

Personal, Social and Emotional Development

-Before baking gingerbread people together, talk to the children about safety when cooking. What rules do we need to follow when baking.

-Ask the children why the Gingerbread Man might have run away. How do they think the Gingerbread Man was feeling? Look at the Gingerbread Man at different parts of the story, can the children think about how he might be feeling at each point. - Talk about the different characters from the story and the things they are good at. For example, the old lady is good at cooking. Can the children say something they are good at?

Literacy

- To recognise their own name.
- Joining in with stories and rhymes.
- To share books with each other. - To hold books the correct way up and turn pages. To give meaning to marks as they draw and paint. To share the following books - Little Red Riding Hood, The Three Little Pigs and The Gingerbread Man. -To handle books carefully.

Understanding the World

- Explore which materials are waterproof for Little Red Riding Hood's Cape
- Explore hard and soft materials e.g. cotton wool, sponge, brick, metal spoon.
- To learn about wolves and pigs. (The characters in stories.)
- Bake some gingerbread people. Support children to recognise all the ingredients being used and how the ingredients change as they are mixed and cooked.
- Provide paper, pencils and clipboards and encourage the children to create a map of Little Red Riding Hood's journey from the mum's home to granny's home. Can they remember who she met on the way?

Physical development

- Play a game with the children in the park. Say 'Run, run as fast as you can, you can't catch me I'm the Gingerbread Man!' Let the children run then change it to 'Skip, skip as fast as you can...' Try other movements, such as hop, jump, walk.
- The old lady likes to eat gingerbread. Ask the children to tell you some of the things they like to eat. Use it as the beginning of a discussion on healthy eating.
- Gaining control over fastenings when putting coats on.
- Gaining control with mark making implements such as felt pens and chalks.
- Using and holding scissors correctly.



Fairy Tales and Rhymes

Expressive Arts and Design

- Role Play - grandmother's cottage
- Making get well cards, painting flowers for grandmother, making puppets using wooden spoons, making
- Mixing Colours and painting flowers for grandmother. -
- Making puppets using wooden spoons and lollipop sticks.
- Making homes for the Three Little Pigs.
- Sing Nursery Rhymes such as Little Miss Muffet, Incy Wincy Spider, Hickory Dickory Dock, Humpty Dumpty, See-Saw Marjorie Daw.

Communication and Language

- Listening to and enjoying rhythmic patterns in rhymes and stories.
- To respond to simple instructions, e.g. to get or put away an object.
- Provide pictures of each character from the story. Can the children come up with different words to describe the characters? You could make a list together.
- In a group, retell the story of 'The Gingerbread Man', up until he got to the river. Work together to write an alternative ending to the story. How else could the story end? The children could then have a go at telling their own alternative ending.

Mathematics

- Encourage your child to develop fast recognition of up to 3 objects without having to count the individually.
- Sing number rhymes with your child such as 5 Little Ducks, 5 Green Bottles, 5 Little Speckled Frogs.
- Using simple mathematical language to describe shapes - circle, triangle, square and rectangle.
- Show interest in shapes in the environment.
- Using simple mathematical language to describe size e.g. big, small