

Nursery Narrative, 2nd Edition

A pack of activities & ideas to develop narrative skills in early years

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Session One, Who. Theme: Me!

- **Introduce story components and the cards that accompany them.**

(See [pages 10-12.](#))

- **Introduce 'who' card.** We are going to be talking about who today (put 'who' symbol on board)

- **Wave** at eye level to each child. 'Hello *child's name*'.

Use a puppet or finger puppet at eye level as a variation.

- **Pull name cards** (with the children's photographs on) out of a bag, one at a time, very slowly, 'Who is this?', (sign and say). Place photos on 'who' board.

- **Tommy Thumb rhyme** '_____ where are you?' Tommy Thumb rhyme using the children's own names in the group.

- **Throwing soft toy** /group mascot to children in turn.

'Say your name when you catch it.'

- **Rolling large glitter ball.** Roll ball to children in turn as above. Children then roll it to each other across the circle and say the name of the child they have chosen to roll it to first.

- **Song.** Give out name cards again. Using a variation on 'If you're happy and you know it ...' 'song', 'If you're *child's name* and you know it show your name.' Use the children's own names and name cards. Children place them on 'who' board after their turn.

- **Goodbye Rhyme** e.g. 'Now it's time to say goodbye.'

Variation

- **Pass the Parcel.** Use instead of pulling names out of the bag.

Make a parcel with a name card placed in each layer. The parcel is passed round to music. When the music stops, the child holding the parcel, removes a layer of paper and finds a name card. The teacher asks, 'who is this?'

Materials

Story Component Cards
[pages 10-12](#)

Puppet or finger puppet

Name cards preferably
with photographs

Velvet bag

Tommy Thumb rhyme,
[Appendix 1](#)

Soft toy

Large ball

Goodbye Rhyme

Tape recorder /CD
player



Session 2, Who am I?

Materials
WHO card
Pop-up cone doll
Skittles
Name cards
Mirror
Page 15
Tom Thumb Rhyme
(Appendix 1)
Peek-a-boo rhyme
(App.1)
Paper clips & magnetic
fishing rods

- **Introduce 'who' card again. (Put 'who' card on board).**
- **Pop up cone doll.** Hold pop up cone doll at eye level to start session 'Hello *child's name*'. Or alternatively 'I am – who are you?'
- **Skittles.** Have children's photos or name cards on skittles. Children take it in turns to knock a skittle over. 'Who' have you knocked over? Put on to 'who' board.
- **Whisper** the children's names one at a time whilst looking at another child in the group. The child, whose name you whispered, must put up their hand.
- **Clapping.** Clap the rhythm of the children's names in turn.
- **Point to...** Ask each child in turn to 'Point to your nose / Point to your eyes / Point to your...' etc.
- **Mirror exercise.** Pass around a mirror. 'Who is in the mirror?'
Take a card. (Page 15) Can you make a face like that?
Children take turns to take a picture and using the pictures for guidance try and copy the expression on the face.
- **Tommy Thumb Rhyme.** Each child holds their name card with the photo towards them so that it is hidden. Sing Tommy Thumb Rhyme, '*children's name* where are you?', using each of the children's names.
As you sing, each child takes it in turns to wave their name card so the rest of the group can see who they are. Put the name card on the board with the 'who' card.

Variation

- **Peek-a-boo rhyme. (See Appendix 1)**
- **Fishing for name cards.** Put a metal paper clip on each of the children's name cards and place face down on the floor. Each child in turn 'fishes' for a name card, using a magnetic fishing rod. Teacher shows the 'caught' name card to the group and says, 'who is this?'



Session 3, Me and my family

Stepping Stones
4, 5, 6, 7, 8

Materials

Play figures - mum, dad, grandma, granddad, boy, girl, baby.

Pages 17-21

Bag

Small doll's house.

Cloth/ cover.

Family finger puppets.

Family/Tommy Thumb rhyme (Appendix 1).

- **Introduction.** Wave at eye level. 'Hello(child's name)'
- **Ice breaker.** Pass a smile around the circle.
- **Family members.** Family play figures in a bag e.g. mum, dad, grandma, granddad, boy, girl and baby. Children take it in turns to pull one out and say who it is. Alternatively, use a selection of pictures provided on **pages 17-21**.
- **Kim's game** with the figures or pictures using cloth to cover them all. The children cover their eyes whilst the adult removes one member of the family. The children then open their eyes and see if they can say who is missing. Extend this activity to 'Who lives with me?'
- **Who's where.** Doll's house and play figures with a different family member in each room. Ask each of the children in turn 'Who is in the bedroom?' Etc. Alternatively, use house background **page 22** which could be printed / enlarged to A3 size, or cut out 'rooms' and stick on a larger piece of paper; using the pictures of the family members, move them around the rooms in the same way.
- **Instruction game.** Play a simple instruction game using the family figures and the doll's house and asking each of the children in turn e.g. 'Can you put the baby in the bath?'
- **Family finger puppets.** Family rhyme and then sing Tommy Thumb rhyme using the puppets. (**Appendix 1**).



