

Chunk learning

Chunking learning into short achievable tasks and building breaks into activities can be useful for maintaining attention.

There are a number of ways that we can start to do this in lessons :

- **Simplify language** and chunk verbal information.
- **Pause in between each sentence** to give children processing time.
- Start with **short, achievable tasks**.

Ensure there is a **mix of high and low demand** (restorative) activities across a lesson:

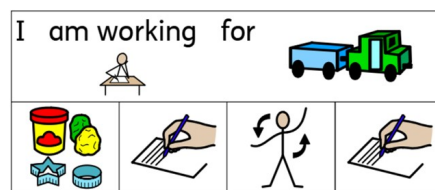
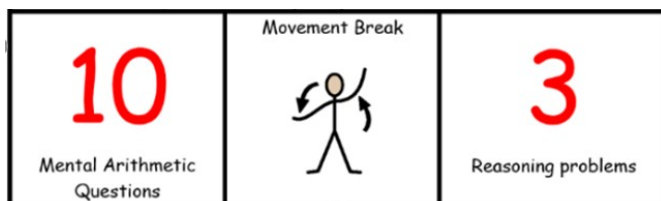
Low Demand:

- Short movement break (restorative)
- Match numbers to objects (predictable reset)
- Busy box/ sensory toys (restorative)

High Demand:

- Carpet time (language, cognitive, attention, social demands).
- Complete three maths word problems (cognitive, attention demands)

For pupils in secondary settings, showing the plan for the lesson using bullet points or appropriate visuals on the whiteboard or classroom wall supports young people to understand where they are in the learning.



Visuals can be used to support this (e.g.): In the example on right, we see how a KS1 child has been supported to complete a high demand written task. Playdough (a regulatory activity) was used before writing to help the young person to reset and activate fine motor muscles. The child has agreed they will then do an agreed amount of work, followed by a short movement break, and then returning to complete some further writing. Following this, they would have some time to focus on their interests and access the train area.

Notes:

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