

Early Years Foundation Continuous Provision Indoor/Outdoor Curriculum Adult-Guided/Child-Initiated Plan
Term 2 Week 4

Unit Title: Celebrations/ Gingerbread Man	Guideline Time: One Week
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Very Important Points (VIPs):	Fat Questions:
<ul style="list-style-type: none"> * You need flour, ginger, butter, brown sugar, egg and golden syrup to make a gingerbread man. * The Gingerbread Man did not want to be eaten. * The Gingerbread Man was eaten by the fox. * Not all stories of the Gingerbread Man are the same. * The Gingerbread Man says “Run, run as fast as you can! You can’t catch me, I’m a Gingerbread Man”. 	<ul style="list-style-type: none"> * What ingredients do you need to make a gingerbread man? * How do you think the Gingerbread Man was feeling when he was being chased? * Should the Gingerbread Man have climbed onto the fox’s nose? * What would you have done if you were the Gingerbread Man at the river?

Area	Area of Learning & Development	What do we want children to learn? (Learning Outcomes)	What will the children do?	Depth of Learning	Key Resources
Paint	EAD, BI 40-60 Create simple representations of events, people and objects.	I can use the brushes and paints effectively to create a form of a person or animal. I use one paintbrush for one colour. I can copy features to help me.	Paint a picture of characters from the story.	Emerging - Marks/brush strokes of colour Expected - Lines and circles Recognisable pictures, firm grip of brush. Exceeding - Recognisable pictures with some detail. Can explain their pictures to others.	Paint Paper Pictures of characters from The Gingerbread Man
Malleable materials	PD MH 40-60 Handles tools, objects and malleable materials safely and with increasing control.	I can use the tools I have chosen safely and appropriately. I can perform a variety of actions.	Choose an activity from the workstation. Roll, cut, shape, squeeze etc Make gingerbread men	Emerging - Shaping with hands Expected - Controlled use of a range of tools Exceeding – making shapes to match the task	Play dough A variety of tools Gingerbread men cutters
Sand	PD MH 40-60 Handles tools, objects and malleable materials safely and with increasing control.	I can use resources appropriately and safely. I can choose what I want to play with. I can share with my friends.	Use the sand, select resources independently and to use with care.	Emerging – using resources in an appropriate manner Expected – can fill buckets of different sizes. Exceeding – can fill and compare the different sizes using appropriate language.	Provision of different sized containers – challenging to fill without spilling
Water	PD MH 40-60 Handles tools, objects and malleable materials safely and with increasing control.	I can use resources appropriately and safely. I can choose what I want to play with. I can share with my friends.	Use an apron, select resources independently and to use with care. To be able to fill and empty containers,	Emerging – using resources in an appropriate manner Expected – can fill containers of different sizes. Exceeding – can fill and compare the different sizes using appropriate language.	Bubbles Glitter Warm water
Scrap materials	PD MH 40-60 Handles tools, objects and malleable materials safely and with increasing control.	I can use resources appropriately and safely. I can tell an adult what I have made. I can describe how I made my model.	Use the range of resources to build models of their choice.	Through outcome Can the children describe their finished product and tell you how they got to this point?	Range of boxes/tubes Creative materials Resources for joining objects together

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Maths	M SSM 40-60 Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.	I can explore 2D and 3D shapes and notice them in the environment.	Look at the properties of 2D shapes. Be introduced to 3D shapes.	Emerging – To be able to name 2D shapes. Expected – To be able to sort 2D and 3D shapes. Exceeding – To begin to name some 3D shapes.	2D shapes 3D shapes Shape pictures
Writing/mark making	L W 40-60 Gives meaning to marks as they draw, write and paint. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together.	I can use the resources to make marks. I can choose what I want to use. I can ask an adult for help. I can form some recognisable letters and begin to hear sounds in words I am writing.	Use the range of resources to make marks. Label and describe characters	Emerging – can make marks and say what they are. Expected – can begin to hear some sounds in words and represent them on paper. Exceeding – can write CVC words.	Pictures of characters from The Gingerbread Man
Science investigation	UW TW 40-60 Looks closely at similarities, differences, patterns and change.	I can explore the objects on the display and handle with care and safety. I can describe what I see and feel to my friends.	To pick up objects and use expressive vocabulary to represent their thoughts and ideas.	Input as necessary reflecting on children's individual experiences Model appropriate language Questioning	Natural resources – conkers, acorns, pine cones, sticks
Home corner	UW PC 40-60 Enjoys joining in with family customs and routines.	I can cooperate in a home environment with my friends. I can take on a role in my play.	Share their experiences of how to do things around the home. Share their experiences of how to do things at a post office.	Input as necessary reflecting on children's individual experiences Model appropriate language Questioning	Post office Costumes Parcels/ letters Balancing scales
Book corner	L R 40-60 Enjoys an increasing range of books. Continues a rhyming string. Hears and says the initial sound in words.	I can explore a variety of books. I can talk about what I have read to my friends.	Access the books freely. To enjoy looking at the books and sharing with others.	Emerging – can handle books carefully and turn the pages one at a time. Expected – can talk about what they can see. Exceeding – can begin to read CVC words.	The Gingerbread Man Other traditional Tales books
Music	EAD EMM 40-60 Begins to build a repertoire of songs and dances. Explores the different sounds of instruments.	I can move in a variety ways reflecting the music. I can play a variety of musical instruments.	Use the musical instruments to good effect. To move to the music the children are making.	Can listen to and copy musical patterns Can cooperate with friends to make music Move with the music they make.	Range of musical instruments Nursery Rhyme books/prompts
Small world	EAD BI 40-60 Create simple representations of events, people and objects.	I can use resources appropriately and safely. I can choose what I want to play with and put it away when I have finished.	Choose from the range of resources independently. To play with friends and individually. To put things back in the correct place.	By outcome Questioning at appropriate level extending thinking through questioning	Characters from the story Gingerbread Man
Construction	EAD BI 40-60 Constructs with a purpose in mind, using a variety of resources.	I can use resources appropriately and safely. I can tell my friend or an adult what I have built.	Use the range of resources to build models of their choice.	By outcome Questioning at appropriate level extending thinking through questioning	A variety of construction toys
Finger Gym	PD MH 40-60 Handles tools, objects and malleable materials safely and with increasing control.	I can place the objects in the correct place using the resources provided.	Develop fine motor skills to place the pieces in the correct place appropriately.	Emerging – children use the resources appropriately and try to place them in the correct position. Expected – children are able to place items correctly and match to the given pictures. Exceeding – Children as Expected but extend their answers – creating new and different models	Threading Tweezers Pom poms Pegs and peg boards

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