?" "What's the dog got?" "Where is teddy?" "Where is the fish?" 	
9	Big Book of Ideas Activity 5.9	<u>Understanding what things are for.</u>	<ul style="list-style-type: none"> ✚ Collect some pictures of familiar objects, e.g., chair, cup, pencil, keys, etc. ✚ Lay the pictures face up on the table and ask the children to find objects by their function, e.g. "What can we write with?" "What do we drink from?" 	
10	Big Book of Ideas Activity 5.10	<u>Using simple plurals.</u>	<ul style="list-style-type: none"> ✚ Collect pairs of pictures, e.g. a dog, some dogs / a book, some books. ✚ Make a scrapbook together. ✚ On one page stick/glue an object. On the opposite page, ask the child to find and stick the matching plural picture. Emphasise the 's' on plural words. 	



WellComm targeted 5-minute activities (Section 6 EYs)



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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.

Section 6

<u>Activity</u>	<u>Big Book of Ideas page / Activity</u>	<u>Aim</u>	<u>Activity</u>	<u>Notes</u>
1	Big Book of Ideas Activity 6.1	<u>Understanding and using pronouns 'he' and 'she'.</u>	<ul style="list-style-type: none"> ✚ Find 2 character toys, 1 girl and 1 boy, e.g., Bob the Builder and Elsa. ✚ Collect some everyday objects, e.g. spoon, cup, brush, etc. ✚ Model the toys doing different things, e.g. "He's brushing" "She's eating". <p>Learn 1 at a time if child is not confident.</p>	
2	Big Book of Ideas Activity 6.2	<u>Understanding 'behind' and 'in front'.</u>	<ul style="list-style-type: none"> ✚ Find some favourite toys. ✚ Taking turns, ask the children to select a toy and say where you want them to put it, e.g., "Put Spiderman behind the box", "Put teddy in front of the bag" <p>Ask the next child to retrieve the toy and tell you where they got it from.</p>	
3	Big Book of Ideas Activity 6.3	<u>Understanding the negative form.</u>	<ul style="list-style-type: none"> ✚ Collect some photos of actions, e.g. running, jumping, sleeping, eating, clapping, etc. ✚ Lay out 2 photos and ask, "Who isn't clapping?" "Who isn't jumping?" <p>Praise when correct and model when incorrect. Repeat with 2 new photos.</p>	
4	Big Book of Ideas Activity 6.4	<u>Understanding functions of body parts</u>	<ul style="list-style-type: none"> ✚ Use a whiteboard and drywipe pen. ✚ Draw a body, excluding various body parts that can be added, e.g. hands, feet, ears, eyes, nose, mouth, etc. ✚ Talk to the child about what can be added and what we use those body parts for, e.g. feet for walking, eyes for looking. 	
5	Big Book of Ideas Activity 6.5	<u>Playing sociably and</u>	<ul style="list-style-type: none"> ✚ Play shop. Provide a purse with coins, a shopping basket and some play food items. 	

		<u>learning to share.</u>	<ul style="list-style-type: none"> ✚ Encourage the children to take turns at being the shop keeper and the customer. Model the roles where required. 	
6	Big Book of Ideas Activity 6.6	<u>Developing expressive language.</u>	<ul style="list-style-type: none"> ✚ Find a picture of a teddy and doll. ✚ Collect pictures of actions, e.g. Sitting, jumping, standing, etc. ✚ Collect pictures of furniture, e.g. TV, chair, bed, etc. ✚ Encourage child to take 1 picture from each separate group of pictures and lay it out in front of them. ✚ Model sentence for child to repeat, e.g. "Doll, sitting, chair." ✚ Enjoy if it makes a silly sentence, e.g. "Doll sitting TV" 	
7	Big Book of Ideas Activity 6.7	<u>Understanding and using verbs in the past tense.</u>	<ul style="list-style-type: none"> ✚ Play Simon Says. ✚ When the child has performed the action, ask them to tell you what they just did, i.e. "I jumped / clapped / hopped", etc. 	
8	Big Book of Ideas Activity 6.8	<u>Generating ideas about the function of objects.</u>	<ul style="list-style-type: none"> ✚ Collect a selection of picture cards that contains 2 pictures of each thing, e.g. 2 things that fly, 2 things you can draw with, etc. ✚ Let the child choose a picture, i.e. a bird. Discuss what the bird does, then ask if they can find another card showing something else that flies, e.g. a bee. 	
9	Big Book of Ideas Activity 6.9	<u>Understanding 'why' questions.</u>	<ul style="list-style-type: none"> ✚ Share a picture book with the children. ✚ Talk about why things have happened. "Why does the girl look sad?" "Why is the dog running?" <p>Encourage the children to ask 'why' questions</p>	
10	Big Book of Ideas Activity 6.10	<u>Learning to remember and then say the</u>	<ul style="list-style-type: none"> ✚ Use a bag or a box and a selection of objects, e.g. pencil, spoon, ball, toy car, doll, key, etc. 	

