

Week 8

stop





say it

We are learning



stop



<https://youtu.be/QZJuQ8LHJS4>



hear it

Learn Stop Freeze Dance

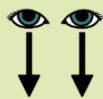
with
Miss Patty



DON'T STOP BELIEVIN'

JOURNEY





watch it



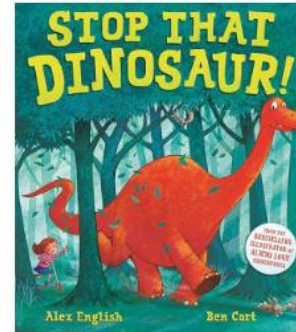


read it



Story ideas

Read It - Story ideas



[Buy "Stop That Dinosaur!" on Amazon](#)





learn it

Activity Ideas





learn it



Learn it- Play - Planning

“stop”

0-1 years stage

Learning Objectives Grid: “stop” – Engagement Steps 1-3

Engagement Step 1

Accepts end of a routine or activity with adult support

Reacts to changes in familiar routines or people

Shows awareness of the end of an activity through vocal or motor response

Engagement Step 2

Tolerates end of preferred activity with verbal or visual prompt

Reacts when activity or sound is paused or stopped

Anticipates next step when a routine is ending

Engagement Step 3

Looks to adult when activity is over

Responds to adult saying “finished” or “all done” with reduced support

Waits briefly before moving to next activity

1. Music On/Off Play

Play a familiar, highly preferred song (e.g. nursery rhyme or sensory song) on a speaker. Pause it suddenly and model “stop” with sign or symbol. Wait for the learner’s reaction—this might be stillness, vocalising, or looking toward the adult. Resume the music and repeat the stop/start pattern several times. Gradually introduce a visual “stop” card or sign before each pause.

2. Sensory Cause and Effect Stop

Offer a repetitive sensory activity like a vibrating toy, spinning light, or bubble machine. Activate the toy and allow the learner to engage. Stop the toy unexpectedly and wait. If the learner shows awareness (e.g. stills, vocalises, reaches), model “stop” using symbol, word or gesture. Reactivate after a pause. This reinforces the pattern of noticing an end to an activity.

3. Push and Go Toys

Use toys that move after pushing a button or winding up. Launch the toy and follow it together. When it stops moving naturally, model “stop” while showing the stopped toy. Repeat the action multiple times and say “stop!” each time the movement ends. For turn-taking, use simple anticipation cues like “Ready... go... STOP!”

4. Peekaboo or Blanket Reveal

Hide behind a blanket or fabric and do a game of peekaboo. Say “go” as you hide and “stop” as you show your face. Use exaggerated pauses and expressive faces to emphasise the change. Over time, wait to see if the learner anticipates the stop moment or initiates it with eye gaze or vocalisation.

5. Action Pause Game (e.g. Bounce and Stop)

Bounce the learner on a ball, knee or soft surface while singing or counting rhythmically. After a few bounces, freeze and say “stop” while showing a visual or gesture. Pause for a few seconds, then resume. This helps build anticipation and awareness of when an activity ends.

Activity Ideas

Learn it- Play - Planning

“stop”

1-2 years stage

Learning Objectives Grid: “stop” – Engagement Steps 4-6

Engagement Step 4

Uses gesture or vocalisation to indicate “stop” or “finished”

Waits for adult cue before ending activity

Accepts turn-taking in play and waits for own turn again

Engagement Step 5

Communicates “all done” or “finished” using symbol, sign or speech

Moves away from activity independently when it ends

Anticipates end of activity or routine and prepares to transition

Engagement Step 6

Uses symbol or sign to tell others activity is over

Requests transition when ready (e.g. “all done” or “finished” symbols used correctly)

Indicates independently when they have finished an activity

1. Red Light, Green Light (or “Ready, Steady, Stop”)

Play a simplified version of “Red Light, Green Light.” Use verbal cues like “go” and “stop” alongside a visual (e.g. green and red cards or symbols). Encourage the learner to move (e.g. crawl, dance, ride a scooter) during “go” and stop on cue. Praise and model their use of “stop” gestures or signs during each pause.

2. Turn-Taking with Sound Buttons or Musical Instruments

Use engaging sound-producing toys or musical instruments. Each learner gets a turn to press or play while others wait. Cue the player with a “stop” symbol or sign when time’s up. Encourage the learner to pass the item on after stopping. Build up to learners requesting “stop” or showing readiness to end their turn.

3. Story or Song Interruption

Choose a repetitive story or song (e.g. “Row Your Boat”) and pause at key moments. Prompt the learner with a “stop” sign or visual. After pausing, ask “Shall we stop or go again?” to encourage the use of “stop” responses. Learners may use vocalisations, signs, or symbols to indicate if they want to continue or end.



practise it

1. "Stop & Stick" Sequence Strips

Provide a strip with 4–5 steps and a red "stop" symbol at the end.

Learners complete each task (e.g. match colour, count shapes), then place "stop" symbol to show finished.

2. Freeze Dance

Play upbeat music, children to move the doll or teddies to the music

When the music pauses the dancing needs to stop, before resuming again when the music plays.

3. "Stop the Timer" Challenge

Learners are given mini tasks (e.g. thread 3 beads, build 2 blocks) and use symbol or say "stop" when the timer beeps.

At higher levels, they prompt themselves with "I'm finished" or "Stop now."

4. "Stop or Go?" Table Sort

Symbol-supported sorting activity: cards labelled with scenarios (e.g. motorbike on the move vs dog asleep)

Learners place under "stop" or "go" columns.

5. "Finish the Job" Box Tasks

Workboxes with a clear "stop" marker inside (e.g. red token, symbol at the bottom).

Learners complete the activity and then use "finished" or "stop" symbol to indicate they are ready to move on.



write it

stop



write it

stop

stop

stop