

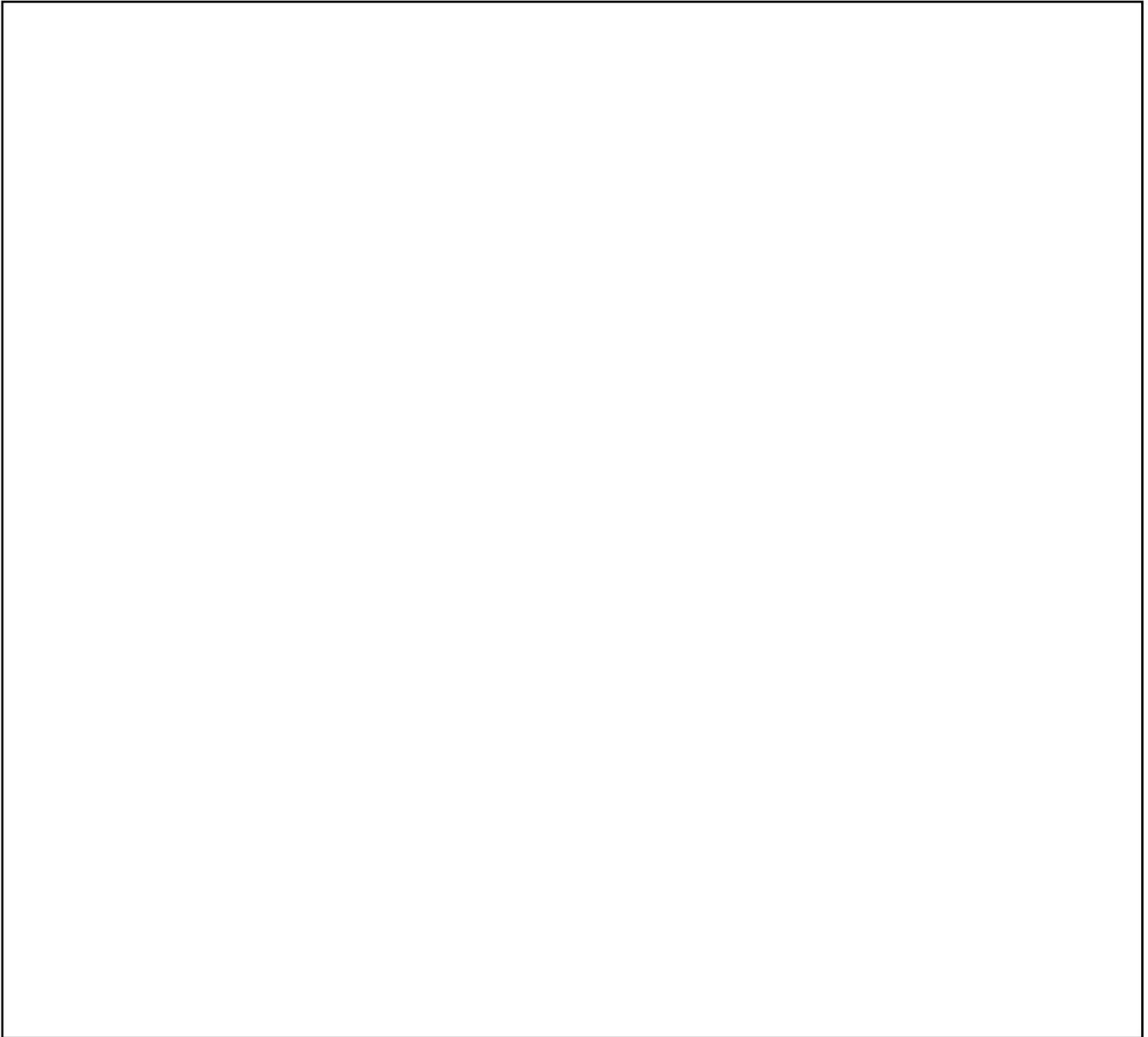
Year R Literacy w.b. 12/02/2021- "Gingerbread Man Instructions" Blue group

For the next two weeks, our learning is based on reading and writing instructions on the Gingerbread man. Here is an overview of this week's activities and a day by day breakdown of activities is underneath.

Monday	<ul style="list-style-type: none">• Watch the story video of Miss Cooke reading 'The Gingerbread Man'• Talk about the structure of the story can you join in with the repetitive phrases.• Draw your own Gingerbread man and complete sentences about him. I am a Gingerbread man. I can run.
Tuesday Zoom with Miss Cooke @ 10:30	<ul style="list-style-type: none">• Read and follow the instructions to make a split pin Gingerbread man• Learn actions for the ordinal words e.g. 'first, next' etc...• Oral rehearsal saying the instructions to an adult how you made your gingerbread man.
Thursday Zoom with Miss Cooke @ 10:30	<ul style="list-style-type: none">• Read the instructions. Which ones are missing?• Write the missing instructions.
Friday	<ul style="list-style-type: none">• Read Gingerbread Powerpoint on the school website.• Can you spot the same ordinal words? first, next, then, after that, now, finally• Read and follow instructions to make your own Gingerbread men- take photos of the process as they are made• Enjoy eating them as you watch The Gingerbread man on youtube

Monday

Draw your own *Gingerbread man*. Complete the simple sentences to describe him. E.g I am the gingerbread man. I can run. In the phoneme frames. Encourage them to add sound buttons and go back and check their work afterwards.



