

# Emmaus Primary School

Church of England and Catholic  
Primary School

*Travelling together with Jesus*







## Nursery

## Curriculum Map

## Summer Term 2024

*At Emmaus, we plan our Early Years curriculum with our children's talents and needs placed at the heart of all we do. This map provides a general overview of the core provision for the year, this is then enhanced according to the interests of the children. Through this, specific skills, concepts and attitudes are developed in line with their individual attainment.*

Area of Learning	 <b>Summer Term 1: 'What a Wonderful World'</b>	 <b>Summer Term 2: 'Moving On'</b>
<p><b>Our Intent for the Summer Term:</b>            To <b>cope</b> with change. To <b>manage</b> change. To articulate their own <b>ideas</b>. To be a <b>confident speaker</b>.            To commit to our promise that our children "<b>Talk, enjoy books, hear stories, mark make and play</b>...every single day."</p>		
 <b>Possible Lines of Development</b> <i>(linked to children's interests)</i>	Space/Aliens Dinosaurs Minibeasts & Megabeasts Dylan's Reptiles	Safari Park Giant's Castle Beach/Holidays Beach Cafe Travel Agent
 <b>WOW experiences</b>	<div>Teddy Bears Picnic</div> <div> <u>Special Events</u>            Releasing Nursery Butterflies            French Day            Den Building Day with Dads/Grandads/Uncles            Teddy Bears' Picnic Party         </div>	<div>Teddy Bears Picnic</div> <div> <u>Special Events</u>            Fathers' Day 16<sup>th</sup> June 2024            Sports Day            Nursery &amp; Reception Fun Day            Transition day            Summer party day            Nursery Party with Mums/Nans/Aunties         </div>

# Emmaus Primary School

Church of England and Catholic  
Primary School


*Travelling together with Jesus*



## Nursery

## Curriculum Map

### Summer Term 2024

<b>Core Texts for the year</b>	To promote familiarity and enable the children to retell several stories we have favourite texts available throughout the year and revisited regularly: Owl Babies, The Gruffalo, Dear Zoo, Brown Bear, Polar Bear, The Very Hungry Caterpillar, Each Peach Pear Plum, Hug, The Train Ride, The Smartest Giant in Town, A Squash and A Squeeze, Little Cloud, Hug, We're Going on A Bear Hunt, Room on a Broom, Jasper's Beanstalk, Come On Daisy, Hairy McClary, Peace At Last, A Piece of Cake, I Want My Potty.			
<b>Focus Text for familiarity, repetition &amp; drama opportunities</b>	Jack and the Beanstalk		Room on a Broom	
<b>Personal, Social and Emotional Development</b> 	Ongoing observational assessments	<p>Sharing and turn taking in group activities and group activities (adult facilitation as required). Class rules and caring for others. Saying sorry and being friends</p> <p>Circle Time: talk to others about their talents, how we can learn from our mistakes.</p> <p>'Where the Wild Things Are,' 'I Want a Friend' and 'Titch' stories.</p> <p>Jigsaw Theme: Relationships</p> <p>Sing songs to affirm ourselves and each other: 'God Loves You', 'Community 'If I Were a Butterfly', 'Our God is a Great Big God,' 'Wiggly Waggly Worm.'</p> <p>Distinguish between different feelings that we have using ROAR resources and sensory basket.</p> <p>Celebrations: Pentecost, St George's Day, Emmaus dedication day (25th Birthday), Fun Sports Day</p> <p>Good News-share Good News postcards from home and post them in Good News post box.</p> <p>Pentecost story. Make links with fire and wind as symbols for the Holy Spirit.</p> <p>Develop personal challenges for themselves: understand team work, perseverance, problem-solving, finding different ways to do things. Face our fears and develop resilience, show respect for living things when 'Dylan's Reptiles' visit.</p>	<p>Circle Time: preparing for change, 'moving on' exploring our feelings, making plans, understanding new routines.</p> <p>Promote self-confidence ready for new challenges and changes in routines. Discuss going to new schools, different uniforms and that we are all still friends.</p> <p>Jigsaw theme: Changing Me</p> <p>Begin transition arrangements for readiness for Reception: visit new classes, meet new teachers, teachers read stories to Nursery.</p> <p>Reflect on achievements and talents, things we are proud of and what we can practise ready for moving into Reception.</p> <p>Sing songs relating to themes 'Jesus is My Best Friend' and 'I Love You, You Love Me.'</p> <p>Contribute to end of year reports: things I like in school</p> <p>Sun safety</p> <p>Mindfulness: Cosmic Kids yoga, Redress the Stress relaxation.</p> <p>Develop own ways to self-soothe or self-regulate through breathing, visualisation, mindfulness.</p> <p>Talk about moving on/transition to our new classes/new schools and how this makes us feel.</p> <p>Talk about what we can do now we have spent a year in Nursery.</p> <p>Reflect on achievements. Discuss success and what makes us</p>	<p>PUPIL PROGRESS</p> <p>Reception Transition Records</p>