Session 4, Me and My Friends

- **Welcome Song.**
- **Sound shaker.** Shake a small jar with rice in. Listen carefully to the sound. Pass it around the circle taking turns to shake it. Ask the children to describe the sound.
- Different sounds. Have two jars with two different sounds - Loud/Quiet e.g. rice / pennies. Pass these around, ask 'Who has a loud/quiet sound?'
- **Mirror exercise.** Pass a mirror around the circle. First make a happy face in the mirror, then pass it around again making a sad face.
- **Circle rhyme,** 'Ring O Ring O Roses'.
- **Jump in the hoop.** Place a large hoop in the middle of the circle and ask the children to... 'Jump in the circle if you are wearing...' or choose a characteristic e.g. hair colour/length, a hair bobble, blue eyes, glasses etc. Further examples: Jump in the circle if you ... are wearing black trousers; have long hair; have earrings.
- **Changing places game.** The adult says two of the children's names who then change places with each other in the circle. Then repeat, letting each child in turn choose someone in the circle to change places with.
- **Pass the teddy/group mascot** around the circle and take it in turns to say, 'My friend is...'
- **Row, row, row your boat.** Play 'Row, row, row your boat' with your friend/partner.

Materials

Two jars or shakers
(one loud, one quiet)

Mirror

Large hoop

Teddy/soft toy

Appendix 1

Action Pictures: Pages
24 & 25

- **Song.** Sing 'If you're happy and you know it' using action pictures on a story string. (Pages 24 & 25). Have the pictures in a bag to pass round. Each child, in turn, selects a picture which is clipped to a new story string. (See page 8-9 for details of Story Strings).

If you're happy and you know it...(mime the actions, encouraging every one in the group to copy)

- ...wave your hand
- ...carry some bags
- ...wash your face
- ...go to sleep
- ...march along
- ...drive a car
- ...ride a horse
- ...lick an ice cream
- ...clap your hands
- ...stir the cake
- ...dance around
- ...ride a bike
- ...paint a door
- ...swim along
- ...play guitar
- ...try to skip

- **Alternatively,** sing 'This is the way we...'. (Here We Go Round the Mulberry Bush tune) [Appendix 1](#)



Session 5, A Traditional Story

- **Who is this?** Pull the children's name card out of a bag one at a time 'Who is this?'

Extend activity with 'Who is your friend?'

- **Family members.** Pulling pictures or figures of different generations of a family out of a box ask 'Who is this?' [Pages 17-21](#)

- **Who would use this?** Gather a collection of objects in a box relating to different family members e.g. a baby's bottle, mummy's purse, daddy's sock, grandma's glasses etc. Children take it in turns to take one out and match it to a picture of a family member. To make the activity harder do not use matching cards or figures and talk about who the object could belong to. [Pages 27-30](#)

- **Rhyme 'Grandma's glasses'.** Rhyme (Appendix 1) with props i.e. two pairs of glasses and two hats.

- **Story Board** - A Story Board is a felt covered or magnetic board on which pictures illustrating a story can be displayed. Pictures can also be stuck on a white or other board with Blu Tack. Use Little Red Riding Hood (or commercial board with supporting pictures), or Three Little Pigs, [pages 31-36](#), to illustrate the sequence of a story. Children can be asked to sequence the pictures or provide alternative endings.

Materials

Name cards.

Laminated pictures or figures of different generations within a family.

[Pages 17-21](#)

Bag

Box

Objects relating to different family members.

[Pages 27-36](#)

[Appendix 1](#)



