

Term 2 - November 2021

Topic: Gingerbread Man / Christmas

Book Focus : Gingerbread Man



Nursery Subjects Coverage (3-4 years curriculum )

PSE: SR, MS, BR	CLD: Speak L, A & U	PD: GMS FMS	EAD: CWM BI&E	UTW: Past / Pres P,C & C Nat W	Maths : Number Number Pat	Literacy: Comp W Reading Writing
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<p><u>Characteristic of Effective learning:</u></p> <p><b>Play and Explore : ( PE)</b></p>	<p><u>Characteristic of Effective learning:</u></p> <p><b>Active learning : (AL)</b></p>	<p><u>Characteristic of Effective learning:</u></p> <p><b>Creating and Thinking critically: ( CT)</b></p>
<p>Finding out and exploring. Being willing to have a go. Playing with what they know.</p>	<p>Being involved and concentrating. keep on trying. Enjoying and achieving what they set out to do.</p>	<p>Having their own ideas and making links. Choosing ways to do things.</p>

Things I will learn during this topic:

<p>Literacy Reading Focus : The Gingerbread man</p>	<p><b>Pre -reading skills / Word Reading</b> Develop their phonological awareness. Continue oral segmentation / blending linked to sound only.</p> <p><b>Comprehension</b> Engage in extended conversations about stories, learning new vocabulary. Discuss story settings, events and principal characters . I will paint a picture of my favourite character from the story and say why they are my favourite. Understand the five key concepts about print. I will try to use 'and", 'because' when talking about my character .</p> <p><b>Writing</b> some letters accurately. Children to write /draw favourite character from the GBM story /say why if able to do so . Write some or all of their name. Write Children to make marks or write their name in a Christmas card for parent.</p>
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	<p><b>In Provision</b>  Use speech bubbles to discuss what they might say / answer questions / feelings - put large paper on table and a picture of character with a speech bubble  Use some of their print and letter knowledge in their early writing. To distinguish between picture and writing - use some letter shapes.</p>
<p>Maths</p>	<p><b>Little Big maths</b>  Continue counting to 5  Listen for children missing out numbers as they count to 5 and beyond  <b>Number Patterns (Shape) - Link to xmas</b>  Combine shapes to make new ones - an arch, a bigger triangle etc. Shows an interest in shape and space by playing with shapes or making arrangements with objects- put in provision shape resources. This will be presented in the form of a Christmas card.  Talk about, name and explore 2D shapes (for example, circles, rectangles, triangles).  <b>Number</b>  Say one number for each item in order: 1,2,3,4,5. Identify how many objects are in a set and beginning to represent numbers using fingers, marks on paper or pictures.- skittles game  Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. To recognise numbers to 5.</p>
<p>PSE</p>	<p><b>Self-Regulation</b>  Enjoys responsibility of carrying out small tasks- all have a class job -monitor  <b>Building relationships</b>  Develop appropriate ways of being assertive. Uses friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults- Do they say hello as a greeting? Do they tell adults/peers about themselves in a conversation? Are they kind and helpful towards others?  <b>Managing Self</b>  Increasingly follow rules, understanding why they are important. Accepts the needs of others and can take turns and share resources, sometimes with support from others- play a class dice game using characters from the story / number recognition dice game  To share resources with others.</p>

CLD	<p><b>Listening and Attention</b> Read the GB story and observe who joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p><b>Understanding</b> Beginning to understand 'why' and 'how' question on display -Why did the GB man run away? How did the fox manage to eat him? Understanding - Shows understanding of prepositions using Humpty Dumpty character. To answer 'how 'and 'why' questions</p> <p><b>Speaking</b> Develop their communication, but may continue to have problems with irregular tenses and plurals. Use longer sentences of four to six words. Retell GB story using 'and' 'because' Adult to model this in a verbal sentence (add to display).</p>
PD	<p><b>Gross Motor</b> Use large scale movements to make marks. Can copy some letters, eg. letters from their name and continue drawing circles and lines using large motor movements - large drawing boards outside using chalks and continuing to copy letter of their name under adult direction so that letters are formed correctly - use fine sand in tough tray</p> <p><b>Fine Motor</b> Use a comfortable grip with good control when holding pens and pencils. Holds pencil between thumb and two fingers, no longer whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with control.</p>
UTW	<p><b>The Natural World</b> Use all their senses in hands-on exploration of natural materials. Explore and talk about different forces they can feel. Comments and asks questions about the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changes over time.</p> <p><b>People and Communities</b> Explore how things work. Talks about why things happen and how things work.</p>

EAD

**Creating with Materials**

Explore different materials freely, in order to develop their ideas about how to use them and what to make. Making a bauble ,gift tag, Christmas card for Enterprise and a Gingerbread man using various construction materials.

**Being Imaginative and Expressive**

Remember and sing entire songs. Children will learn a few Christmas songs to be sung as part of a short play. Respond to what they have heard, expressing their thoughts and feelings. Creates movement in response to music and sings a few familiar songs -Christmas songs.

**SEALS**

**Term 2**

Teach Calming Down strategies / revise class rules as needed from last half term  
Stories : Owing up! Being kind

**I will Continue to learn how to :**

I will learn how to copy some letters of my name and hold my pencil using two fingers and a thumb.

I will learn how to be aware of my own feelings and know that some actions or words can hurt others and all about the class rules in school in our SEALS lessons.

**Places I will visit, people that will help me learn and exciting things that will happen:**

Miss Stewart and Miss Smith will read rhyming stories, stories about the Gingerbread man and Christmas stories .

Miss Stewart and Miss Smith will teach me words and phrases that I can use to encourage my friends to come and play with me e.g. Hello - Can I play?

Miss Smith will use our 'Emotions Faces' on entry to school to find out how you feel. Miss Smith will use calming music with breathing to help us be aware of our emotions during SEALS.


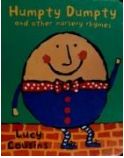



**Home School Link**

To create a model, picture or photograph expressing your creative ideas, linked to the Gingerbread Man. To bring into school your favourite book to share with the class and say why you like it.

**Topic Driver - Focus Literacy and Reading**

At the end of our topic I will have painted a picture of my favourite character from the Gingerbread Man story ( or from my own favourite story book that I read at home ) and used my words to say why they are my favourite character .

**Key Characters I will learn about:**

<p><b>Gingerbread Man</b></p> 	<p><b>Humpty Dumpty</b></p> 
<p><b>Baker and his wife</b></p> 	<p><b>Farm animals</b></p> 
<p><b>A fox</b></p> 	

**Key facts I need to know:**

UTW - That Autumn is here now and the leaves are changing colour and falling from the trees.  
 All the Earth is getting colder after Summer and some living things begin to go to sleep ready for the Winter change .

**Topic specific vocabulary I will use and learn the meaning of during this topic:**

changes	settings
Autumn	Characters
Leaves	Events
Seasons	Favourite part
tree	'because ...'      'and ...'

**What do I want to know? What questions do I have?**

- When do the leaves fall?
- Why are they brown?
- How have the trees changed? What is happening through the window?
- What is your favourite book from home?
- Which character do you like the best? Why?