## Travelling together with Jesus




## Nursery

# Curriculum Map

# Summer Term 2024

<p><b>PSED continued</b></p>			<p>feel proud/happy about ourselves. Compare with the caterpillars developing into butterflies and being released outdoors.</p> <p>Run and play outdoors wearing our 'wings.'</p>	
<p><b>Physical Development</b></p> 	<p>Ongoing observational assessments</p>	<p>PE in hall: different ways of travelling (hopping, rolling, jumping, changing direction, running). Dance: minibests, Jack and the Beanstalk.</p> <p>Encourage the need for safe behaviour during Nursery Sports Day: cooperation, following directions, listening to instructions, using sports equipment.</p> <p>Den building with male carers; using pegs, ties and masking tape to connect canes and fabric.</p> <p>Manipulating tools, equipment and collage resources to create found material models.</p> <p>Planting and watering broad beans and sunflowers to take home.</p> <p>Use gardening tools to dig, plant, water vegetables in outdoor area.</p> <p>Making potions in Forest School using tweezers, small leaves, petals and small food colouring bottles.</p> <p>Handling living things carefully: minibest hunts, Dylan's Reptiles.</p> <p>Good handwashing technique after handling mini beasts/reptiles.</p>	<p>PE in hall: Reinforcing balancing on body parts, spatial awareness, different ways to travel (high, low, changes of direction, changes of speed). Listening to and following instructions. Cosmic yoga; Summer theme.</p> <p>Demonstrate control &amp; coordination in gross and fine motor movements indoors and outdoors. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Collaborative den building with friends.</p> <p>Increased independence in managing own needs hygienically and safely.</p> <p>Fathers' Day T shirts and cards, for Dad's and Grandads.</p> <p>Decorating using fabric pens.</p> <p>Safety in the sun: Watch 'George the Sun Safe Superstar' &amp; sing 'Slip, Slop, Slap' song</p> <p>Self-care skills: increase independence when dressing/undressing for PE and outdoor learning</p> <p>Independence with self-care when dressing: buttons, socks, zips, ties, shoes</p> <p>Develop a comfortable pencil grip with dominant hand to copy or write their name, beginning to form some letters correctly.</p> <p>Participate in Cosmic Kids yoga, Peace Out meditation</p> <p>Manage anxiety we may have about moving classes or changing schools.</p> <p>Develop breathing techniques for times when we might feel anxious or scared.</p>	<p>PUPIL PROGRESS</p> <p>Reception Transition Records</p>