Little Red Riding Hood Story Board

1. This is Little Red Riding Hood and her Mummy
2. This is Little Red Riding Hood's Grandmother. She lives in the middle of the forest. Grandma feels poorly today.
3. Mum asks Little Red Riding Hood to take some nice food to Grandma, to make her feel better. Little Red Riding Hood and her Mum put bread, eggs, apples and cake in the basket. Mum says 'When you walk through the forest to Grandma's house, STAY ON THE PATH and don't talk to anyone.'
4. Little Red Riding Hood walks to Grandma's house. She meets a wolf in the forest. He says, 'Where are you going little girl?' 'To visit my Grandma who is poorly,' says Red Riding Hood. 'Come and pick some flowers with me' said the wolf. 'No' said Red Riding Hood 'I must stay on the path and not talk to anyone! Goodbye!'
5. The wolf decides to run to Grandma's house to get there first. He wants to eat Little Red Riding Hood.
6. He locks Grandma in the cupboard and he climbs into Grandma's bed and puts on Grandma's night cap and glasses.
7. Red Riding Hood comes in. She says 'Grandma! What big eyes you have!' 'All the better to see you with, my dear!' says the wolf.
8. Red Riding Hood says 'Grandma! What big ears you have!' 'All the better to hear you with, my dear' says the wolf.
9. Red Riding Hood says 'Grandma! What big teeth you have!' 'All the better to ...EAT YOU UP!' shouts the wolf and he jumps out of the bed. Red Riding Hood screams.
10. A woodcutter hears Red Riding Hood scream and runs to Grandmother's house with his axe.
11. He chases the wolf out of the house.
12. The woodcutter lets Grandma out of the cupboard and everyone is very happy to be safe and sound.
13. and that's the END of the story.



Three Little Pigs Storyboard

1. Here are the three little pigs and their Mummy. One day their Mum said, ' I have no room for you all in my house. You must go and build your own houses. But beware of the Big Bad Wolf.'
2. The pigs walked along the road and met a man carrying a load of straw. The first little pig said, ' May I have some straw to build myself a house?' 'Yes' said the man.
3. So the first little pig built himself a house of straw and the other two little pigs carried on down the road. ' We will build a stronger house than that,' they said.
4. They met a man carrying a load of sticks. The second little pig said, ' May I have some sticks to build myself a house?' 'Yes' said the man.
5. So the second little pig built a house of sticks and the third little pig carried on down the road. ' I will build a stronger house than that,' he said.
6. The third little pig met a man carrying some bricks. ' May I have some bricks to build myself a house?' said the third little pig. ' Yes ' said the man.
7. So the third little pig built himself a house made of bricks. It was very strong.
8. Along came the Big Bad Wolf He saw the house made of straw. The first little pig was hiding inside. 'Little pig! Little pig! Let me come in.' 'No, No! By the hair on my chinny-chin-chin! I will NOT let you in.' 'Then I'll Huff..and I'll Puff..and I'll blow your house down'...and he did. So the first little pig ran away to his brother's house.
9. The Big Bad Wolf saw the house made of sticks. The first and second little pigs were hiding inside. ' Little Pigs! Little Pigs! Let me come in.' 'No, no! By the hair on our chinny-chin- chins! We will NOT let you in' ' Then I'll Huff..and I'll Puff..and I'll blow your house down'...and he did. So the little pigs ran away to their brother's house.
10. The Big Bad Wolf saw the house made of bricks. All the little pigs were hiding inside. 'Little Pigs! Little Pigs! Let me come in' No, No! By the hair on our chinny-chin-chins! We will NOT let you in' 'Then I'll Huff..and I'll Puff..and I'll blow your house down' So he HUFFED and he PUFFED...and he PUFFED and he HUFFED but he could NOT blow the house down.
11. So he jumped on the roof and climbed down the chimney, but the three little pigs built a fire.
12. The Wolf burned his tail and ran away... and the three little pigs lived happily together in the house made of bricks.
13. and that's the **END of the story.**



Session 6, Nursery Rhymes

- **Nursery Rhymes.** Using either a large nursery rhyme book or individual nursery rhymes on sheets, sing / talk about favourite rhymes accompanying with signs etc. wherever possible
- **Who.** Talk about 'who' was in the nursery rhyme.
- **Matching exercise.** Display the pictures of the nursery rhyme characters, (Pages 38, 39). Place the pictures associated with the Nursery Rhyme characters in a draw string bag. (Pages 40-1). Each child in turn, takes out a picture, talks about it and matches it to the appropriate Nursery Rhyme character.
- **Silly Story.** Make up a silly story string using objects above. Explanation of Story Strings on page 8-9.

Materials

Nursery Rhyme book
Pages 38-9

Draw string bag

Story String
explanation, page
8-9

Nursery Rhyme Characters

Associated Pictures

Resource Sheet 38	<p>Humpty Dumpty Twinkle Twinkle Little Star Baa Baa Black Sheep Incey Wincey Spider Two Little Dickie Birds Miss Molly had a dolly Hey Diddle Diddle, the cat and the fiddle Three Blind Mice</p>	Resource Sheet 40	<p>All the King's horses and all the King's men Like a diamond in the sky Three bags full Down came the raindrops and washed the spider out Sitting on a wall The doctor who came quick, quick, quick The dish ran away with the spoon She cut off their tails with a carving knife</p>
Resource Sheet 39	<p>Goldilocks went to the house of the bears Jack and Jill went up the hill 1-2-3-4-5, once I caught a fish alive Hickory Dickory Dock, the mouse ran up the clock There was an old woman who lived in a shoe Old Mother Hubbard went to the cupboard Polly put the kettle on This little piggy went to market</p>	Resource Sheet 41	<p>A bear that was huge, a bear that was small, a bear that was tiny and that was all. To fetch a pail of water Which finger did he bite? This little finger on my right The clock struck 'one' She had so many children she didn't know what to do To get her poor dog a bone We'll all have tea This little piggy stayed at home</p>



Session 7, Familiar Book Characters

- **Introduction.** 'Hello....(children's name)'. The child is expected to say 'hello' in return.

