

F50 Story time

Term & Theme	Curriculum Goals	Books	New vocabulary	Sentence Development	Conversational skills	Understanding	Language in play
Autumn 1 Starting Nursery & Making Friends	To share books with adults Listen to simple stories and understand what is happening, with the help of the pictures	Maisy Goes to Nursery Pirate Pete I'm Starting Nursery Harry & the Dinosaurs go to School Pip & Posy – The New Friend Elmer's Friends Time to make Friends	Nouns – all the things the children can see in the books at around nursery e.g. bricks, paint, ball, sand, water, car, doll, teddy, book Friend/ teacher Saying/ recognising the names of new friends/ members of staff (familiar people)	Modelling and encouraging the children to speak in 2 word sentences – A The... My... ___ gone ___ there	Focus on listening skills – encouraging the children to join the group and listen to simple stories Modelling good sitting, good looking and good listening Supporting the children to look at the pictures in the stories and say what they see	Asking simple where, what and who questions about the stories/ pictures Where is the ___? What is this? Who is that?	Encouraging the children to use new nouns during play Supporting children to play alongside/ with each other Modelling using voices for different play people animals
Autumn 2 Being Kind & Understanding Feelings	Start to develop conversation Say multi-syllabic words Understand simple questions about 'who', 'what' and 'where'	Time to Share Penguin & Pinecone Sorry My First Sound Book – Feelings Baby Happy Baby Sad Found out about Feelings	Names for basic emotions , feelings and reactions e.g. Happy/sad/mad Smile/ cry/shout Sorry Share Take turns Kind Play	Modelling and encouraging the children to speak in 2 word sentences/ introducing pronouns I & You I You... Teddy... Doll... (adding feelings)	Looking at the stories in small groups – encouraging the children to listen to each other and take turns to speak and to listen to each other. For example "What can you see on this page?" – all children to say one thing taking turns	Asking simple where, what and who questions about the stories/ pictures Where is the ___? What is this? Who is that? If appropriate introduce how – e.g. how is ___ feeling	Encouraging the children to use 2 word sentences during play Supporting children to interact during play Modelling and encouraging children to say sorry
Spring 1 Stories with Repeated Verses	To repeat words and phrases from a familiar story To talk about the pictures in a book	The Very Hungry Caterpillar Five Little Monkeys Chicka Chicka Boom Boom Are you my Mother? Green Hat Blue Hat I went walking	Names of foods e.g. fruits, ice cream, cake, lolly, sausage, cheese Names of animals e.g. monkey, bird, cat, cow, worm Letter sounds Colour names Items of clothing e.g. hat, shirts, pants	Modelling and encouraging the children to speak in 3 word sentences I like... (food) The ___ (animal) - adjectives I go... (clothing) Joining in with repeated words/ phrases e.g. he was still hungry, oops, are you my mother?	Having short conversations about their favourite things e.g. food, animal, outfit Encouraging children to respond a second time e.g. What animal do you like? A pig. What colour is it? pink	Asking simple where, what and who questions about the stories/ pictures Where is the ___? What is this? Who is that? If appropriate introduce why – e.g. why does the caterpillar feel sick?	Encouraging the children to use 3 word sentences during play Supporting children to have short conversations during play Encouraging children to use different voices
Spring 2 Rhyming	Put 2 or 3/ 5 words together Ask questions such as the names of objects and characters? Understand more words than they can say	Don't Put your Finger in the Jelly Nelly One Mole Digging a Hole Pass the Jam, Jim Stomp, Chomp, dinosaur roar One Fish, Two Fish, Red Fish, Blue Fish Hairy Maclary from Donaldson's Dairy	Recapping different foods and animals Number names Dinosaur, stomp, roar, teeth, legs, tail, spikes Adjectives – big, furry, fluffy, sharp, pointy, rough, smooth, small, thin Rhyming words	Encouraging the children to join in saying rhyming couplets e.g. jelly/Nelly, pie/Guy, cheese/Louise Encouraging children to join in with alliteration e.g. jam/Jim, cut/cake/Kate Continuing with 3 word sentences	Circle times to talk about what they have done at nursery that day – turn taking/ listening to others Playing rhyming and alliteration games – see Phase 1 planning	Encouraging the children to follow one and two step instructions e.g. Tidying toys away Collecting things for home time Practice skills through rhyming games	Encouraging the children to use 3 word sentences during play Supporting children to have short conversations during play Encouraging children to complete rhyming games in provision
Sumer 1 Real Life Experiences	Use 300 words using pronouns (me, him, she), plurals and prepositions	My Mum My Dad We've all got Belly Buttons The Going to Bed Book ZaZa's Baby Brother Noisy farm	Names of family members – mum, dad, brother, sister, auntie, uncle, pets Body parts e.g. hands, neck, feet and verbs e.g. clap, kick, stretch Bath, towel, toothbrush, bed Farm animals – encouraging plurals e.g. cats, horses	Modelling and encouraging the children to speak in 3/4/5 word sentences. Introduce she/he My mum/dad... He/she.... Using the pictures to introduce positional language e.g. in. on,	Discussing our families – who is in them and why we love them Discussing being healthy is important Discussing when we visited a farm and what we saw – encourage past tense	Asking simple where, what, who, how and why questions about the stories/ pictures Use different voices when reading and ask the children to copy the tone. Talk about how that person might be feeling	Encouraging the children to use 3/4/5 word sentences during play Encouraging children to act out simple stories in role play/small world e.g. cooking tea, putting the animals to bed
Summer 2 Being Imaginative	To use single words during play. To use intonation, pitch and changing volume when 'talking	You Choose – Your dreams The Tiger Who Came to Tea Pirates Love Underpants Octopants Kitchen Disco Not Now Bernard	Dream, imagine big, tiny, vehicles, machines, different setting e.g. under the sea, animals, foods, jobs Tiger, tea, mum, dad Pirate, gold, ship, treasure Octopus, pants, shop, fit Kitchen, disco, fruits, dance, DJ Monster	Modelling and encouraging the children to speak in 3/4/5 word sentences I want to.... I can be.... I go to.... Adjectives to be imaginative My house... My bed...	Discussing what we want to be/do when we get bigger Discussing magical things e.g. unicorns, monsters, giants Discussing why it is important to listen	Asking simple where, what, who, how and why questions about the stories/ pictures Using pictures to order main events from a story (can just be 3) e.g. tiger knocking on the door, eating the food, the family at the café	Encouraging the children to use 3/4/5 word sentences during play Encouraging children to act out imaginative stories in role play/small world e.g. going into space, animals coming to life