		<u>name of 3 things</u>	 Choose 3 items and put them into your bag/box, telling the child which 3 items you have chosen. Close the bag/box and ask the child if they can remember which 3 items are inside.	
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WellComm targeted 5-minute activities (Section 7 EYs)

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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.

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Section 7

<u>Activity</u>	<u>Big Book of Ideas page / Activity</u>	<u>Aim</u>	<u>Activity</u>	<u>Notes</u>
1	Big Book of Ideas Activity 7.1	<u>Role Play.</u>	<ul style="list-style-type: none"> ✚ Collect some dressing up items, hats, jackets, bags, etc. ✚ Help the children to think about characters and scenarios by sharing a book. <p>Encourage the children to dress up and be someone different.</p>	
2	Big Book of Ideas Activity 7.2	<u>Understanding 'many' and 'few'.</u>	<ul style="list-style-type: none"> ✚ Use 2 big separate pictures, e.g. one showing a few apples, one showing lots of apples. Use them to explain 'many' and 'few'. ✚ Collect some smaller pictures, some showing many and some showing a few, e.g. flowers, pencils, dogs, etc. ✚ Lay out the smaller pictures and model to the children how to sort/match them to the big pictures. 	
3	Big Book of Ideas Activity 7.3	<u>Understanding 'long' and 'short'.</u>	<ul style="list-style-type: none"> ✚ Collect a variety of long and short objects, e.g. wooden spoons, paint brushes, ribbons, string, straws, etc. ✚ Model long and short with one pair of objects. ✚ Place another pair of objects in front of the child and say, "Show me the long brush", "Show me the long string". <p>Work on one concept at a time until secure.</p>	
4	Big Book of Ideas Activity 7.4	<u>Learning the meaning of 'why?'.</u>	<ul style="list-style-type: none"> ✚ Find a variety of photos that show cause' and 'effect' actions, e.g. people using umbrellas, a person running for the bus, etc. ✚ Ask questions, e.g. "Why are people using umbrellas?" or "Why is the lady running for the bus?" <p>Include questions about emotions, encouraging children to relate to their own feelings.</p>	

5	Big Book of Ideas Activity 7.5	<u>Understanding 'first' and 'last'</u>	<ul style="list-style-type: none"> ✚ Draw a racing track. Collect some small cars. ✚ Demonstrate the cars having a race, encouraging the children to make the noises of the cars. ✚ Place the cars around the track and one on the finish line. Ask the children which car is 'first' and which is 'last'. 	
6	Big Book of Ideas Activity 7.6	<u>Understanding and using 4-word sentences.</u>	<ul style="list-style-type: none"> ✚ Collect some pictures/toys of popular characters, e.g. Spiderman, Elsa, etc. ✚ Tell the children that the toys are being silly and hiding all over the place. Tell the child where to hide them. ✚ Use 4 parts to the instruction: 1) a character, 2) an action, 3) a place, 4) a preposition – in or under. <p>For example, "Make Spiderman run on the table" or "Make Elsa sleep under the table".</p>	
7	Big Book of Ideas Activity 7.7	<u>Using comparatives, 'bigger', 'longer' and 'smaller'.</u>	<ul style="list-style-type: none"> ✚ Collect pairs of objects/toys of different sizes/lengths. ✚ Put out 2 objects, e.g. 2 bricks. ✚ Point to the bricks and say "This brick is big, but this brick is even....." If the child does not say "bigger", you can model the answer. ✚ Model other examples, e.g. "This stick is long, but this stick is even....." 	
8	Big Book of Ideas Activity 7.8	<u>Understanding opposites, wet/dry.</u>	<ul style="list-style-type: none"> ✚ Show items that demonstrate opposite concepts, e.g. dirty/clean paper towels, wet/dry cloths, hard/soft objects. ✚ Collect pictures of opposites, e.g. wet/dry, clean/dirty, hot/cold. ✚ Make a scrap book where children can sort and glue pictures onto opposite headed pages. 	
9	Big Book of Ideas	<u>Understanding and using</u>	<ul style="list-style-type: none"> ✚ Find a catalogue and cut out pictures of clothes. ✚ Cut out a picture of a girl and a boy. 	

