

**Children, Education and Skills Directorate**

**Activities to Support Visual Memory Skills**

Revised and updated July 2020

Please use alongside the SEND Mainstream Guidance (Supporting children and young people who have SEND at SEN support in mainstream school).

**Remember:**

1. Some children have a slow pace of learning and require constant repetition to consolidate new learning. Revisit!
2. Ofsted 2019 – quality of education judgement focuses on how effectively the curriculum enables **all** pupils to **know more and remember more.** Teachers need to ensure that content is planned that does not overload working memory.
3. People learn in different ways. Research indicates that 29% are visual learners, 34% are auditory learners, 37% are kinaesthetic (VAK).
4. Children need to be taught strategies for recalling information. The two most common strategies are verbal rehearsal (repeating aloud and then repeating internally) and visualisation (making pictures in your head).

**Games and activities to support visual discrimination**

**and visual memory**

* **Odd one out**

This could be done practically with objects or as a worksheet. Group 3 or 4 like objects and include one which is not the same. Can the pupil choose the odd one out? They could set up a challenge for a friend.

Variation – write out sounds or words. One word/ sound will be different. Can the pupil find it?

e.g. example – pan pan pan pon pan pan pan pan

* **Find the sentence**

Write a simple sentence on a strip of paper/card. Have worksheet with words from sentence plus additional words. Pupil has to identify/highlight words from a sentence on worksheet.

e.g.

**in blue red**

**The mat**

**on cat dog**

**sat the hat**

The cat sat on the mat

**The cat sat on the mat**

* **Circle the one that is the same**

**chip cihp cpih chpi chip**

**pod bog dog pod pog**

* **Circle the word**

Make a worksheet with several rows of designs. Each row will contain a word. Can the pupil find and circle the word?

**EEEEEEEATEEEEE mmmmmammmmm**

As pupils become more confident remove/cover the word to find then can check.

* **Same/different and spot the differences**

Puzzle books provide these kinds of activities

* **Word Searches**
* **Dominoes with dots, shapes, pictures and words**
* **A ‘looking walk’ e.g. looking for things of particular shape or colour**
* **Letter, shape lotto**
* **Objects on a tray**

Place 5-10 small common objects on a tray to be looked at closely for one minute. Remove the tray and pupil names as many objects as they can remember. As an item is named, show it.

* **How many shapes?**

Show a card with differing quantities of several shapes e.g. 3 squares, 3 triangles, 1 circle in random order, after thirty seconds remove it. Which shape was pictured three times? How many circles were there?

* **Pelmanism or pairs**

Pack of cards placed face down. Two or more players take turns to reveal any two cards with the aim of producing a pair of the same value. When a pair is found the player keeps them and has another turn. This is made easier by reducing the number of cards playing with.

* **Who’s who?**

Collect 8-10 pictures of people known to the pupil. Tell them that have to look very carefully at the pictures. Show them for about a minute then remove. Ask what (x) was wearing on feet or (y) on legs.

* **Association**

Make a set of cards where each shows a set of different, identifiable shapes, everyone has a different colour e.g. blue circle/yellow triangle/red cross/black square and red 2 /green 4/ purple1 etc. Show these for about 10 seconds then remove and ask the colour of a particular shape or number or what was pictured in a certain colour.

**Games and activities to support visual sequential memory**

* **Bead patterns**

Using pattern cards the pupil has to copy the patterns using the threading beads.

* **Copy me**

Adult demonstrates sequence of movements without verbal instructions at the same time. This should be done slowly. The pupil/group repeat the movements e.g. Hop on left foot. Wink right eye. Nod head three times.

* **Card Match**

Select 4, 5 or 6 playing cards from a pack, all the same suit. Arrange them randomly in a line. Allow pupil 10 -15 seconds to look at them. Shuffle the cards and ask them to arrange them in the same order. To make this harder, keep to six cards maximum but give the pupil the whole shuffled pack from which to find the cards before arranging them.

* **In shape**

Draw a sequence of 3-5 simple shapes in a line allow 15 seconds for study then ask pupil to match or draw the shapes in the same order. For younger pupils use circle, triangle, square, cross etc. For a harder task make the shapes more complex (but then use only 3). Examples might be

* **Peggotty**

Make a line of 4-8 different coloured pegs on a pegboard. Allow 10 – 20 seconds for study the remove them and ask pupil to recreate the sequence. This is easiest if only two colours and four pegs are used and hardest with eight different coloured pegs.

***Could adapt with a variety of objects – Lego or small objects***