

The Gingerbread Man



Spring 2022

Links to the EYFS

Listening, Attention and Understanding

Birth to 3

Copy your gestures and words.

Listen and respond to a simple instruction. **OCP**

Understand single words in context – ‘cup’, ‘milk’, ‘daddy’.

Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’. **OCP**

Understand simple instructions like “give to mummy” or “stop”.

Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’.

Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). **OCP**

3-4

Enjoy listening to longer stories and can remember much of what happens.

Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.

Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”

Speaking

Birth to 3

Start to develop conversation, often jumping from topic to topic.

Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.

3-4

Use a wider range of vocabulary.

Use longer sentences of four to six words.

Start a conversation with an adult or a friend and continue it for many turns.

Fine Motor Skills

Birth to 3

Pass things from one hand to the other. Let go of things and hands them to another person, or drops them. **OCP**

Develop manipulation and control.

Explore different materials and tools.

3-4

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Comprehension/Word Reading

Birth to 3

Say some of the words in songs and rhymes.

Repeat words and phrases from familiar stories.

Develop play around favourite stories using props.

3-4

Engage in extended conversations about stories, learning new vocabulary.

Numerical patterns

Birth to 3

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.’

Number

3-4

Say one number for each item in order: 1, 2, 3, 4, 5

Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it’s a phone.

Join in with songs and rhymes, making some sounds.

Being Imaginative and expressive

3-4

Take part in simple pretend play, using an object to represent something else even though they are not similar.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

Listen with increased attention to sounds

Respond to what they have heard, expressing their thoughts and feelings

Remember and sing entire songs.

Sing the pitch of a tone sung by another person (‘pitch match’).

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Create their own songs, or improvise a song around one they know.

The children have really engaged with our core story The Gingerbread Man. We have read the story lots of times and in different ways. The story initiated lots of language about cooking and baking and the children especially enjoyed joining in with the repeated refrain 'run, run as fast as you can, you can't catch me I'm the Gingerbread Man'. During group time we used props including puppets to re-tell the story and sing our number song 'Five Gingerbread Men Lying on a Tray'. Following this the children used the props independently during their play. Outdoors we turned the summerhouse into a bakery to enable the children to recreate the story and pretend to bake gingerbread people. We also explored the flour and ginger and made salt dough to make our own gingerbread figures. We used a recipe to find out what we needed to make gingerbread biscuits and then we wrote shopping lists. Several children went to Asda to buy the ingredients. In small groups we made gingerbread people and followed the process of weighing the ingredients, sifting, mixing, rolling, cutting out and decorating them with currants. Vicky our cook helped us and she baked the gingerbread people in the oven. We enjoyed eating them at group time.

We had lots of opportunities to read the story.





H has enjoyed our core story this half term. She is able to retell the story of The Gingerbread Man using phrases from the book and draw some of the characters from the story. H commented **“This is the little lady”**.



E picks up the story of The Gingerbread Man and began to tell the story to the adult. She repeats the text "Run, run as fast as you can".

E says "**Lets chat time for that, why not jump on my red, red back**" she says.

I ask E "Why do you think the fox tells the Gingerbread man to get near his mouth?"

"**I don't know**" she says

What does the fox do to the Gingerbread man?

"**Oh he eats him**" she says

So the fox asks him to go on his nose so it's near his mouth said the adult.

E is able to retell the story all the way through, she turns the page one page at a time.

She then holds up the soft toy Gingerbread Man and makes a chomping sound "**snap, that's the end of him**" she remarked.





We read three different versions of the story.



AA and AH are using the small characters from the Gingerbread Man story and pretending to act out the story.

AH holds the little old man and says **“I’m making gingerbread people”**.

AA **“What do you want me to do?”**

AA **“But I want flour, you need to bake me a ginger bread man, you know how to bake.”**

AH **“No I don’t”**.

AA **“It’s not fair I need a gingerbread man”**.

The children practiced their counting skills as they sang the gingerbread man song.





M has engaged with singing our interactive song 'Five Gingerbread Men Lying on a Tray' joining in with the song and counting them as each one is removed from the tray. She is able to count them accurately from five to zero using one number name for each gingerbread figure.

