

**Nursery Planning –The Gingerbread Man Term: Autumn 2 2024**

Com & Lang

Physical D

Literacy

Mathematics

Und the World

Ex Arts & Design

<p>Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?) (Range 4)</p> <p>Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box. (Range 5)</p>	<p>Runs safely on whole foot. (Range 4)</p> <p>Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles. (Range 5)</p> <p>Moves in response to music, or rhythms played on instruments such as drums or shakers. (Range 4)</p> <p>Can balance on one foot or in a squat momentarily, shifting body weight to improve stability. (Range 5)</p>	<p>Has some favourite stories, rhymes, songs, poems or jingles. (Range 4)</p> <p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups. (Range 5)</p>	<p>Beginning to notice numerals (number symbols). (Range 4)</p> <p>Links numerals with amounts up to 5 and maybe beyond. (Range 5)</p>	<p>Notices detailed features of objects in their environment. (Range 4)</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (Range 5)</p>	<p>Beginning to describe sounds and music imaginatively, e.g. scary music. (Range 4)</p> <p>Experiments and creates movement in response to music, stories and ideas. (Range 5)</p>
<p>Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet. (Range 4)</p> <p>Beginning to understand why and how questions. (Range 5)</p>	<p>Begins to understand and choose different ways of moving. (Range 4)</p> <p>Can mirror the playful actions or movements of another adult or child. (Range 5)</p>	<p>Repeats and uses actions, words or phrases from familiar stories. (Range 4)</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (Range 5)</p>	<p>Begins to say numbers in order, some of which are in the right order (ordinality) (Range 4)</p> <p>Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4, 5. (Range 5)</p>	<p>Can talk about some of the things they have observed such as plants, animals, natural and found objects. (Range 4)</p> <p>Developing an understanding of growth, decay and changes over time. (Range 5)</p>	<p>Joins in singing songs. (Range 4)</p> <p>Enjoys joining in with moving, dancing and ring games. (Range 5)</p> <p>Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. (Range 5)</p>
<p>Uses language to share feelings, experiences and thoughts. (Range 4)</p> <p>Talks more extensively about things that are of particular importance to them. (Range 5)</p>	<p>Throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it. (Range 4)</p> <p>Can grasp and release with two hands to throw and catch a large ball, beanbag or an object. (Range 5)</p>	<p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ... (Range 4)</p> <p>Begins to be aware of the way stories are structured, and to tell own stories. (Range 5)</p>	<p>In everyday situations, takes or gives two or three objects from a group. (Range 4)</p> <p>Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle). (Range 5)</p>	<p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird. (Range 4)</p> <p>Enjoys joining in with family customs and routines. (Range 5)</p>	<p>Creates sounds by rubbing, shaking, tapping, striking or blowing. (Range 4)</p> <p>Explores and learns how sounds and movements can be changed. Taps out simple repeated rhythms. (Range 5)</p>
<p>Identifies action words by following simple instructions. (Range 4)</p> <p>Understands use of objects. (Range 5)</p>	<p>Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools. (Range 4)</p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. (Range 5)</p>	<p>Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps. (Familiar pictures/print from the text map). (Range 4)</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom. (Range 5)</p>	<p>Beginning to count on their fingers. (Range 4)</p> <p>Explores using a range of their own marks and signs to which they ascribe mathematical meanings. (Range 5)</p>	<p>Seeks to acquire basic skills in turning on and operating some digital equipment. (Range 4)</p> <p>Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support. (Range 5)</p>	<p>Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects. (Range 4)</p> <p>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience. (Range 5)</p>
<p>Learns new words very rapidly and is able to use them in communicating. (Range 4)</p> <p>Beginning to use more complex sentences to link thoughts. Able to use language in recalling past experiences. Uses talk to explain what is happening and anticipate what might happen next. (Range 5)</p>		<p>Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. (Range 4)</p> <p>Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right. (Range 5)</p>	<p>Beginning to recognise that each counting number is one more than the one before. (Range 5)</p> <p>Beginning to use understanding of number to solve practical problems in play and meaningful activities. (Range 5)</p>	<p>Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets. (Range 5)</p>	


