

## **Activity: Communication & PSED - Physical, social and emotional development.**

### **Learning objectives:**

All –

To develop communication strategies by using their words to access activity as well as to request for help and to interact with one another. To use their voice to call out green light - go and red light - stop.

To identify the winner (the closest hopper to the card holder) and pass the cards to.

To listen to instruction and adhere to it

To start to develop positive relationships.

**Body control:** to increase the start / stop control over their bodies.

**Environmental cues:** children to learn to follow visual and auditory cues.

**Language concepts:** linking language and visual cues. Fosters paying attention to a speaker and following directions.

**Pre-academic skills:** linking movement with the colours increases understanding of concepts the green means go and red means stop.

**Proprioception:** hopping as well as start and stop motion gives increased input to joints.

### **Actual Activity: Red light. Green light.**

This activity is played like the game “What’s the time Mr wolf?”

The children stand at the end of the room and the caller holds up a green and red card. Children to respond to callers stop or go instruction.

Children are to hop, crawl, or bounce when given visual or verbal cues.

Children are taught green light - go and red light – stop.

### **Resources**

Green card with Go written on it. Red card with Stop written on it.

Hopping balls (big). Child can hop on one leg or frog jump if the hopper ball isn’t available.





## **Topic: Art and sensory play.**

### **Learning objective:**

- Name primary colours with different levels of support.
- Hold mark making tool (independently or with hand over hand support).
- Develop hand to eye coordination with activity.
- sensory explore different mediums and textures as possible independently or with support.
- Mix paint (with support or independently) to obtain colours.
- Develop vocabulary and symbol knowledge related to colours, shapes and emotions.
- Blow bubbles.



### **Making bubble solution**

- 1 cup warm water
- 1/4 cup clear dishwashing detergent
- 1 tablespoon glycerine (this is what makes the bubbles viscous. You can also substitute corn syrup)
- pink washable paint
- pipe cleaners
- small cups, jars or bottles

### **Instructions:**

Add warm water, detergent, and glycerine to a container, mix well and add a few drops of paint until you achieve the colour you want. Mix well. Use a pipe cleaner to make the wand.

### **Extension (Maths)**

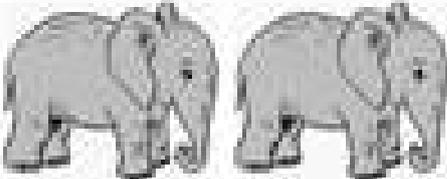
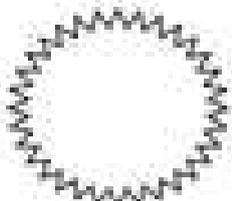
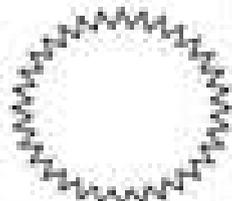
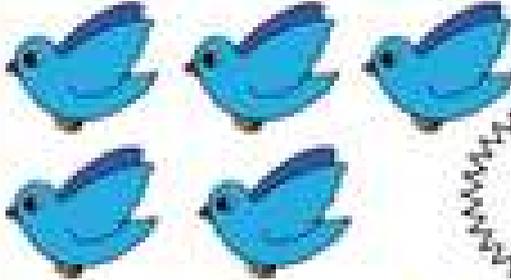
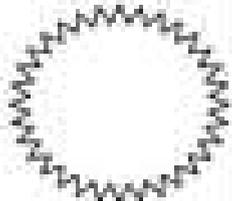
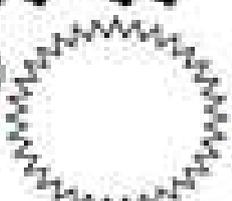
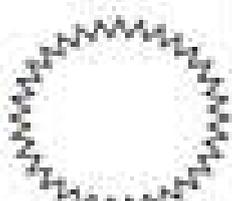
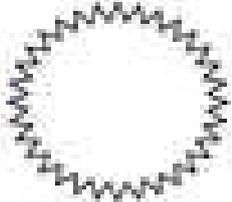
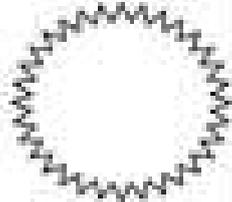
How many bubbles can you pop?