- **Whisper** names to achieve eye contact. If necessary roll ball/throw bean bag when eye contact is established.

- **Clap syllables** of names.

- **Surprise Box.** A box with a selection of well known story book characters e.g. Spot, Kipper, Daisy Duck, Elmer, Mog, Maisie Mouse. Take it in turns to pass around the box and take out a book character and say 'Who is it?'

- **Hoop game.** 'Put your character in the hoop if ...' Give the children clues for each of the characters in turn, e.g. 'if he has spots etc'.

- **Who is in your story?** A basket with a selection of board books, one for each of the characters in the hoop. Each child chooses a story to look at. Go round the circle asking each child in turn 'Who is in your story?' They then choose the corresponding toy from the hoop in the centre of the circle.

Take time to share the books together.

- **Story Sack** with one of the chosen book characters. A Story Sack is a bright draw string bag containing toys/ books/ props relating to a story. Story Sacks can be bought commercially or you can make up your own. Use objects in the bag to explore and develop the story.

Materials Ball/Bean bag

A box with a selection of
toy book characters

An appropriate
collection of books to
match

A hoop

A story sack e.g. Daisy
Duck



Session 8, Farm Animals

- **Introduction** e.g. whispering names, name cards out of a bag.
- **Squeaky toy.** Pass a noisy/squeaky farm animal around the circle taking turns to squeeze and listen to the noise it makes. Increase the difficulty by passing the toy to music, when the music stops the child with the toy says their name.

- **Farm animal sounds tape.** Listening activity 'Who can you hear?'

Alternatively, use pictures provided, [page 44](#). Ask, 'who makes this noise?'. Imitate an animal noise. The children find the picture of the correct animal.

- **Interest/surprise bag.** Take it in turns to pass the bag around and take out a toy farm animal. If possible use sound making animals. Can children guess who it is from the sound or the description? E.g. this animal has long ears and eats carrots etc.

Encourage the children to name the different farm animals. Adult reinforces the language to describe each of the animals.

- **Rhyme** - 'I went to visit a farm one day, I saw a...' This song makes an excellent song string.

- **Magic circle.** A hoop is placed in the middle of the circle and each child is given a farm animal to hold. The adult then gives clues to identify a farm animal. The children listen, and jump in the circle if it is the animal they are holding. Examples: 'Jump in the circle if your animal says 'moo'; 'swims on a pond'; 'has a curly tail'. Etc.

- **A box/basket with a selection of farm animal board books/stories.** The children take it in turns to choose a book from the basket to look at. Then go around the circle asking each child in turn, 'who's in your story?'

- **Farm animal story sack** e.g. Come on Daisy.

- **Song:** Old McDonald Had a Farm or Buzzy Bee song.

Materials

Name cards

Squeaky/noisy/sound making farm animals

A tape with a selection of farm animal noises

[Page 44](#)

A bag with a selection of toy farm animals

Rhyme - Appendix 1

A plastic hoop

A box/basket with a selection of farm animals

Board books/stories

Farm animal story sack

Song - [Appendix 1](#)



Session Outlines, Where

Session 1 Prepositions - Where is it?

- **Introduction** - Tommy Thumb rhyme using the children's own names. ([Appendix 1](#))
- **Rhyme** 'Point to the ceiling'. ([Appendix 1](#))
- **Where is the sound?** Hide a sound maker e.g. wind-up toy, alarm clock, under a selection of assorted boxes. The children take it in turns to listen carefully and choose a box to try and find the hidden sound.
- **Where is it?** Photographs of different parts of the nursery are either placed face down on a table or in a box. Children each take a photograph. Can they match it to the appropriate nursery area?
- **Find Teddy.** Using a Teddy, Spot the dog or a toy car, hide it either in, on, or under a table, chair or box. Ask each child in turn, 'Where is Teddy / Spot / the car?' Extend the game by using a wide selection of everyday objects which are hidden while the children close their eyes. The children must then look for the object and describe its position.
- Repeat the above activity but this time taking it in turns to give each of the children an instruction e.g. 'Put Spot under the table.'
- **Where's Spot?** Big book story or 'Where Oh Where is Baby Bear?'