<p>Week 1 4/11/2024 's' sound focus.</p>	<p>Provide each child with a gingerbread person cut out- give them simple instructions such as 'show your gingerbread person a book'. Can be extended to two part instructions.</p> <p>Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet. (Range 4)</p> <p>Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box. (Range 5)</p>	<p>Set up a river outside. Ask the children to jump to the other side one at a time.</p> <p>Jumps up into the air with both feet leaving the floor and can jump forward a small distance (Range 4) Can balance on one foot or in a squat momentarily, shifting body weight to improve stability.(Range 5)</p>	<p><b>Read the story of the gingerbread man</b> Can the children repeat key phrases?</p> <p>Repeats and uses actions, words or phrases from familiar stories. (Range 4)</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (Range 5)</p>	<p><b>Numerals to quantities</b> Can you match the number of gingerbread buttons to the numbers?</p> <p>Gingerbread man game on whiteboard- top marks.</p> <p>Beginning to notice numerals (number symbols). (Range 4)</p> <p>Links numerals with amounts up to 5 and maybe beyond. (Range 5)</p>	<p><b>Bonfire night-</b> sensory activities in tuft trays, exploration of colour and mark making.</p> <p><b>Halloween discussion-</b> what did you do for Halloween? What did you dress up as?</p> <p>Uses language to share feelings, experiences and thoughts (Range 4)</p> <p>Able to use language in recalling past experiences (Range 5)</p>	<p><b>Bonfire night-</b> sensory activities in tuft trays, exploration of colour and mark making.</p> <p>Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects (Range 4)</p> <p>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience (Range 5)</p>
<p>Week 2 11/11/2024 'a' sound focus.</p>	<p>Word wall explanation: Gingerbread man Baker Cow Horse River</p> <p>Learns new words very rapidly and is able to use them in communicating. (Range 4)</p> <p>Builds up vocabulary that reflects the breadth of their experiences (Range 5)</p>	<p>Can the children use the tweezers to pick up the materials and decorate a gingerbread man?</p> <p>Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools. (Range 4)</p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. (Range 5)</p>	<p><b>Learn the first half of the story.</b> Can children follow along and join in with key/ repetitive phrases.</p> <p>Repeats and uses actions, words or phrases from familiar stories. (Range 4)</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (Range 5)</p>	<p><b>Counting</b> Top marks gingerbread counting game. Can children count the buttons in order? <a href="https://www.topmarks.co.uk/learning-to-count/gingerbread-man-game">https://www.topmarks.co.uk/learning-to-count/gingerbread-man-game</a></p> <p>Begins to say numbers in order, some of which are in the right order (ordinality) (Range 4)</p> <p>Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4, 5. (Range 5)</p>	<p>Draw an outline of a gingerbread person onto the ground using chalk. Invite children to find natural materials to fill the outline. Encourage them to explore and talk about the materials they use.</p> <p>Notices detailed features of objects in their environment. (Range 4)</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (Range 5)</p>	<p><b>Can you design your own gingerbread man?</b></p> <p>Children to cut out gingerbread man outline and use a variety of loose parts e.g. buttons and pom poms to create their own gingerbread man.</p> <p>Uses 3D and 2D structures to explore materials and/or to express ideas (Range 4)</p> <p>Chooses items based on their shape which are appropriate for the child's purpose (Range 5)</p>