			Discussion around making healthy choices in food and drink, eating fruit and vegetables and avoiding too much sugar. Reinforce oral hygiene routines.	
<b>Communication and Language</b> 	<b>WELLCOMM/</b> Ongoing observational assessments	Circle time: Share what they enjoy about Nursery and what they are looking forward to about school. Listen to others and take turns when speaking in small group. Listen with attention to books read aloud and answer simple questions relating to the plot, characters, repeated refrains and rhyme. Show concentration & attention, listen carefully and ask questions: Dylan's Reptiles Role Play: garden centre, Giant's Castle, Beach Café. Develop increased vocabulary relating to topics. Small World Play: safari animals, reptiles and minibests. Using imagination and developing vocabulary relating to themes Story Basket: Jack and the Beanstalk range of texts, props and puppets. Give detailed recounts of significant events using accurate vocabulary, e.g. Dylan's reptiles visit. Develop story-telling skills to retell familiar stories by Nursery adopted author, Eric Carle: Hungry Caterpillar, Busy Spider, Bad Tempered Ladybird, Quiet Cricket, What the Ladybird Heard, Tiny Seed.	Develop vocabulary specific to topics and experiences. Retell significant experiences clearly using a range of vocabulary: Sports Day, Summer Fun Day, Den Building Day. Role Play: Safari Park, Camping. Develop confidence to speak in front of an audience (small group/class). Recall and explain key events when sharing photos emailed to Nursery and special books from home. Talk about moving on/transition to our new classes/new schools and how this makes us feel. Talk about what we can do now we have spent a year in Nursery. Reflect on achievements. Discuss success and what makes us feel proud/happy about ourselves. Compare with the caterpillars developing into butterflies and being released outdoors. Discuss plans for the summer holidays.	<b>PUPIL PROGRESS</b>  Reception Transition Records
<b>Literacy</b>		Reading: Creating their own Helicopter stories for friends to act out. Understand the five key concepts about print: print has meaning, the names of the different parts of a book, print can have different purposes, page sequencing and that we read English text from left to right and from top to bottom.	Reading: Creating their own Helicopter stories for friends to act out. Understand the five key concepts about print: print has meaning, the names of the different parts of a book, print can have different purposes, page sequencing and that we read English text from left to right and from top to bottom.	

# Emmaus Primary School

Church of England and Catholic  
Primary School


*Travelling together with Jesus*



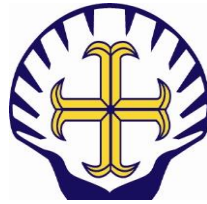
## Nursery

### Curriculum Map

### Summer Term 2024

	<p>Ongoing observational assessments</p>	<p>Recognise rhymes in stories and songs and suggest rhymes of their own. Accurately count or clap syllables in every day words. Enjoy listening to longer stories and can remember much of what happens. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Engage in extended conversations about stories, learning new vocabulary. Nursery's adopted author Eric Carle: stories relating to living things Traditional Tales: Jack and the Beanstalk, Three Little Pigs story baskets. Familiar stories: Gruffalo story basket. Read 'My Bean Diary,' 'Recipe for a Sunflower' 'Jasper's Beanstalk' 'The Tiny Seed.' Reading non-fiction books to gather information about minibeasts and reptiles. Develop comprehension skills-answering more complex questions relating to texts.</p> <p>Writing: Use some of their print and letter knowledge in their early writing. For example: writing a magic spell in the giant's castle that 's' for spell at the top. Write some or all of their name from memory. Mark making labels and numerals (prices) for seed packets. Mark making and dictating recounts of significant experiences: Dylan's Reptiles, Den Building Day. Create 'bug books' about minibeasts. Label plant parts, write a 'recipe for a flower' non-fiction books Draw, mark make and dictate captions for own stories based on familiar books: 'The Very Hungry...' etc</p>	<p>Recognise rhymes in stories and songs and suggest rhymes of their own. Accurately count or clap syllables in every day words. Enjoy listening to longer stories and can remember much of what happens. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Engage in extended conversations about stories, learning new vocabulary. Nursery's adopted author Eric Carle: stories relating to living things. Traditional Tales: Goldilocks, Jack and the Beanstalk story baskets. Familiar stories: Room on a Broom story basket. Reading non-fiction books to gather information about dinosaurs, fossils and palaeontology. Develop comprehension skills-answering more complex questions relating to texts.</p> <p>Writing: Use some of their print and letter knowledge in their early writing. For example: writing a magic spell in the giant's castle that 's' for spell at the top. Write some or all of their name from memory. Mark making and emergent writing in journals, diaries, floor books based on fossil finds, dinosaurs and palaeontology. Mark making and emergent writing in floor books based on traditional tales/familiar stories. Mark making and emergent writing in role play camping and safari park (tickets, receipts, lists, notices, signs, notes). Write some or all of their name from memory, beginning to form some letters correctly.</p>	<p>PUPIL PROGRESS</p> <p>Reception Transition Records</p>
---	--	--	--	---