Materials [Appendix 1](#)

A sound maker and a selection of assorted boxes

A toy teddy/Spot the dog toy

A selection of everyday objects

A 'Where' story

Nursery photographs



Session 2 Where does it belong?

- **Where is _____?** The adult takes it in turn to ask this question using each of the children's names in turn. The children listen for their names and then wave to the adult. Extend this activity to whispering children's names or even clapping out syllables.
- **Where do I put it?** A magic bag/sack with a selection of everyday objects e.g. shoe, hairbrush, toothbrush, hat, sock, glove.

The children then take it in turns to take an item out of the bag and say and show where they would put it/where would you find it?

This can be adapted to use with doll's house and doll's furniture.

Alternatively, use the pictures and backgrounds provided ([pages 64-9](#)). Cut object pictures into individual cards which are placed face down on the table. The children take turns in taking a card, naming the object and then placing the card on the space provided on the correct background sheet.

Materials
A bag with a collection of everyday objects e.g. a shoe, hairbrush, toothbrush, hat, sock and glove.

A further selection of everyday household objects (or photographs or [pages 64-69](#)) in a bag and a toy doll's house.

([Appendix 1](#))

Where story

- **Where does it belong?** [Pages 64-9](#) or a selection of L.D.A. photograph cards of everyday/household objects (or the actual objects if available) e.g. a pan, a bar of soap, a teddy, a remote control, a brush etc. and a toy house. The children take it in turns to choose a picture/object out of the bag and say where in the house it belongs.
- **Song** 'Here we go Round the Mulberry Bush' using a selection of the above items. E.g. 'This is the way we clean our teeth, put on our gloves etc.'
- **'Where story'** e.g. 'Where's Spot' by Eric Hill.



Session 3 Animal Homes

• **Introduction.** Pass the noisy/squeaky animal around the circle. Encourage the children to talk about what it sounds like.

• **Play pass the parcel** with a different animal hidden in each layer. Each child takes it in turn to unwrap an animal and say what it is.

• **Where do the animals live?** Put a toy farm, a seaside mat (or blue cloth), a Noah's Ark and a simple woodland environment one in each of the four corners of the room. The children then take it in turns to match and place their chosen animal to its correct home. Alternatively, use backgrounds provided on [pages 71-4](#). Cut out animal pictures on [pages 75-6](#). Mix them up and place face down in a pile on the table. Each child, in turn, selects a card, names the animal and then places it in the correct background. You may find it useful to enlarge the backgrounds to A3 size.

• **Stations game.** Place one of the background pictures ([pages 71-4](#)) in each corner of the room. As music plays, the children walk around the room. When the music stops, the adult holds up a picture of an animal, and asks 'where does a ____ live?' The children must run to the correct background. (Use animal pictures, [pages 75-6](#)).

• **'Where do I live?'** Using [pages 77-8](#), cut out all the pictures of 'homes' and the respective animals. Place the pictures of the animal 'homes' face up on the table. Hold up a picture of an animal, select a child to name the animal. Then ask, 'where do I live?' The child must then try to select the correct home for the animal.

• **Story** e.g. Animal Homes Lift the Flap book

Materials

A noisy/squeaky toy animal

A selection of soft toy/plastic animals, enough for one each in the group, wrapped in between layers of tissue paper.

A toy farm, a seaside mat (or blue cloth), a Noah's Ark and a simple woodland scene/environment. A poster of each of the above could also be used.

Story e.g. An Animal Homes lift the flap book

[Pages 71-8](#)



Session 4, Where would you find?

- **Introduction.** Using a hand puppet mini-beast, e.g. ladybird, say 'Hello' to each of the children in the group in turn with the puppet.

- **Where is...?** The children then close their eyes and the adult takes it in turns to hide the mini-beast puppet behind one of the children. 'Where is the ladybird?'

- **What is it?** Pass a magic bag of assorted plastic mini-beasts and take it in turns to take one out and say what it is.

- **Prepositions game.** Play the prepositions game using the toy mini-beasts and a mini-garden environment with a range of places to hide the mini-beasts e.g. a large stone, leaves, a log piece and a plant pot. The children close their eyes while you hide a mini-beast in /on /under the stone, or log etc. Alternatively use pictures of mini-beasts, objects and background from 'who' section. [Pages 55-7.](#)

- **Where would you see it?** Cut out pictures on [pages 80-1](#). Place in a magic bag. Each child, in turn, takes a card out of the bag. They must tell the other children what is on their card, and say where they would find it. Use the pictures on [page 82](#) to help the children name the location.