	Activity 7.9	<u>pronouns, his/her</u>	 Lay out the clothes pictures in front of the children. One by one, ask the children to find something, e.g. "Aliza, find his shoes?", "Jack, find her hat", then put the items with the correct person.	
10	Big Book of Ideas Activity 7.10	<u>Linking sentences using 'because'.</u>	 Put a selection of toys/objects into a bag.  Let the children take turns at putting their hand into the bag and telling you what they have found, e.g. a cup.  Ask the child "How do you know it's a cup?"  Encourage the child to explain, " because I can feel the handle". Model an answer to the child where required.	



WellComm targeted 5-minute activities (Section 8 EYs)



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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.

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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.

Section 8

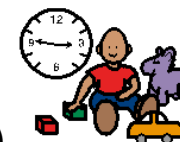
Activity	Big Book of Ideas page / Activity	Aim	Activity	Notes
1	Big Book of Ideas Activity 8.1 (p154)	<i>Learning the meaning of 'when'</i>	<ul style="list-style-type: none"> Use a simple story/pictures and ask questions relating to 'when' a specific thing happens e.g. When do we put the lights on? If the child finds it difficult encourage them to complete the sentence e.g. You put the lights on when it's 	
2	Big Book of Ideas Activity 8.2 (pg.156)	<i>Understanding that things which go together are not always the same</i>	<ul style="list-style-type: none"> Gather a selection of pictures from one category (e.g. food) You could use supermarket leaflets, labels or draw some foods. Divide the pictures into 2 groups e.g. fruit/veg, hot/cold, hard/soft. Talk about the different groups of foods 	
3	Big Book of Ideas Activity 8.3 (p158)	<i>Learning the meaning of 'after'</i>	<ul style="list-style-type: none"> Line up animals. Which animal is after the pig? Put the horse after the cow. Use photos of children doing 2 different actions e.g. washing hands and eating dinner. Put the photos in order and say (Name) can eat his dinner after he's washed his hands. 	
4	Big Book of Ideas Activity 8.4 (p159)	<i>Understanding post-modified sentences</i>	<ul style="list-style-type: none"> Use a big and a little teddy and a few other big and little objects e.g. chair/cup/banana Give the child an instruction e.g. the teddy eating a banana is big or the teddy sitting on the chair is little. The child needs to choose the correct objects to carry out the instruction. 	

5	Big Book of Ideas Activity 8.5 (p160)	<u>Understanding sentences containing 'either' and 'or'</u>	<ul style="list-style-type: none"> ✚ Gather a selection of toys. Ask the child to give the cup to either the teddy or the dolly ✚ Gather a selection of pictures. Ask the child to point to either/or. 	
6	Big Book of Ideas Activity 8.6 (p161)	<u>Using prepositions behind/in front/next to/between</u>	<ul style="list-style-type: none"> ✚ Place toys around the room – behind, in front, next to and between other objects. ✚ When the child locates the toy ask 'Where is the....' ✚ If the child answers correctly, repeat back to reinforce. If the child answers incorrectly, offer a choice or model the correct answer. 	
7	Big Book of Ideas Activity 8.7 (p162)	<u>Understanding emotions from facial expressions</u>	<ul style="list-style-type: none"> ✚ Use pictures or photos of faces showing different emotions (happy/sad/scared/surprised) ✚ Talk about the different emotions – what could he be scared of? ✚ Demonstrate one of the emotions and ask the child to copy. ✚ Put out all the pictures and ask the child to point to who's happy/scared/sad/surprised 	
8	Big Book of Ideas Activity 8.8 (p163)	<u>Understanding question words using stories</u>	<ul style="list-style-type: none"> ✚ Read a simple story. ✚ Ask who/what/where/why/how questions ✚ If a child doesn't answer or answers inappropriately, try offering a choice of answers. 	
9	Big Book of Ideas Activity 8.9 (p164)	<u>Learning to remember then say 5 things</u>	<ul style="list-style-type: none"> ✚ Use a selection of pictures or photos of familiar actions ✚ Place a few of them face down. Choose one but don't show it to the child. ✚ Make up a sentence about the picture e.g. <i>Jake likes to play football</i>. Ask the child to repeat the sentence then show the photo and reinforce by repeating. 	
10	Big Book of Ideas Activity 8.10 (p165)	<u>Using superlatives: biggest and tallest</u>	<ul style="list-style-type: none"> ✚ Use sets of small, medium and large objects ✚ Put out a set of e.g. 3 cups ✚ Point to each one saying 'This cup is small, this cup is big and this cup is the.....' 	