H was able to count the gingerbread men from 5 to 1 as we took them away from the tray. He knew that when there were none left that was "**zero**".



L is at the dough table; she has chosen to make a gingerbread person. She rolls out the dough and cuts out the gingerbread shape and then makes another one.

She picks up the coloured match sticks in her right hand and begins to make some small indents all over her gingerbread man shapes. Once she has done this she adds a lots of match sticks. She holds one of the gingerbread men up and says **"Run, run as fast as you can, you can't catch me, I'm the gingerbread man"**.

Eventually she finds a metal tray and places the gingerbread men on the tray and puts it in the oven.

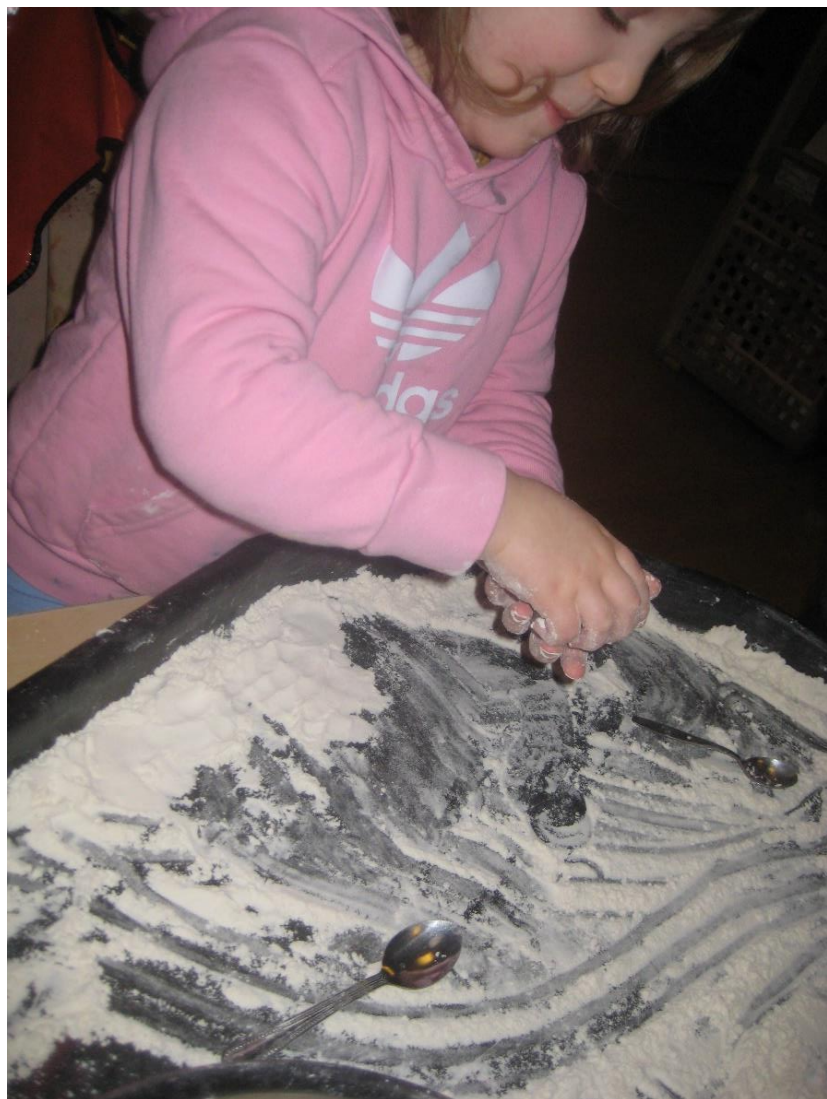
"Who wants a gingerbread man?"

"Yes please" replied the adult.

"Oh they're not ready yet" she says.



We explored the ingredients, feeling the texture of the flour and sugar and did lots of scooping and mixing.



N painted a gingerbread man. He carefully used the paintbrush in his right hand to draw a circle for the head and then horizontal lines for the rest of the body.



A- H looked carefully at an image of a gingerbread man and then painted several of her own representations. She added the head and facial features, a body, arms and legs and even the zig-zag pattern for the icing.

