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|  | **Topic – Once Upon a Time – Where in the World – The Gingerbread Man****These activities are for a guide only. Staff can use and adapt activities to go with the children’s interests. Activities are designed to cover several weeks, if needed.** |
| **Communication and Language** | Listening and Attention | Engage in storytimes.Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. | * Read ‘The Gingerbread Man’
* Talk to the children about how the Gingerbread Man chose to get across the river. Do they think it was a good idea? Why? Ask the children to think of a different way to cross a river. Can they talk about what they would do?
* Bakery Role-Play area for the children to explore baking and support acting out of the story.
* Create a Gingerbread Man story shelf with a selection of props and materials that children can use to explore, talk about and retell the story.
* Provide each child with a gingerbread person cut-out. Give them simple instructions, such as ‘show your gingerbread person a book’. You could extend to two-step instructions.
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| Speaking | Learn new vocabulary.Use new vocabulary throughout the day. |
| **Personal, Social and Emotional Development** | Emotional Development | To understand that other people have different feelings and emotions just like them. | * Place some gingerbread people cut-outs in a bag. Some will have happy faces and some will have sad faces. Pass the bag around and ask the children to take a gingerbread person and recognise whether they are happy or sad. Can they talk about a time when they feel happy or sad?
* Explain to the children that the Gingerbread Man didn’t know the fox and decided to speak to him. Why shouldn’t he have done that? Use it as a prompt to talk about stranger danger and keeping safe.
* Draw a large gingerbread man outline in chalk in the outdoor area and provide a selection of loose parts and materials for children to work together to decorate the gingerbread man.
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| **Physical Development** | Gross Motor Skills | Progress towards a more fluent style of moving, with developing control and grace | * Provide the children with some Gingerbread Playdough. Can they use tools to roll, shape and cut the playdough to make a gingerbread person?
* Set up some running races outside and try to find out who can run the fastest! Can the children run faster than the Gingerbread Man?
* Set up a fine motor skills activity with tweezers, pom-poms and buttons. Can the children use the tweezers to pick up the materials to decorate a gingerbread man?
* In a tray, place some ginger mixed with flour. Encourage the children to use their fingers to practise forming letters in the mixture. Can they write their name?
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| **Literacy** | Writing | Write simple labels.Spell words by identifying the sounds and then writing the sound with letter/s. | * Provide the children with an outline of a gingerbread person. Encourage them to design their gingerbread character and use some of their letter knowledge to label their design. Can they write their own name on their design?
* Play a rhyming game with the children. Provide the word ‘man’. Can the children think up or identify words that rhyme with man? You could set up this Gingerbread Man Rhyming Activity to help the children to find the rhymes.
* Leave some pictures of the characters from the story in the writing area. Can the children use their knowledge of initial sounds to label the pictures?
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| **Maths**  |  | Positional language Subitising Number recognition 2D shape recognition  | * Hide a gingerbread man in different places around the setting. Encourage the children to use positional language to talk about where he is hiding from the old lady.
* Practise subitising small numbers with this Gingerbread Man Subitising Activity. Children can look at the number of buttons on the Gingerbread Man, say how many and feed it to the fox!
* • Provide the children with a selection of 2D shapes, such as squares, rectangles, circles and triangles. Encourage the children to create their own gingerbread person using the shapes. Can they talk about the shapes they have used?
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| **Understanding the world**  |  | Floating and sinking Senses Magnets  | * Provide a selection of pipes and guttering in the outdoor area. Can the children create the river that the Gingerbread Man got to in the story? Can they explore which materials float and sink in the river?
* Lay out some blue material in a large activity tray to create a river. Place some gingerbread men with paper clips attached on the material. Offer magnets (fishing rods) and encourage the children to ‘save’ the Gingerbread Man from the river.
* Provide some of the materials used to make gingerbread, such as ginger, root ginger, flour. Encourage the children to use different senses to explore the materials.
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| **Expressive Arts and design**  |  | Colour mixing Construction  | * Provide the children with a selection of construction materials, such as straws, tape, lolly sticks or different-sized building bricks. Encourage the children to make a bridge that could go over the river to help the Gingerbread Man.
* Offer the children paint to mix to create brown. Provide some different-sized gingerbread man cookie cutters. Children can use the cutter in the paint and stamp gingerbread pictures.
* Teach the children a selection of songs about The Gingerbread Man. Can they learn the songs and sing them with their friends? (twinkl resource)
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