- **'Where' story,** e.g. 'Where's Spot' by Eric Hill.

- **'Where' song** (see below). Have matching pictures to go with the song. [Page 82](#)

'I went out in the car one day,

Where did I go along the way?

I went to the _____ that day,

I had fun.'

Materials
Hand Puppet

Mini-Beasts
Bag

[Pages 55-7](#)

[Pages 80-2](#)

Where story



When - Introduction Time Lines

'When' is a very difficult concept for young children.

In order to prepare them for the activities, the use of a time line within the nursery setting is ideal.

Using photographs of nursery activities to begin with, e.g. group time, story time, washing hands, drinks / snack, lunch, sand, water play etc., laminate & attach either a magnetic or velcro strip to the back of each picture.

Materials

Photos of nursery activities (a digital camera is useful for this)

Velcro & large stiff card or magnets & magnetic board

The base board can be a stiff card with a strip of velcro running across the middle or a magnetic board.

Either before the session or with the children at the beginning of the session place photos of activities on the base board, in the correct order.

As activities are completed, photos are removed. For all children, but in particular for the less secure, language impaired, or children with social communication impairment, the time line brings a visual structure and routine to the nursery day.

Makaton symbols, or pictures from the pack can be used once children are familiar with the concepts.

Time lines are an invaluable resource in an early years setting and help to introduce and establish the concept 'when' in an indirect way.



When, Session Outlines

Session 1, Daily Routines/Events

Materials
Poster of everyday routines

Selection of objects

Sequence pictures, pages 85-8

Daily routine story

Teddy's First Day at School. (Optional pages 89-95)

• **Introduction.** Whisper each child's name in turn. They whisper 'hello' back to the group.

• **Poster.** Use a large poster of everyday routines to look at and talk about.

• **Sequence** a selection of everyday routines. The children take it in turns to choose a picture/photograph from a selection of everyday activities.

The adult then goes around the circle asking each child 'When do we...?' The children help to place their photographs in the middle of the circle, in a line, in the order in which they occur or are done in a day.

A 'story string' would make an excellent visual presentation for this activity, and allows the children to 'peg' their pictures in the correct order.

• Use the sequence pictures provided on [pages 85 and 86](#) as in the previous game.

• **When do we see this?** Collect a bag of items, e.g. a toothbrush, a face cloth, a teddy, a pair of pyjamas, a cup, bowl and spoon, an empty cereal box, a school bag and book, a lunch box etc. Hold up each object and ask, 'When do we see this?' Alternatively use the pictures provided, [pages 87-88](#)

• **A daily routine story.** An example is provided. 'Teddy's First Day at School', to be used as a 'story string' activity. [Pages 89-95](#)

• **Digital cameras** are a valuable resource when introducing the concept of time. Instant, personalised pictures of nursery events and routines make the 'when' concept much more tangible. The use of nursery time lines is another useful resource for 'when'.

SEQUENCE PICTURES

The pictures are: -

- Waking up
- Getting washed
- Putting on clothes
- Having breakfast
- Walking to school
- Playing in the sand
- Painting
- Eating lunch
- Story time
- Walking home from school
- Shopping with Mum
- Playing in the garden
- Tea time
- Watching TV
- Bath time
- Going to sleep

You may wish to enlarge the pictures to make them more accessible for group work. The sequence can be shortened if necessary, by omitting some of the pictures.

Daily Routine Story (Example)



Teddy's First Day at School

The story is presented in 'storyboard' format i.e. pictures without text. The pictures can be enlarged, if required, and used with a story string.

Illustrations of the individual items mentioned in the story have also been included separately, to allow the children to retell their story more independently, whilst retaining visual cues to be attached to the story string.

One bright, sunny morning, Teddy woke up and opened his eyes. At the bottom of his bed, he saw a school bag, some new shoes and a new school jumper and trousers.

He shut his eyes tight! 'Oh no!' said Teddy. 'It's my first day at school. I'm too scared to go to school!'

Just then, Mummy Bear came into the bedroom, and said, 'Come on Teddy. I've made your favourite breakfast - a big bowl of porridge! That will cheer you up!'

Teddy loved porridge. So he got up, washed his face, brushed his teeth, put on his new clothes and went downstairs to eat his breakfast.

Teddy still looked very sad, so Mummy Bear said 'You'll have a lovely time at school. You will play in the water, you will play in the sand, and maybe, you will paint a lovely picture to put on my kitchen wall!'

Mummy Bear and Teddy put on their coats, picked up their bags and went outside. Teddy still felt scared, but as they walked along the path to school, Teddy saw Daisy Doll with her Mummy.

