

# *The Gingerbread Man*

Key theme: Escape

Tier 2 words: Unfortunately, scrambled, bleated, grunted, gulp, gingerbread, cottage

**Other texts to be read in story time with escape theme:**

Alternative versions of The Gingerbread Man

The runaway chapati

Shh. We have a plan!

The Gruffalo & The Gruffalo's child

I am Henry Finch

The Runaway Pea

The wolf, the duck and the mouse

## The Gingerbread Man

1. To explore the themes of a text
2. To explore the language of a text
3. To retell a narrative
4. To sequence a narrative

SC:  
Capital letters  
Full stops

LO: imitate a narrative (5)

6. Describe using adjectives
7. Write simple sentences
8. To plan a narrative

SC:  
Capital letters  
Full stops  
Use adjectives

LO: To innovate a narrative (9/10).

11. To explore the language of a text
12. Describe using adjectives

13 & 14. LO: To invent a narrative?

1. Theme: Escape. Have you heard of animals escaping? What would happen if an animal escaped from the zoo? Why might an animal try to escape? Practise T4W orally.

Pie Corbett version

<https://www.bing.com/videos/search?q=pie+corbett+script+gingerbread+man&docid=607988281987331873&mid=79845588B855932F97D479845588B855932F97D4&view=detail&FORM=VIRE&adlt=strict>

2. Tier 2 words: gingerbread, cottage, grunted, scrambled, bleated, unfortunately. Aim is to build an understanding of the words. No expectation for children to write them correctly. Practise T4W orally.
3. Create a story map for the narrative writing as a class point out the openers e.g. First, next, finally, soon, unfortunately. Retell using small world scenes. Practise T4W orally.
4. Sequence events and write simple sentences for each sequence. Practise T4W orally. Place pictures in order and writing accompanying sentences.
- 5 & 6. Write imitated version of narrative

6. Put new animals on story map. Choose 3 as a class. How could we describe them? What sounds do they make? Children label them with adjectives
7. Children write simple sentences including adjectives about the animals.
8. Children draw story map for new version and retell orally it to a partner
- 9 & 10. Innovate narrative with new animals. Provide HAPs with one different animal to three worked on by class.

11. Share the Runaway Chapati. Eat a chapati.

Write a version of The Runaway Chapati

12. Put new animals on the original gingerbread man story map. Choose 3 as a class. How could we describe them? Children label them with adjectives.

13 & 14. Invent a narrative – The runaway chapati with exotic animals. HAPs to choose a different animal for their story.

See scaffold progression document to support LAPs.

### Talk for writing text

Once upon a time there was a granny, who decided to make a gingerbread man. Mmmmmmm!

Unfortunately, as soon as she opened the oven door, the gingerbread man ran out of Granny's cottage!

"Stop, stop, little gingerbread man!" shouted Granny. But the gingerbread man shouted, "Run, run as fast as you can, you can't catch me, I'm the gingerbread man."

First he met a goat. "Stop, stop, little gingerbread man!" bleated the goat. But the gingerbread man shouted, "Run, run as fast as you can, you can't catch me, I'm the gingerbread man."

Next he met a pig. "Stop, stop, little gingerbread man!" grunted the pig. But the gingerbread man shouted, "Run, run as fast as you can, you can't catch me, I'm the gingerbread man."

Finally he came to a river. Unfortunately, the gingerbread man could not swim, but a fox was waiting by the river. "I'll take you across," shouted the fox. "Jump onto my ears." So the gingerbread man jumped onto the fox's ears. The fox swam but the gingerbread man got wet. So he scrambled onto the fox's nose and the fox gobbled him up – in – one – big – gulp!

### Example retelling

First he met a goat but he ran.

Next he met a pig but he ran.

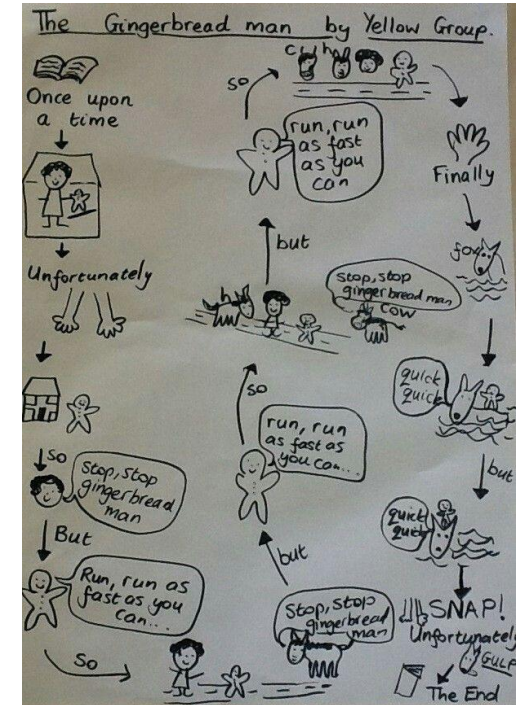
Finally he met a fox by the river. He jumped on his ears but he got wet. He scrambled onto his nose and the fox gobbled him up – in – one – big – gulp!

Lesson 5 & 6:

SC:

Capital letters

Full stops



SC:

Capital letters

Full stops

Use adjectives

**Example innovation**

First he met a fluffy sheep but he ran.

Next he met an enormous cow but he ran.

Finally he met a fierce wolf by the deep river. He jumped on his furry ears but he got wet. He scrambled onto his shiny nose and the wolf gobbled him up – in – one – big – gulp!

**Example invention**

First the chapati met a fierce tiger but he ran.

Next he met an enormous elephant but he ran.

Finally he met a grinning crocodile by the deep river. He jumped on his furry ears but he got wet. He scrambled onto his shiny nose and the wolf gobbled him up – in – one – big – gulp!

SC:

Capital letters

Full stops

Use adjectives