

Literacy

Introduce the gingerbread man read the story asking children questions about the book. Children to join in with repeated refrains.

On you tube here is the Oxbridge baby version of the story.

<https://www.youtube.com/watch?v=U89dkGr5YZY>

Phonics

Using any musical instruments you have at home or anything that makes a sound.

Ask the adult to make the sound while the child has their eyes closed.

Can you guess what made the sounds

Week 3

The Gingerbread man.



Expressive Arts and Design

On a large piece of paper or outside on the pavement, draw around yourself and turn yourself into a gingerbread man.



Mathematics

Play the Gingerbread man counting game on Topmarks.

<https://www.topmarks.co.uk/learning-to-count/gingerbread-man-game>

Either use the gingerbread shapes provided or make your own. Place numbers 1-10 on the gingerbread men and place and go on a number hunt then try to sequence the numbers in order.

Communication and Language.

Make your own gingerbread man.

Talk about what you are doing at each step.

350g (3 cups) plain flour

1 tsp bicarbonate of soda

2 tsp ground ginger

100g (1/2 cup) butter

175g (1 cup) light brown sugar

4 tbsp. golden syrup

1 large egg

Then decorate as you wish.

Physical Development

•Retell the story as you move around the area, with the children pretending to be the other characters and chasing after you.

Change the words of the refrain to different types of movement. For example, 'Stomp, stomp as fast as

'Twinkl' is a great resource and activity website for all areas of learning that is free during lockdown.

Check it out.

Personal, Social and Emotional Development

Discuss while reading the story the choices and actions of the characters, for example was The Gingerbread Man right to run away? When is it OK to run away from a grown-up? Talk about staying safe. Have they ever got lost, for example in the supermarket? How did it

Understanding the world.

Put a paint/drawing program on the IWB or on a tablet for children to draw pictures of the characters from the story.



Gingerbread Man



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Child-initiated Time

An important part of our school day is our continuous provision time, where the children are working on their own self-initiated projects. During this time, the children are exposed to unstructured play opportunities that help to develop inquiry skills, resilience, problem solving, independence, organisation, self-motivation... I could go on! The children gain so much from being involved in this time that I thought it was important to emphasise that it can continue at home, during school hours, too!, but obviously it will depend on what you have available at

home! If the children complete anything in this time, please send us photos, I would love to see them!