



### PERSONAL/SOCIAL/ EMOTIONAL DEVELOPMENT

- To use an interactive play board to name and select resources
- To work or play as part of a small group or pair (adult-child or child-child)
- To select and use activities and resources with increasing independence
- To show understanding of routines with visual prompts

### EXPRESSIVE ARTS AND DESIGN

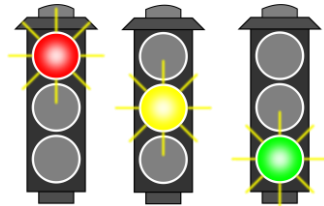
- To observe and represent e.g. wheels, vehicles, mice (Hickory Dickory Dock) using a variety of media and techniques
- To learn new songs and rhymes
- To create sounds by banging, shaking, tapping or blowing
- To make own instruments, follow a steady beat and go fast and slow
- To engage in role play based on own experiences

### COMMUNICATION AND LANGUAGE

- To listen to rhymes and stories with increasing attention and some children to recall or sequence events.
- To communicate using words, sentences, signs, gestures as appropriate. (Total Communication approach)
- To learn new words/signs and use them in communication
- To listen to and understand simple sentences and instructions
- To copy and make different sounds and actions, move to a regular beat
- To show understanding of 'who, where, what?' questions

### The Dales School

This is some of the work we will be doing for this project  
in Blyth Class



# Stop and Go

### MATHS

- To join in with number rhymes and songs and counting together in practical situations, making sets, matching numerals and Numicon pieces – friends, vehicles, wheels, etc
- To begin to measure time – now, next, soon, later
- To begin to differentiate the days of the week
- To become more familiar with a clock face
- To become more familiar with spoken and written numbers, their value and order

### LITERACY

- To sometimes give meaning to marks as they draw and paint
- To join in with daily rhyme time and 'What's in the Bag?' activities, recall repeated refrains and anticipate key events in rhymes and stories
- To place pictures in order to sequence part of the day or a familiar rhyme

### UNDERSTANDING THE WORLD

- To observe growth of bulbs over time
- To explore remote control and clockwork toys
- To journey by minibus and train and recall or sequence the trip
- To explore ramps and water channels with small world vehicles

### PHYSICAL DEVELOPMENT

- To follow instructions for movement, e.g. up/down, fast/slow.
- To manipulate simple tools safely – when planting bulbs, cutting parts for collage
- To mix and roll during cooking activities
- To make/draw circles and lines using gross and fine motor skills
- To begin to recognise danger and seek support of key adults for help – traffic lights focus
- To become more independent in dressing and self-help skills.