<p>Week 3 18/11/2024 't' sound focus.</p>	<p>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.</p> <p>Months of the Year Song  The Singing Walrus  Super Simple Songs Months of the Year Song.</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ... (Range 4)</p> <p>Begins to be aware of the way stories are structured, and to tell own stories. (Range 5)</p>	<p><b>Gingerbread Man running race</b></p> <p>Set up a running race outside. The children will move through objects to find the gingerbread man. Who can run the fastest? Can they run as fast as the gingerbread man?</p> <p>Runs safely on whole foot. (Range 4)</p> <p>Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles. (Range 5)</p>	<p><b>Learn the second half of the story.</b></p> <p>Can the children repeat key phrases?</p> <p>Has some favourite stories, rhymes, songs, poems or jingles. (Range 4)</p> <p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups. (Range 5)</p> <p>Repeats and uses actions, words or phrases from familiar stories. (Range 4)</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (Range 5)</p>	<p><b>Counting</b></p> <p>Place small world animals from the story on a tray. Ask children to look at the animals and count how many are there. Reinforce one-to-one correspondence and identifying that the last number tells us the total. Ask children to close their eyes. Rearrange the animals in the tray and take one away. Challenge children to count how many there are now, identifying whether the amount has changed.</p> <p>Beginning to count on their fingers. (Range 4)</p> <p>Beginning to recognise that each counting number is one more than the one before. (Range 5)</p>	<p><b>Gingerbread bakery role play-</b></p> <p>Can the children name the different utensils? Can they act out the story and give each other different roles?</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird. (Range 4)</p> <p>Enjoys joining in with family customs and routines. (Range 5)</p>	<p><b>Concert practice</b></p> <p>Songs/dances/stage set up.</p> <p>Learn actions/dance moves to songs.</p> <p>Working on keeping the pulse/beat through to the end of the song.</p> <p>Teach the children a selection of songs about</p> <p>Joins in singing songs. (Range 4)</p> <p>Enjoys joining in with moving, dancing and ring games. (Range 5)</p> <p>Experiments and creates movement in response to music, stories and ideas. (Range 5)</p>
<p>Week 4 25/11/2024 <b>Make it day- 28<sup>th</sup> November</b> 'p' sound focus</p>	<p><b>Making gingerbread biscuits</b></p> <p>Children to work in groups to make gingerbread biscuits ready for decorating on the 'Make it Day'.</p> <p>Identifies action words by following simple instructions. (Range 4)</p> <p>Understands use of objects. (Range 5)</p>	<p><b>Gingerbread balancing game</b></p> <p>When the word "Gingerbread" is shouted children will run. When the word "fox" is shouted they will stop and balance on one leg. Can children shift body weight to increase stability?</p> <p>Runs safely on whole foot. (Range 4)</p> <p>Can balance on one foot or in a squat momentarily, shifting body weight to improve stability. (Range 5)</p>	<p><b>Read the gingerbread man from beginning to end.</b></p> <p>Encourage children to join in with key phrases. Leave gaps for them to continue on the story.</p> <p>Has some favourite stories, rhymes, songs, poems or jingles. (Range 4)</p> <p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups. (Range 5)</p> <p>Repeats and uses actions, words or phrases from familiar stories. (Range 4)</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. (Range 5)</p>	<p><b>Subitising</b></p> <p>Invite children to explore subitising by placing up to three black buttons or pom-poms onto a blank gingerbread person shape. Invite children to identify the number of buttons without counting.</p> <p>Beginning to notice numerals (number symbols). (Range 4)</p> <p>Subitises one, two and three objects (without counting) (Range 5)</p>	<p><b>Make it day. – 28<sup>th</sup> November</b></p> <p><b>Calendar making</b></p> <p>Gingerbread themed Christmas decorations.</p> <p>Enjoys and responds to playing with colour in a variety of ways, for example combining colours (Range 4)</p> <p>Uses tools for a purpose (Range 5)</p> <p>Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations (Range 4)</p>	

<p>Week 5 2/12/2024 Christmas concerts 'T' sound focus</p>	<p>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?</p> <p>Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet. (Range 4)</p> <p>Beginning to understand why and how questions. (Range 5)</p>	<p><b>Bible Stories- The Nativity. Covering 'Which people are special and why?'</b></p> <p>Look at different versions of the Nativity story. Why do we celebrate Christmas? What people were special in the Christian story?</p> <p>Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet. (Range 4)</p> <p>Beginning to understand why and how questions. (Range 5)</p>	<p><b>Christmas concert practise</b></p> <p>Joins in singing songs. (Range 4)</p> <p>Enjoys joining in with moving, dancing and ring games. (Range 5)</p> <p>Experiments and creates movement in response to music, stories and ideas.</p>	<p><b>Shape</b></p> <p>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?</p> <p>Recognises that two objects have the same shape (Range 4)</p> <p>Enjoys partitioning and combining shapes to make new shapes with 2D (Range 5)</p> <p>Chooses items based on their shape which are appropriate for the child's purpose (Range 5)</p>	<p><b>Christmas concert practise</b></p> <p>Joins in singing songs. (Range 4)</p> <p>Enjoys joining in with moving, dancing and ring games. (Range 5)</p> <p>Experiments and creates movement in response to music, stories and ideas (Range 5).</p>
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## Assessments