'Is it your first day at school?' asked Daisy Doll. 'Yes' said Teddy, looking very scared. 'Well it's my first day too' said Daisy Doll. 'Let's go in together and we'll play together all morning'. That made Teddy feel very happy and so that's what they did.

Daisy and Teddy played in the water, played in the sand and when their Mummies came to fetch them, they each were given a lovely picture to put on their kitchen walls... and do you know?

Teddy was never scared to go to school again.

And that's the END of the story.



Session 2, When I was a Baby

- **Song.** 'We wish you a happy birthday' song, see [Appendix 1](#). The song is sung to each child in turn, ask them to say how old they are.
- **Sequence/order photographs** or toy figures of different generations/ages of people e.g. a baby, a toddler/small child, a school child, an adult e.g. mother or father and a grandparent.

Pictures of families through the generations are provided on [pages 17-21](#).

These are ideal for 'Story String' activities which allow the children to peg the picture in the correct order.

Materials [Appendix 1](#)

Toy figures of different generations

Pictures of generations, [Pictures 17-21](#)

A selection of objects to match generations or [Pages 27-30](#) from 'who' section of the pack.

- **When would/might you need?** Use a magic bag of items relating to each of the chosen generations e.g. a bottle or rattle, a board book or toddler toy, a school book bag, a purse/wallet, glasses or slippers.

The children take it in turns to choose one of the items out of the bag and say or match it to the appropriate generation/age.

Alternatively, use the picture resources from the 'who' section ([Pages 27-30](#)) which link objects to family members.

- **Song** 'When I was a _____'. Example 'When I was a baby' see [Appendix 1](#) using the previously used items as props to prompt appropriate actions in the song.
- **A story** about birthdays/growing, e.g. 'It's My Birthday' by Helen Oxenbury (Illustrator)



4 Part Sequence Stories

Story 1

Teddy is washing his clothes

He hangs them out on the line to dry

The clothes are dry so he puts them in the basket

He trips up and all the clean clothes get dirty again

Story 2

Teddy is going for a picnic

He puts all the food out on the blanket

He sits down on the blanket - but oh no! - mind out - there's a wasp

The wasp stings Teddy on his bottom

Story 3

Teddy and Dolly are flying a kite

The kite gets stuck in a tree

Dolly pulls on the kite's tail to get it down

The wind blows and Dolly and the kite fly up in the sky

Story 4

It's raining but Teddy put on his wellies to go for a walk

He sees a his puddle

Teddy jumps in the puddle

Oh no! Teddy gets wet right up to his middle. It's a big puddle



Examples of Alternative Endings to Familiar Stories

Cinderella

What would have happened if the glass slipper fitted one of the Ugly Sisters?

Jack and the Beanstalk

What would have happened if the giant had been friendly?

Little Red Riding Hood

What would have happened if the woodcutter had not heard Little Red Riding Hood shouting for help?

Three Little Pigs

What would have happened if the wolf had blown down the house made of bricks?

Three Billy Goats Gruff

What would have happened if Big Billy Goat Gruff hadn't been able to chase away the Troll?

Goldilocks and the Three Bears

What would have happened if Goldilocks hadn't run away when the bears found her in baby bear's bed?

Appendix 1, NURSERY RHYMES/SONGS

CONTENTS

The Buzzy Bee Song
The Family
The Fireman's Hokey Cokey
Grandma's Glasses
I Went to Visit a Farm
If You're Happy and you Know It
Little Arabella Miller
Peek - a - Boo
Point to the Ceiling
Row Row Row Your Boat
Old MacDonald
This is the Way We
Tommy Thumb
Walking Through the Jungle
We Wish you a Happy

These nursery rhymes and songs are to be used and adapted in group sessions. Supplement songs with signing where appropriate.

THE BUZZY BEE SONG (to the tune of Twinkle Twinkle Little Star)

Listen to the buzzy bee!

Make the sound and sing with me.

ZZ-ZZ-ZZ-ZZ-ZZ-ZZ-ZZ

ZZ-ZZ-ZZ-ZZ-ZZ-ZZ-ZZ

Listen to the buzzy bee !

Make the sound and sing with me.

Listen to the woolly sheep!

Make the sound and sing with me.

BAA-BAA-BAA-BAA-BAA-BAA-BAA

BAA-BAA-BAA-BAA-BAA-BAA-BAA

Listen to the woolly sheep!

Make the sound and sing with me.

(Also sing about the big brown cow, the baby pig...the farmer's dog etc.)



THE FAMILY

Here is Father short and stout (*wiggle thumb*)

Here is Mother with children all about (*wiggle first finger*)

Here is Brother tall as can be (*wiggle second finger*)

Here is Sister with dolly on her knee (*third finger and ring*)

Here is the Baby still to grow (*wiggle little finger*)

Here is the Family all in a row (*wiggle all fingers*)



THE FIREMAN'S HOKEY COKEY (to the tune of The Hokey Cokey!)

