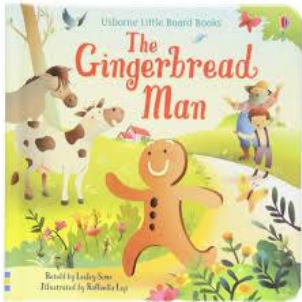


<b><u>PSED</u></b> <ul style="list-style-type: none"> <li>• Pass the smile.</li> <li>• Dreams and goals.</li> <li>• Motivation and perseverance when facing challenges.</li> <li>• Taking turns when playing board games.</li> <li>• Who can we trust?</li> <li>• Stanger Danger.</li> <li>• Setting a target/goal</li> <li>• Talk about what they would like to achieve, their aspirations – what do you want to do when you grow up?</li> </ul>	<b><u>Expressive Arts and Design</u></b> <ul style="list-style-type: none"> <li>• Looking at Kandinsky– using squares and rectangles.</li> <li>• Music –copy rhythms and nursery rhymes.</li> <li>• Introduce playing a glockenspiel</li> <li>• Listening to Grieg – The Hall of the Mountain King and the Sorcerers Apprentice</li> <li>• To draw the GBM with charcoal</li> <li>• To make maps of the route that the Gingerbread Man took.</li> <li>• To act out scenarios in the café.</li> <li>• To paint pictures of farm animals.</li> </ul>	<b><u>Literacy</u></b> <ul style="list-style-type: none"> <li>• Retelling the story in the correct sequence.</li> <li>• To create a story map focusing on the main parts of the plot.</li> <li>• Labelling the characters in the story and the different story parts.</li> <li>• Writing descriptions on posters to find the lost gingerbread man.</li> <li>• Phase 3 – Letters and Sounds.</li> <li>• To read words with a range of digraphs.</li> <li>• To read Phase 3 tricky words.</li> </ul>
<b><u>Physical Development</u></b> <ul style="list-style-type: none"> <li>• Apparatus work - Different ways of moving – spin, rock, tilt, slide, bounce.</li> <li>• Throwing and catching balls.</li> <li>• Manipulating rolling pins and cookie cutters.</li> <li>• Pouring and stirring using different utensils and funnels.</li> <li>• To construct a bridge for the Gingerbread Man to cross the river.</li> <li>• Letter formation.</li> </ul>		<b><u>Mathematics</u></b> <ul style="list-style-type: none"> <li>• Whole and part whole.</li> <li>• Ordinal numbers.</li> <li>• Routes – positional language.</li> <li>• Introducing zero.</li> <li>• Comparing numbers to 7</li> <li>• Composition of 4,5,6,7</li> <li>• Estimating.</li> <li>• Comparing mass and capacity.</li> </ul>
<b><u>Communication and Language</u></b> <ul style="list-style-type: none"> <li>• Talk about their Christmas holiday – what they did with their family.</li> <li>• Play listening games.</li> <li>• Following instructions when making a gingerbread man.</li> <li>• Positional language – focusing on routes.</li> <li>• Landscape and features – hill, river, road, wood, farm, town</li> <li>• Repeated refrains from the story – ‘run, run, as fast as you can’.</li> </ul>	<b><u>Enrichment Activities</u></b> <ul style="list-style-type: none"> <li>• Making and baking our own gingerbread man.</li> <li>• To smell different spices.</li> <li>• To go on a Gingerbread Man hunt.</li> <li>• Take part in RSPB Big Birdwatch</li> </ul>	<b><u>Understanding the World</u></b> <ul style="list-style-type: none"> <li>• Looking at foods that go soggy in water – talk about what happens.</li> <li>• Looking at sponges in water and talk about what happens to them.</li> <li>• To make cookie dough and talk about the changes to the ingredients.</li> <li>• To look at the route of the Gingerbread Man and talk about the features.</li> <li>• To investigate how to make a dough ball – using flour and water.</li> <li>• Making their own bread roll and talk about the difference between the raw dough and when it has been cooked.</li> <li>• Making toast – what happens to the bread in the toaster.</li> </ul>

<p><b><u>What I can talk about at home.</u></b></p> <ul style="list-style-type: none"> <li>• Who I can trust?</li> <li>• Keeping safe out and about – holding hands, crossing roads – what we need to do.</li> <li>• Talk about what they can see when they are out walking and compare to what the gingerbread man saw.</li> <li>• Keeping safe in the kitchen – what item items are hazardous.</li> </ul>	<p><b><u>Maths activities I can do at home.</u></b></p> <ul style="list-style-type: none"> <li>• Looking for squares and rectangles at home.</li> <li>• Looking for numbers at home, especially 6, 7.</li> <li>• Counting out amounts when setting the table – there are 4 forks and 4 knives, therefore the amounts are equal.</li> <li>• Positional language.</li> <li>• Looking at the mass (weight) of different items – who is the heaviest / lightest in the house.</li> <li>• Filling different containers – what holds more/less.</li> </ul>	<p><b><u>Literacy activities I can do at home.</u></b></p> <ul style="list-style-type: none"> <li>• Talk about the story – retell it thinking about the sequence.</li> <li>• Read their own version of the Gingerbread Man and look at YouTube videos on line.</li> <li>• To write their full name – first name and surname.</li> </ul>
<p><b><u>Key Vocabulary</u></b></p> <ul style="list-style-type: none"> <li>• Names of the features that they would find at a farm – barn, stables, chicken coop, etc</li> <li>• Words associated with cooking - Bake, ingredients, recipe, dough</li> <li>• Names of kitchen utensils – whisks, spatulas, baking tray, ladle, rolling pin, piping bag</li> </ul>	<div data-bbox="909 738 1225 1058" data-label="Image"> </div> <p><b><u>Books I could share at home.</u></b></p> <ul style="list-style-type: none"> <li>• The Runaway Pizza – Brenda Parks</li> <li>• The Gingerbread Girl – Lisa Campbell Ernst</li> <li>• The Gingerbread Baby – Jan Brett</li> <li>• The Gingerbread Man 2 – Stephen Dixon</li> <li>• Hansel and Gretel</li> <li>• Rosie's Walk</li> <li>• The Hare and the Tortoise</li> </ul>	<p><b><u>Activities I can do at home.</u></b></p> <ul style="list-style-type: none"> <li>• Baking biscuits</li> <li>• Icing biscuits</li> <li>• Looking at sponges in the bath and what happens to them – do they go soggy?</li> <li>• Chasing games at home and in the park.</li> <li>• Playing board games – taking turns.</li> </ul>

