

PSED and P4C

Why do we have to be kind to each other? How can we look after each other? Why do we have class rules

We are kind to our friend. We use kind hands. Keep your hands to yourself.

Listen to your friend when they are talking to you.

Assessment

Narrative observation & discussion with children to be completed.

Video evidence and evidence collected in books

Providing appropriate support and differentiation for children with SEND, EAL more able.....

Environment/Resources

Listening and responsive adults

Organisation inside and out of workshop areas

Resources accessible and labelled and new orders done

Use outside to provide/support all areas of learning

Literacy Development

Fiction Texts – The Gingerbread Man Usbourn book .

Non-Fiction Texts – cooking, baking

Poems – favourite poems shared

Can you sequence the pictures from the story?

Can you change part of the story?

Can we predict what will happen to the gingerbread man? Can we write a list of our ideas?

Can we draw and label the characters from the story?

Can we retell the story with our change in it?

Where can we look for more information?

Can we draw a part of the story map and retell the story?

Physical Development

I can go to the toilet by myself. I can wash and dry my hands. I can put my coat on and do up my zip.

Why is it important to use equipment safely?

Letter and number of the week formation

UW

What happens when we cook things? Make playdough with the children.

How are people we know kind to each other? What do we do that is kind and helpful at home?

Looking at different animals that chased the Gingerbread man. What do we know about them?

What changes can we see happening outside? How do we know that the seasons are changing?

Festivals – Christmas

Autumn 2 Traditional Tales The Gingerbread Man



Topics will be child led and planning will reflect the interests of the children. To inspire the children we will plan for themes. These may change due to interests.

Dance— Gingerbread man story related – moving like the characters would

Games – Taking turns, following instruction in the hall space

Music—Music Express

Communication and Language

Vocabulary – Who is in our story? What can you see in the pictures? Do you know what this is? When/why do people use this

Have you ever had a gingerbread man? Where did he come from? What were they like? Did you make him?

Was the Gingerbread man naughty or nice? Was the fox kind? What did he do to the Gingerbread man? What did he say?

Can you explain your thinking e.g why is good to be kind to each other? Should we trick people?

Questioning hand – glove and pea!

KAGAN structures.

Characteristics of effective learning.

Playing & Exploring: Encourage children to 'have a go' and explore their new environment

Active learning: Encourage children to learn together and from each other

Encourage children to persist with an activity even when it is challenging

Creating & Thinking Critically: Encourage open ended thinking

Model being a thinker, showing that you don't always know

Expressive Arts and Design

Can I make my own Gingerbread man using the playdough?

Can I use a range of resources to make a gingerbread house? How big does it need to be? Can the gingerbread man fit in it?

Why do we give cards? Can you make a Christmas card? How do people celebrate festivals? Can I make a gift for someone?

Christmas play for EYFS and KS1