## Travelling together with Jesus



## Nursery

# Curriculum Map

# Summer Term 2024

<p><b>Phonics</b></p> 	<p>Phonic Assessments</p> <p>Ongoing observational assessments</p>	<p>Percussion – creating sounds, naming instruments, beat, loud and soft, child initiated and adult led music in groups. Songs 'Mrs Caulfield has a box' and 'Grandma's footsteps' with percussion, develop listening skills and sound discrimination. Blending and segmenting words for those who are ready. Silly Soup rhyming song.</p> <p>Enhancement activities to be available in the phonics area and across the curriculum enabling children to explore activities and consolidate knowledge. Differentiated and multi-sensory activities available to support children working at all abilities.</p>	<p>Blending and segmenting words for those who are ready. Silly Soup rhyming song. Songs 'Mrs Caulfield has a box' and 'Grandma's footsteps' with percussion, develop listening skills and sound discrimination.</p> <p>Enhancement activities to be available in the phonics area and across the curriculum enabling children to explore activities and consolidate knowledge. Differentiated and multi-sensory activities available to support children working at all abilities.</p>	<p>PUPIL PROGRESS</p> <p>Reception Transition Records</p>
<p><b>Mathematics</b></p> 	<p>Ongoing observational assessments</p>	<p>Explore 'Measures' via practical activities. Sorting long and short/large and small/big and little items in the giant's castle. Use measuring equipment in continuous provision: rulers, tape measures, balances, scales, measuring cylinders. Compare, measure, estimate and record the height, length, weight, shape and size of various objects. Develop related mathematical vocabulary: long (er-est), short, tall, full, empty, half full, heavy, light, big, small, the same as, etc.</p> <p>Repeating patterns using leaves, sticks, pebbles, beads, bobbins, pegs, blocks, toy bugs, printing sponges and shapes etc. Continuing a repeating pattern.</p> <p>Positional language to find an object or identify an object.</p>	<p>Explore and build with using 3D shapes. Discuss 3D shapes 'faces', 'flat' etc. Naming 3D shapes (cube, cuboid, prism, cone, sphere).</p> <p>Using Numicon patterns to add up to 10. Recognising Numicon patterns to 5 and beyond (counting holes to check).</p> <p>Counting accurately using one to one correspondence to 10 and beyond.</p> <p>Ordering numerals to 10. Recognising some numerals beyond 10.</p> <p>Maths games indoors and outdoors: Number lotto. Number jigsaws. Shape lotto. Giant dice games.. Giant skittles. Hook a</p>	<p>PUPIL PROGRESS</p> <p>Reception Transition Records</p>