I am a *Gingerbread*

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I can

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a m u n r n

Tuesday

Read and follow Instructions how to make a split pin Gingerbread man. If you need Split pins please collect some from school or you use string or glue.

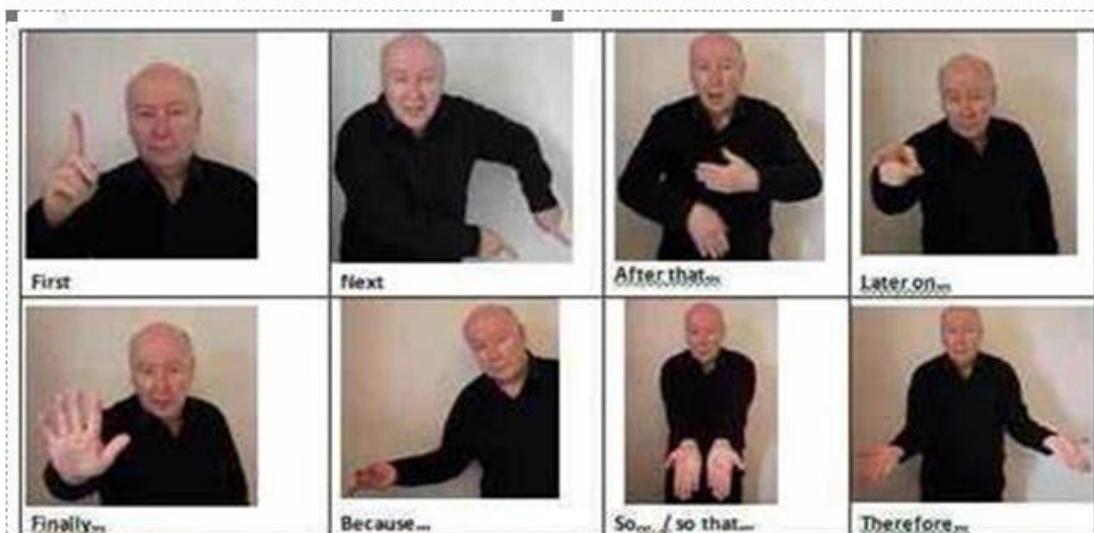
e.g. contextual word new tricky word-put

How to make a split pin Gingerbread man

1. **First** print the gingerbread man out.
2. **Next** cut the gingerbread man out.
3. **Then** put a hole on the + on his arms and legs.
4. **After that** get a split pin and fix the arms and legs on to the gingerbread man's body.
5. **Now** check his arms and legs can go up and down.
6. **Finally** clear up.

