

## Language, literacy and communication

### Skills

#### Reading

- Show an interest in books and enjoy their content.
- To read and respond to stories.
- Understand written symbols have sound and meaning.
- Read their own work and other texts aloud, being able to talk about characters, events, language.
- Respond appropriately to books, considering content, ideas, presentation, organisation and language used.

**Activities/Resources** Stylistic Modelling – The Gingerbread Man Interactive book from <http://www.topmarks.co.uk/stories/gingerbread1.htm>

- Read the story, take 3 illustrations from the story, discuss whether short, medium or long shot. Used fingers on nose for close shot, hands moved away from face for medium shot, arm stretched out for longshot. Looked at other pictures in the same way.
- Digital camera – Adults took children into school grounds, took photos of the dinosaur, put them on the whiteboard and discussed them
- Sorted the picture and used Easi speak microphone to innovate on Gingerbread Man story pattern.

Easi speak microphone  
Photostory 3  
Little dinosaurs  
Other props such as outdoor flicky trail, stage, etc.

## Information Communication Technology

### Skills

- To enable children to find and develop ideas using ICT.
- To facilitate and support children in creating and presenting information and ideas.

### Activities/Resources

Digital camera – take stills of character and setting  
Easi speak microphone  
Photostory 3  
Audacity  
Little dinosaurs  
Other props such as outdoor flicky trail, stage etc.

## The Gingerbread Man - Reception

## Developing thinking

### Skills Thinking skills:

#### Plan

Asking questions.  
Activating prior skills, knowledge and understanding.  
Gathering information.  
Determining the process/ method and strategy.  
Determining success criteria.

#### Develop

Generating and developing ideas.  
Forming opinions and making decisions.

#### Reflect

Reviewing outcomes and success criteria – did we meet our success criteria?  
Reviewing the process and the method – how well did we work together, what could we do to make it better?

### Activities/Resources

Read *The Gingerbread Man*.

Take stills of a small dinosaur (linked to our theme of looking back) and put in different scenarios. Make up repetitive refrain modelled on *The Gingerbread Man* e.g. 'run, run as fast as you can, you can't catch me I'm a super dinosaur!' but let children decide on refrain. Use close, medium and long shots. Children integral to cycle of plan, review, do, review...

## Other curriculum area(s)

### Skills

Support children in developing their communication skills, speaking to a wider audience.

Develop fine motor skills.

### Activities/Resources

#### Oracy

For the children to practise speaking into the microphone, learning by example the importance of clear, audible Speech.  
To begin to understand the importance of holding a camera steady through the process and develop dexterity in holding the camera, zooming in and out and shooting.