



CASTLE BROMWICH
 INFANT AND NURSERY SCHOOL
PLAY. LEARN. GROW.

Term	Nursery	Reception
Autumn One	Nursery rhyme of the week Class retelling	Owls Babies Focus on Imitate and Independent applications stages so children internalise the text. Expectations • Story mapping • Class retelling, Speak in simple 5 word sentences. Recording of children's oral retelling (scribed by adult) Non Fiction: Labels • Introduce the purpose of a label
Autumn Two	Bear Hunt Story mapping, through use of props puppets and introduction of using pictures to support story telling. As a group retell or act out the narrative as an active participant	The Naughty Bus Expectations • Model a five part story including story language • Children retell a story verbally with a clear beginning, middle and ending using familiar language structures. • Children innovate changing the vehicle and recorded/scribed by an adult. Non Fiction: Labels • Revisit the purpose a label
Spring One	The Three Pigs • Story mapping, through use of props puppets and Using pictures to support story telling. • As a group retell or act out the narrative as an active participant. • Children may independently retell parts of the story within their play i.e. pretend to be the big bad wolf while playing outside.	How to catch a star Expectations • Model a five part story including story language • Children retell a story verbally with a clear beginning, middle and ending using familiar language structures. Children innovate changing the object. Non Fiction: Information about space Expectations • Simple sentences recorded by children (i.e.



		It is mars it is red). When developmentally appropriate children begin to punctuate with a capital letter, full stop and finger. • Children will use their phonic awareness to spell words.
Spring Two	Three Fluffy Chicks – whole group innovation based on Three Little Pigs. • Story mapping with adult modelling the change of story comparing previous text. • Use of pictures and symbols to retell the story. • Class retelling introducing actions and intonation in voice for characters. • This is a fully modelled innovation to introduce changing a familiar story to the children.	The Enormous Turnip Expectations • Children begin to use a five part story structure verbally (independently) • Introduce different adjectives in speech • Children to use new vocabulary in their storytelling and add words to their own. Non Fiction: Instructions • How to plant a seed Simple factual sentences introducing first then next into verbal sequenced sentences. • With support children begin to build instructional sentences.
Summer One	The Gingerbread man • Story mapping – group map performed and developed using graphics and actions. • Children may also retell individually using props and puppets. • Children may create pictures and symbols which an adult can scribe their meaning	Zog Expectations • Children use a five part story structure verbally (independently) • Children will write sentences for the beginning middle and ending using picture prompts • Children will include an adjective to describe a character in the story. Non fiction: Recount • Using first next then
Summer Two	Whatever Next • Story mapping – group and individual adult to scribe	Goldilocks and the three bears



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	children's stories. Children may innovate their own narratives through creating pictures and adding their own verbal narrative.	Expectations • Children use a five part story structure verbally (independently) • Children will write sentences for the beginning middle and ending using picture prompts • Children will include an adjective to describe a noun in the story Non fiction: Information writing a simple fact file.
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