Encourage counting.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

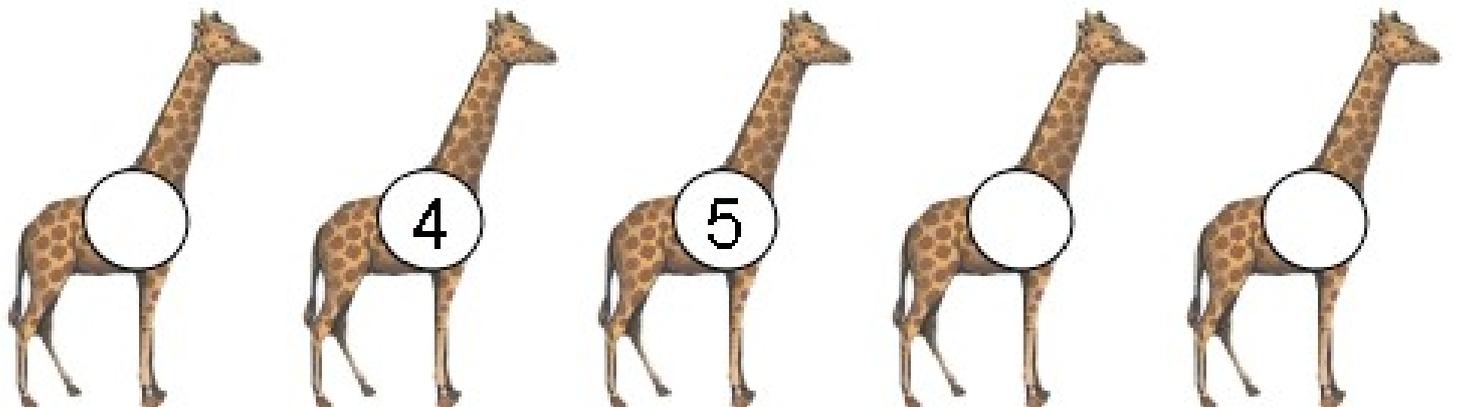
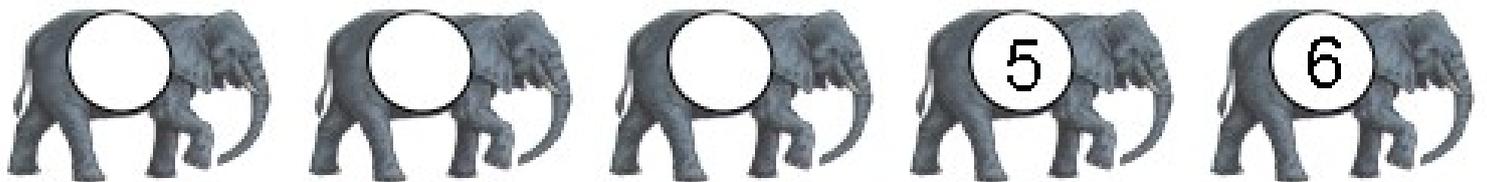
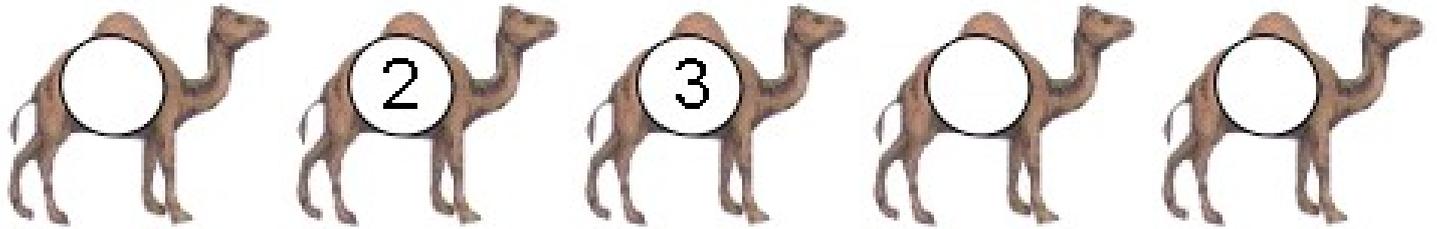
# EYFS Mathematics: Numbers

0	1	2	3	4	5	6	7	8	9	10
										
										
										
										
										
										
										
										
										
										

Name: \_\_\_\_\_

Fill in the missing number.

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# Fill in the missing numbers!



1	2		4	5		7	8		10
11		13	14		16	17		19	20
	22	23		25	26		28	29	
31	32		34	35		37	38		40
41		43	44		46	47		49	50