

The Gingerbread Man – Week 4 – 11.05.20

	Monday	Tuesday	Wednesday	Thursday	Friday
English	Listen to the story of The Gingerbread Man (Tapestry). Discuss the different characters and make a list of them.	Children to write the repeated phrase – “Run, run, as fast as you can, you can’t catch me I’m the gingerbread man!” sounding out the words as the focus is on the sounds and not the spelling.	Children to draw a picture of a farmyard with all the animals from the story and label it.	Children to write a recount of the story of the gingerbread man. Encourage – finger spaces, capital letters, full stops and the repeated speech	Use the link of the gingerbread man song and get the children to sing along and play instruments to the beat. They could then progress to making up a dance.
Maths	Look at the Gingerbread Man symmetry and complete.	Show the children a number line to 30 and count back along it together. Then count back from 30. Explain that this week you will be picking different numbers and they will have to name one less/one more on the provided sheet. Highlight that the number is getting smaller for one less and bigger for one more.	Show the children a number line to 30 and count back along it together. Then count back from 30. Give children a number line and get them to order the men in the right order – with missing numbers (not sequential). https://www.topmarks.co.uk/learning-to-count/gingerbread-man-game	How many handfuls of marbles/shells/buttons do you think you might be able to put into a container before the timer runs out? Get them to have a guess and explain that in Maths it is called an estimation and in Science it is called a prediction. Give them one minute on the timer (a phone timer works well) and get them to carry out the activity. Where you right? You then do this. Why did you have different amounts? Discuss their hand size, the speed they are going and the size of the object. What would happen if you only used one hand/used both hands?	Watch the video of gingerbread origami and created a gingerbread man paper chain. The children can then decorate this. (I would suggest using half an A4 paper rather than the thin strips as it will be easier for the children to cut out).
Creative Areas	Role play the story of the Gingerbread Man using dressing up and using props as applicable. Focus on body language to express how a character is feeling.	What are the ingredients in gingerbread men? Do you think it has bread in it. Watch a Youtube video about how to make gingerbread men and if possible make some gingerbread men. Use discussion words linked to the activity such as sweet, syrup, ingredients, liquid, combine, mix, crunchy etc.	Why did the gingerbread man stop at the river? What would have happened to him if he went in the river? Do you think it would float? Get the children to make a prediction. From the gingerbread made yesterday (or a biscuit), break a part off and put it in water. Look at the changes over the day and discuss.	How else could the gingerbread man have got to the other side of the river? What could you have made a bridge out of to help? Use a medium of your choice such as junk modelling, Lego, play dough, sticks from the garden, pegs etc to create a bridge for the gingerbread man to cross.	Listen to the story of ‘The Boy Who Cried Wolf’. Was the boy a good/bad character? Why? Was it fair that he kept lying to people? What should he have done instead? Link to the fox telling a lie to eat the gingerbread. Do you think that it was a good/bad decision for the fox to lie?