

Halloween Birth -Three			
Personal, Social and Emotional Development	Communication and Language	Physical Development	
<p>Develop friendships with other children.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p>	<p>Understand simple instructions like “give to nanny” or “stop”.</p> <p>Understand single words in context – ‘cup’, ‘milk’, ‘daddy’.</p> <p>Listen to other people’s talk with interest, but can easily be distracted by other things.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	
<p>Activities</p> <p>Choosing Halloween activities</p> <p>Mixing with peers in big hall</p>	<p>Activities</p> <p>Follow instructions to play games in the hall.</p> <p>Use vocabulary related to Hallowe’en.</p> <p>Talk about what happens at Halloween and why.</p> <p>Talk about own experiences at Hallowe’en.</p>	<p>Activities</p> <p>Running during Halloween games.</p> <p>Drawing in the slime using gross motor movements.</p> <p>Slime bags for fine motor</p> <p>Using scissors and glue for Hallowe’en craft activities.</p> <p>Spread icing using a knife.</p> <p>Use lines & circles to create Halloween objects in the gloop</p>	
Topic Links			
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”</p>	<p>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).</p> <p>Show ‘finger numbers’ up to 5.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.</p>	<p>Repeat actions that have an effect.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family’s history.</p>	<p>Join different materials and explore different textures.</p> <p>Explore colour and colour-mixing.</p> <p>Listen with increased attention to sounds.</p>
<p>Activities:</p> <p>Listening to Halloween stories.</p> <p>Spotting the rhyme in “Room on the Broom”</p>	<p>Activities:</p> <p>Counting bats and matching to a numeral.</p> <p>Shape pictures – Meg and Mog.</p>	<p>Activities:</p> <p>Talk about what happens at Halloween.</p> <p>Describe what happens in their family at Halloween.</p>	<p>Activities:</p> <p>Use a pipe cleaner, tissue paper & cotton wool to create a ghost.</p> <p>Talk about the texture of slime.</p> <p>Use pipe cleaners and glue to make ghost puppets.</p>