			 Do the same the other way round, starting with the biggest. 	
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WellComm targeted 5-minute activities (Section 9 EYs)



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- ✚ 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>Activity</u>	<u>Big Book of Ideas page / Activity</u>	<u>Aim</u>	<u>Activity</u>	<u>Notes</u>
1	Big Book of Ideas Activity 9.1 (p170)	Understanding which day comes next.	<ul style="list-style-type: none"> ✚ Have a chart with days across the top ✚ Child draws a picture to represent something they do on each day ✚ Talk about the pictures: 'On Monday you... '. 	

2	Big Book of Ideas Activity 9.2 (pg.171)	<u>Understanding passive sentences (where the child cannot rely on grammatical order).</u>	<ul style="list-style-type: none"> ✚ Use 2 character toys, play food, brush, sponge. ✚ Say to the child, e.g. "Teddy is fed a banana by Postman Pat" or "Elsa's hair is brushed by Teddy". ✚ The child uses the toys to model the action. (see p.171 for more examples) 	
3	Big Book of Ideas Activity 9.3	<u>Identifying an increasing range of emotions and feelings in self and others</u>	<ul style="list-style-type: none"> ✚ Use photos or illustrations from a story. Ask the child how the person is feeling. Make the facial expressions & body language together. ✚ Act out a feeling using gestures/facial expression/body language. Children guess how you're feeling. 	
4	Big Book of Ideas Activity 9.4 (p172)	<u>Beginning to understand idioms</u>	<ul style="list-style-type: none"> ✚ Compile a list of common idioms e.g. 'Pull your socks up'/'pulling your leg'/'a piece of cake'. Draw a picture of the literal meaning and then act out a scenario to illustrate the actual meaning. 	
5	Big Book of Ideas Activity 9.5 (p174)	<u>Predicting what might happen next</u>	<ul style="list-style-type: none"> ✚ Read a story together, stopping at key points and asking, 'What do you think might happen next?' or 'What will she find?' or 'What is he going to do?' 	
6	Big Book of Ideas Activity 9.6 (p175)	<u>Understanding periods of time</u>	<ul style="list-style-type: none"> ✚ Use the days of the week chart from activity 9.1 Talk about what happened yesterday and what will happen tomorrow. Also talk about school days and home days (weekend). ✚ Talk about which months the children have their birthdays and what month it is now (indicate on a chart). 	

7	Big Book of Ideas Activity 9.7 (p176)	<u>Remembering more and more information</u>	✚ Shopping games (I went to the shops and bought.....) Use picture prompts to begin with if the children find it difficult to remember previous items.	
8	Big Book of Ideas Activity 9.8 (p177)	<u>Using category names and finding the odd one out</u>	✚ Use pictures from a variety of categories (clothes, food, toys, transport, animals) ✚ Choose 3 things from the same category and ask which category they all belong to. Ask which 2 go together best and why. Ask what's different about the other animal.	
9	Big Book of Ideas Activity 9.9 (p178)	<u>Making inferences using idioms</u>	✚ Using pictures , act out a short scenario – how do people feel? ✚ Use an idiom and ask 'Is it true? If the child says 'Yes' discuss what the idiom actually means Example: She's only pulling your leg Scenario: Boy being teased by a girl, he gets cross with her.	
10	Big Book of Ideas Activity 9.10 (p179)	<u>Talking about things that are going to happen</u>	✚ Play a shopping game – give the child a list of items (pictures) that they need to buy. They should say 'I'm going to buy.....'	