<p>Week 6 9/12/2024 Christmas Traditions 'n' sound focus</p>	<p>Find out about Christmas celebrations in other countries. Compare and contrast with our own traditions, including the similarities and differences within the children's homes. Look up British, Polish, Lithuanian and Romanian customs. Uses language to share feelings, experiences and thoughts. (Range 4)</p> <p>Talks more extensively about things that are of particular importance to them. (Range 5)</p>	<p><b>Family games</b></p> <p>Children to discuss and share what and if they play different types of games at Christmas time with their families. Do any of the children use the Christmas holiday to spend time with their family they live with or visiting relatives to play games? If so what kind of games? Ask and research the different games traditions in different cultures. Can any of the children bring their games in to play?</p>	<p><b>Festive Food Traditions</b></p> <p>Discuss with the children the different traditions they share within their homes at mealtimes. Do they have any special things they do, make or eat at Christmas time? Who will come for Christmas dinner at their house or where do they go for Christmas dinner?</p> <p>Ask and research the different food traditions in Poland, Lithuania and Romania.</p> <p>Uses language to share feelings, experiences and thoughts. (Range 4)</p> <p>Talks more extensively about things that are of particular</p>	<p>Show the children up to five gingerbread people on a baking tray. Teach them a song to the tune of 'Ten Green Bottles': 'Five gingerbread men lying on a tray. Five gingerbread men lying on a tray. But if one gingerbread man, jumps up and runs away, there'll be four gingerbread men lying on a tray.' Take a gingerbread man away each time, encouraging the children to count how many are left and talk about how there are fewer each time one runs away.</p> <p>Beginning to recognise that each counting number is one more than the one before. (Range 5)</p> <p>Beginning to use understanding of number to solve practical problems in play and meaningful activities. (Range 5)</p>	<p><b>Christmas concert.</b></p> <p><b>Dress rehearsal- 11<sup>th</sup> December</b></p> <p><b>To parents- 12<sup>th</sup> December</b></p> <p>Joins in singing songs. (Range 4)</p> <p>Enjoys joining in with moving, dancing and ring games. (Range 5)</p> <p>Experiments and creates movement in response to music, stories and ideas (Range 5).</p>
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		<p>Uses language to share feelings, experiences and thoughts. (Range 4)</p> <p>Talks more extensively about things that are of particular importance to them. (Range 5)</p>	<p>importance to them. (Range 5)</p>		
<p>Week 7 16/12/2024 Christmas party 'm' sound focus</p>	<p><b>Christmas games discussion-</b></p> <p>What was your favourite game to play? Why? Discussion around everybody's favourite games. Have they played these games before?</p> <p>Uses language to share feelings, experiences and thoughts. (Range 4)</p> <p>Talks more extensively about things that are of particular importance to them. (Range 5)</p>	<p><b>Christmas party. 19<sup>th</sup> December</b></p> <p>Pin the nose on the reindeer, pass the parcel, musical statues, reindeer pokey (a twist on hokey pokey), santa's on his sleigh (a twist on a farmer's in his den).</p> <p>Moves in response to music, or rhythms played on instruments such as drums or shakers. (Range 4)</p> <p>Can balance on one foot or in a squat momentarily, shifting body weight to improve stability. (Range 5)</p>	<p><b>Christmas party. 19<sup>th</sup> December</b></p> <p>Pin the nose on the reindeer, pass the parcel, musical statues, reindeer pokey (a twist on hokey pokey), santa's on his sleigh (a twist on a farmer's in his den).</p> <p>Joins in singing songs. (Range 4)</p> <p>Enjoys joining in with moving, dancing and ring games. (Range 5)</p>	<p>5 Christmas Trees number rhyme</p> <p>Using the tune of '5 current buns' and changing to '5 christmas trees'.</p> <p>Can the children count out enough small world trees and pretend money to make it up to 5 trees to buy and 5 coins?</p> <p>Beginning to recognise that each counting number is one more than the one before. (Range 5)</p> <p>Beginning to use understanding of number to solve practical problems in play and meaningful activities. (Range 5)</p>	<p><b>Christmas card making- using hand prints to make santa/ reindeer/ robin/ Christmas tree.</b></p>  <p>Enjoys and responds to playing with colour in a variety of ways, for example combining colours. (Range 4)</p> <p>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience (Range 5)</p>