(The first verse is spoken)

If you want to be a fire man

Come over here to me.

You've got to learn to dress yourself so very rapidly.

'Cos when you hear that ringing bell

Oh boy! You've got to go!

You can't afford to hang around so ..(*child's name*) DON'T BE SLOW!

(Sing & perform dressing actions)

You put your left leg in and your right one too

Pull on your trousers and you do the buttons too

Next you take your jacket, put your left and right sleeves in,

And do the buttons right up to your chin

Now what is there left for the fireman to do ?

Pull on your big boots ... first one and then two.

Buckle up your leather belt

There's one more thing to do

DON'T FORGET YOUR HELMET !

Oh ! Don't forget your helmet!

Oh ! Don't forget your helmet!

Oh ! Don't forget your helmet!

Now you've learnt the fireman's Hokey Cokey.



GRANDMA'S GLASSES

(Use a hat and glasses as props)

These are Grandma's glasses *(put on glasses)*

This is Grandma's hat *(put on hat)*

This is the way she folds her hands

And puts them in her lap.



I WENT TO VISIT A FARM

I went to visit a farm one day,

I met a dog along the way.

And what do you think I heard him say?

Woof! Woof! Woof!

IF YOU'RE HAPPY AND YOU KNOW IT

If you're happy and you know it, clap your hands

If you're happy and you know it, clap your hands

If you're happy and you know it, then you surely want to show it

If you're happy and you know it, clap your hands.

Use a variety of actions. This makes an excellent 'song string' activity.



LITTLE ARABELLA MILLER

(Make you're fingers 'crawl' up your arm)

Little Arabella Miller

Had a woolly caterpillar.

First it crawled upon her mother,

Then her little baby brother.

Naughty Arabella Miller *(shake your finger)*

Take away your caterpillar.



PEEK - A - BOO!

I can play a peek - a - boo!

I can play a peek - a - boo!

Are you there ?

Yes I am !

Are you there?

Yes I am !

Peek - a - peek - a BOO!



POINT TO THE CEILING.

Point to the ceiling.

Point to the door.

Point to the window.

Point to the floor.

Clap your hands 1-2-3!

Put your hands upon your knee.



ROW ROW ROW YOUR BOAT

(Two children sit facing each other, holding hands. They pull each other gently backwards and forwards as they sing)

Row, row, row your boat

Gently down the stream.

Merrily, merrily, merrily, merrily

Life is but a dream.

(Use a variety of actions such as ...fly , fly , fly your kite etc.)



OLD MACDONALD HAD A FARM

Old MacDonald had a farm.
Ee aye ee aye oh!
And on that farm he had a cow.
Ee aye ee aye oh!
With a MOO MOO here and a MOO MOO there.
Here a MOO , there a MOO,
Everywhere a MOO MOO!
Old MacDonald had a farm.
Ee aye ee aye oh!



(Use a wide variety of animals and noises in a song string activity)

THIS IS THE WAY WE ... (to the tune of 'Here we go round the Mulberry Bush)

This is the way we clap our hands, clap our hands, clap our hands.
This is the way we clap our hands on a cold and frosty morning.
(Use a variety of actions linked to everyday activities that the children can mime e.g. brush our teeth, comb our hair etc.)



TOMMY THUMB

(The children show and wiggle the appropriate finger)

Tommy Thumb! Tommy Thumb! Where are you?
Here I am! Here I am! How do you do?
Peter Pointer! Peter Pointer! Where are you?
Here I am! Here I am! How do you do?
Middleman Tall! Middleman Tall! Where are you?
Here I am! Here I am! How do you do?
Ruby Ring! Ruby Ring! Where are you?
Here I am ! Here I am! How do you do?
Baby Small! Baby Small! Where are you?
Here I am! Here I am! How do you do?



WALKING THROUGH THE JUNGLE

Walking through the jungle
What do I see?
I can see a TIGER looking at me!
GRR GRR GRR!
(Use a variety of animals and noises)



WE WISH YOU A HAPPY BIRTHDAY (to the tune of We Wish You a Merry Christmas)

We wish you a Happy Birthday
We wish you a Happy Birthday
We wish you a Happy Birthday
So lets eat some cake!



WHEN I WAS A BABY

When I was a baby, a baby, a baby
When I was a baby, a baby was I .
I went this way (action) and that way (action)
And this way (action) and that way (action)
Oh when I was a baby, a baby was I!
(Also sing about...when I was a policeman... when I was a bus driver etc.)