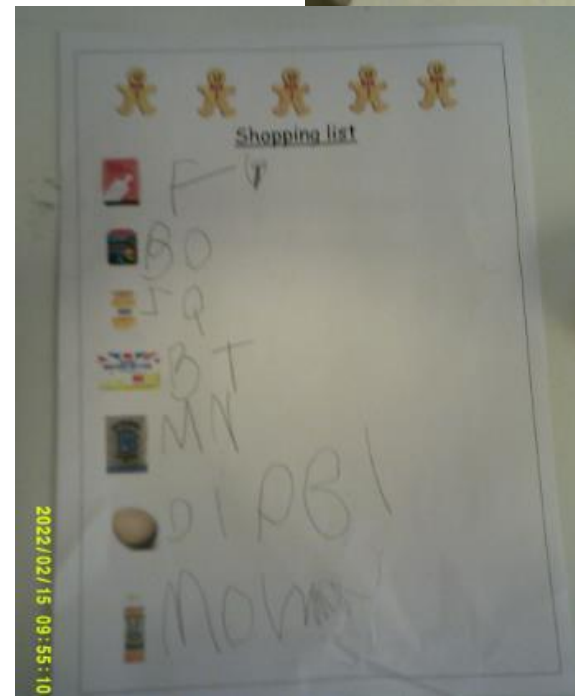




E painted this representation of the gingerbread man and added writing to her picture.

E wrote a shopping list for the ingredients for gingerbread men.

She heard the initial sound in some of the words when talking about what ingredients she could see on her list. She used the alphabet line and pointed to different letters, some of which matched the initial sound and other letters that she recognised. She held her pencil with an effective grip in her right hand and then recorded what she wanted to buy on her paper. She wrote letters such as z and q.



We visited Asda in small groups to buy ingredients to make our own gingerbread men.



We used our shopping list to help us remember what we needed to buy. The children took turns to put the ingredients into the basket.



We checked we had all the ingredients we needed in our basket and then we went to the till to pay.











We made salt dough...





We made gingerbread people biscuits...



“When I get too close to the oven it burns my hands” commented Jasper.

“It’s changed colour” J remarked as he mixed the flour and ginger together.

J then found a large cutter **“It’s so big!”** he said.



N said “**I make cookies**” when talking about baking at home with her Mummy.



We weighed out the sugar, butter and golden syrup.



Vicky our cook used the hob in the kitchen to melt the butter, sugar and syrup and then returned to show the children how the mixture had changed.



S used a large spoon to scoop up the flour and put it into the bowl on the weighing scale.



H said “**I do cooking**” as he sieved the flour into a large bowl.



We then added flour, salt, bicarbonate of soda, cinnamon and ginger to the melted ingredients and mixed it together to form a dough. The children then had their own piece of dough to roll out using a rolling pin.



“Mine is gunna hop” A said as she cut out a gingerbread man with a leg missing.



P added four currant ‘buttons’ to two of the biscuits **“They’ve both got four”** she commented.



The children decorated their gingerbread people with currants adding 'buttons' and eyes. Once they were all decorated the children gave the trays to Vicky our cook who then put them in the oven for us.

We couldn't wait to taste them!



Outdoor Learning



The story of The Gingerbread Man provided lots of opportunities for counting. We learnt the song 'Five Gingerbread Men Lying on a Tray' and lots of children were able to count the gingerbread men from five to one as we removed them from the tray as each one 'ran away'.



N has really enjoyed our core story The Gingerbread Man. Today she was in the summerhouse playing with the gingerbread men on the baking tray. She begins to sing our number song '**5 ginger bread man lying on a tray...**'

She picks one up and takes it off the tray.

"How many now N?" asks the adult.

She replies "**1, 2, 3, 4, 5**"

The adult models "1, 2, 3".

N, another child and the adult continue to sing the song.



E and AN pretended to make gingerbread men in the role play house. Lauren read the recipe card step by step and they followed the instructions.

“They need to go in the oven now” said E.





He was interested to count and sing the gingerbread man song which we have learnt during group time. She commented “**One, two and three, run, run.... I am the gingerbread man**”.

We used props in our summerhouse to pretend to make gingerbread men. We pretended to add flour, sugar, ginger and milk to our bowl to help us retell the story.



We waited our turn to use the props and stir.