



The Gingerbread Man

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What our children may already know

Children may already know the story of the Gingerbread Man

Children's interests

To be filled in at the beginning of the topic.

Key Vocabulary

Bakery	A place where bread and cakes are made or sold.
Scurrying	Moving quickly with short steps.
Scampered	Run with quick, light steps. Usually when scared.
Bleated	Crying of a sheep or goat.
smirked	Smile in a smug way.
Milk churns	Large containers for milk.
Haystack	A packed pile of hay
Thistles	Prickly plants
Orchard	A place where trees are planted.
Meadow	A piece of grassland, where farmers grow grass for hay.
Riverbank	The bank of a river
Lane	A narrow road
Character	A person In a story.
Soggy	Very wet
Setting	The place where a story happens.

Provision

- Gingerbread Man story and stick puppets
- Gingerbread Man cutters in dough kitchen, acting out being Mr and Mrs Baker.
- Resources for designing Gingerbread Men: Loose parts, pens and pencils, iPads
- Acting out chasing the Gingerbread Man outside
- During the 'door step transitions' the children loved superheroes—Building hero towns, designing superheroes and discussing which power we would have.
- Counting buttons to put on a Gingerbread Man—use a dice to give the amount
- Creating a boat for the Gingerbread Man to use to get across the river—recycled materials.
- Opportunities to practise nursery rhymes and counting rhymes— song of the week goes home.
- Costume making area.
- Let us investigate – Children will have opportunities to observe and interact with natural processes casting a shadow in the puppet show area.
- Looking at objects collected in Autumn.

Questions we want our children to be able to answer

We ask questions of the day—why, what, when and why.

What happens at the beginning of the story?

What happens in the middle of the story?

What happens at the end of the story?

Which characters does the Gingerbread Man meet?

How could the Gingerbread Man get away?

Adult Directed/Challenges

- Retelling the story.
- Creating story maps.
- Creating Look Out! Posters of the gingerbread man
- Baking Gingerbread and using the experience to inform our vocabulary
- Matching items from a bakery to labels by identifying initial sounds
- Adapt the story using different animals, adding labels
- Designing and creating boats and bridges— recycling week



Final Outcomes

Children will...

To depict the main events of the story using between 3 and 5 images. Children to mark make next to each image explaining what is happening. Create their own drawings to represent the story and orally retell it. Pupil's drawings will be labelled with marks appropriate to their development stage.

Communication and Language

- Engage in story times
- Understand how to listen carefully and why listening is important
- Learn and use new vocabulary
- Develop social phrases
- Engage in non-fiction books

Reading

- Hear and say the initial sound in words.
- Link sounds to letters.
- Use vocabulary and forms of speech that are increasingly influenced by experience of books.
- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Writing

- Give meaning to marks as they draw, write and paint.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy - Hear and say the initial sound in words.
- Use some letters correctly to communicate meaning, representing some sounds correctly and in sequence.
- Write labels.
- Write some or all of their name■



PE

- Experiments with different ways of moving.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment. Jumps off an object and lands appropriately.

Key vocabulary– rolling, crawling, walking, jumping, running, hopping, skipping, climbing, move, travel.



Run run as fast as you can you can't catch me I'm the ginger-bread man!



Phonics Little Wandle

Phonemes - s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, l, f

Tricky words– is, I, the

Computing

- I can recognise that I can say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who asks me to do something that makes me feel sad, embarrassed or upset. (Butterfly feeling).
- I can give examples of how I (might) use technology to communicate with people I know.
- I can identify ways that I can put information on the internet. (Tapestry)
- I can describe ways that some people can be unkind online.
- I can offer examples of how this can make others feel.
- I can identify and give simple examples of rules that help keep us safe and healthy in and beyond the home when using technology.

Key vocabulary– Butterfly feeling, Technology, Communicate, Internet, Digital Citizen, Digital footprint, World Wide Web, Self-Image and identity, Online relationships, Online reputation.

Online bullying

Health and Wellbeing

RE

Being Special

- To see ourselves as a valuable individual.

Key Vocabulary– special, unique, similarities, differences.

Personal, social, and emotional development

New Beginnings

- To build constructive and respectful relationships.
- To express their feelings and to consider the feelings of others.
- How do we show people they are welcome?

Maths

- Mastering Numbers to 5 - Children will be able to count confidently, develop a deep understanding of the numbers to 5, the relationships between them and the patterns within those numbers. Children apply this understanding to develop a secure base of knowledge and vocabulary
- Looking at repeating patterns.
- Comparing groups using vocabulary such as "equal to", "fewer", "less than", "more than" and "same as".

Art



- Explore what happens when colours are mixed.
- Experiment to create different textures.
- Understand that different media can be combined to create new effects.
- Manipulate materials to achieve a planned effect.
- Use simple tools and techniques competently and appropriately.
- Select appropriate resources and tools needed to shape, assemble and join materials.
- Choose colours for a purpose.
- Create simple representations of events, people and objects.

Key Vocabulary

Create, share, material, design, line, draw, texture, purpose, surface, emotions, artist, illustrator, brushstroke.

Music

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- To sing in a group or on their own, increasingly matching the pitch and following the melody.

Key vocabulary- Move., Instrument, sound, beat, pulse, rhythm

History

- To recognise some similarities and differences between life in this country and life in other countries.
- To recognise that people have different beliefs and celebrate special times in different ways

Key vocabulary– Community Compare – same, different, difference, similar. Photographs