

Medium Term Planning

Halloween Birth - Three

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