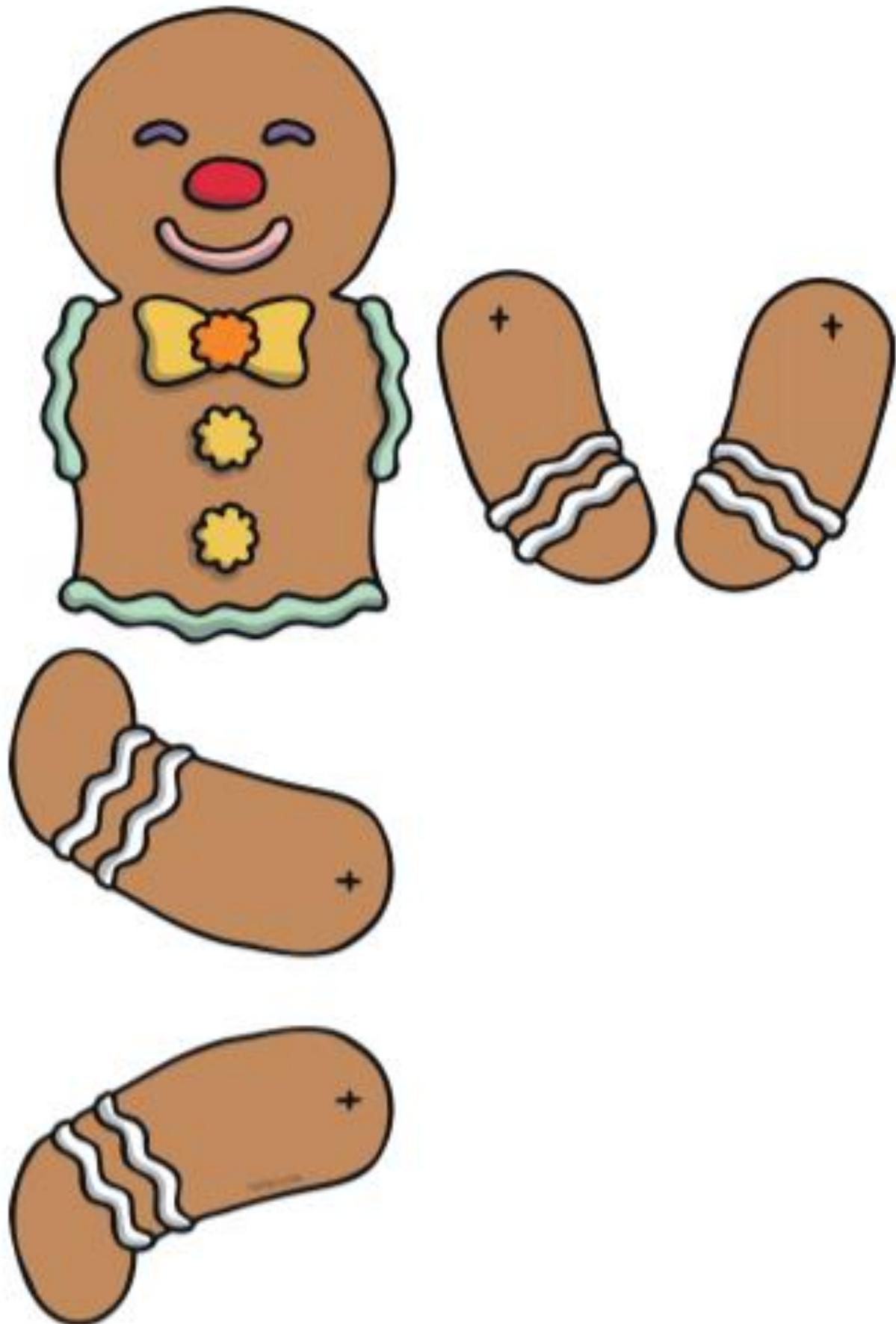
Introduce actions to reinforce ordinal language with the children:
Encourage them to use the actions as they say the instructions.

first, next, then, after that, now, finally
Can you make up your own for then, now?



After making their GBM, ask your child to talk through the instructions/process with an adult. Check they are using and understanding the key vocabulary: first, next, then, after that, now, finally

Split Pin Gingerbread Man

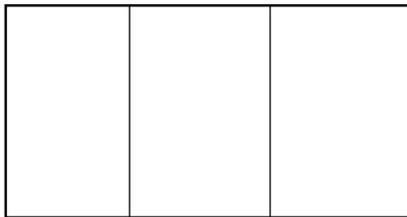


Thursday

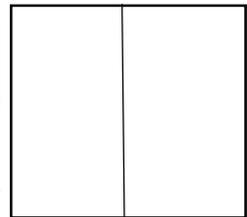
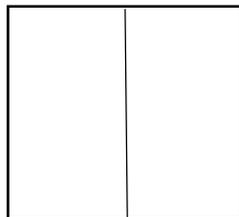
Read the instructions together. Which ones are missing? Fill in the missing words. Encourage your child to independently segment the sounds in the missing words e.g. cut c-u-t. Find the sounds they need on their sound mat and write it in the phoneme frame.

How to make a split pin Gingerbread man

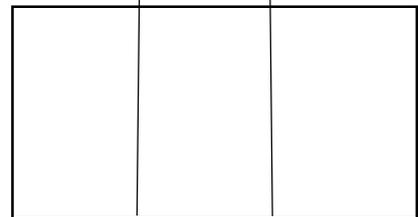
1. **First** print **the** gingerbread man out.



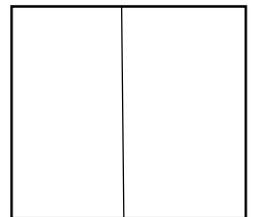
2. **Next** **the** gingerbread man out.



3. **Then** **put** a hole **the** + his arms and legs.



4. **After that** get a split a and fix **the** arms and legs on **to the** gingerbread man's **body**.



5. **Now** check his arms and legs **go** and down.

6. **Finally** clear up.

Friday

Read the *Gingerbread man* recipe PowerPoint on the School website



Encourage your child to read the instructions, can you spot the same ordinal words: first, next, then, after that, now, finally

Follow the instructions to make your own *Gingerbread men* biscuits. Take photos of the process.

Cook them for around 15 minutes at 180c or gas mark 3.

Let them cool and decorate them.

Enjoy eating them as you watch *The Gingerbread man* on youtube:

<https://www.youtube.com/watch?v=pckuS--UIV4>

How was this version the same or different to the one *Miss Cooke* read on the video on Monday?