# Emmaus Primary School

Church of England and Catholic  
Primary School


*Travelling together with Jesus*



## Nursery

### Curriculum Map

Summer Term 2024

		<p>Reinforce 2D shapes and talk about them e.g. 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Using Numicon patterns to add up to 10.</p>	Duck. Chalking numbers.	
<p><b>Understanding the World continued</b></p> 	Ongoing observational assessments	<p>Daily calendar and weather chart. Explore the passage of time in the natural world: months of the year, the seasons. Identify the different weather in each season. Identify the weather each day. Explore Summer: go on a Summer hunt to search for signs of Summer. What has changed in the environment? Explore the conditions needed for plants to grow. Watch Fourways Farm 'Sunflowers'. Watch Come Outside 'Seeds.' Investigate the right conditions to grow seeds. Make predictions, observe then draw conclusions.</p> <p>Emergent writing/mark making about planting broad beans (in transparent pots), showing awareness of conditions needed for growth. Observe and name shoots and roots, leaves and stalk on bean plants.</p> <p>Texts for Growth: Jack &amp; the Beanstalk, Tiny Seed 'My Bean Diary' 'Recipe for a Sunflower' 'Jasper's Beanstalk'</p> <p>Learn about and celebrate the Queen's Jubilee, June 2nd-5th. Understand the past and learn about the Queen's life through books read in class and storytelling. Look at images of London past and present and how vehicles have changed. Queen Jubilee Texts: Queen's Knickers, The Queen's Handbag.</p> <p>Dylan's Reptiles Visit: first-hand experience to find out about the habitats, feeding, growth, movements of amphibians and reptiles.</p> <p>Texts for Minibeasts: Eric Carle stories, Hungry Caterpillar, Busy Spider, Bad Tempered Ladybird, Quiet Cricket, What the Ladybird Heard,</p> <p>Draw plans and build 'our school' or 'Giant's Castle' in the Builder's</p>	<p>Explore Summer. Compare with other seasons. Share holiday plans: find destinations on maps, globes, atlases, Google Earth. Recognise some similarities and differences between life in this country and life in other countries. Find out how to keep cool and safe in the sun. Observing growth of vegetables in Nursery outdoor environment. Discuss relative height, leaves etc. Review conditions for growth. Look at photos of sunflowers and broad bean plants emailed to share on Clever Board. Is your plant taller than you? Explore and talk about different forces they can feel when pushing and pulling trikes, bikes, planks, blocks, wheeled vehicles...is it harder to push or pull? Why? What makes it easier/more difficult? Can a friend pull too? Does this help? Recall and describe the key features of the butterfly life cycle. Release the Nursery butterflies. What do they need to live? Use Nursery website photos and videos, special books and learning journeys to reflect on our achievements and experiences this year. Share our memories with friends. Recall and compare festivals and celebrations we have shared together this year.</p>	PUPIL PROGRESS

# Emmaus Primary School

Church of England and Catholic  
Primary School




*Travelling together with Jesus*



## Nursery

## Curriculum Map

Summer Term 2024

		<p>Yard with large blocks. Talk about which parts of our school environment we like/dislike. What would we change if we could? Explore Forest School site. Participate in outdoor activities, explore the world around them. Understand celebrations from own culture: Pentecost, School Dedication Day, St George's Day</p>		
<p><b>Expressive Arts and Design</b></p> 	<p>Ongoing observational assessments</p>	<p>Artist Studies linked to theme: Paint: Van Gogh Sunflowers; Monet's Waterlilies. Collage/pastels: based on Eric Carle's work-flowers, bugs, plants, landscapes. Using found materials to make musical instruments and accompany group/class singing. Use imagination to create fairy gardens, magic wands using natural materials. Dress up in Jack in the Beanstalk costumes for Giant's Castle role play. Small World Play: Jack &amp; the Beanstalk, fairies, minibests Garden Centre/Flower Shop role play outside. Participate in minibest dancing using Let's Move online resources. Use the Block Play area independently and safely: construct Giant's Castle, Safari Park or bug hotel.</p>	<p>Making loud, soft, fast slow rhythms using percussion instruments. Expressing feelings about music &amp; songs. Imaginative Play: Beach Café. Camping. Palaeontologists' fossil dig. Dinosaur land (dinosaur dressing up). Begin to develop complex stories using small world equipment. Represent their own ideas, thoughts and feelings through design, art, music, dance, role play and stories. Use drawing/painting to represent ideas like movement or loud noises. Explore colour and colour-mixing using powder paints and also ready mixed primary colours in empty handwash dispensers. Recognising which primary colours when mixed create certain secondary colours.</p>	<p>PUPIL PROGRESS</p> <p>Reception Transition Records</p>
 <p>C.W</p>	<p>Friendship</p>		<p>Respect</p>	
 <p>R.E.</p>	<p><b>Good News:</b> Passing on the good news of Jesus - How we feel when we have good news, the joy &amp; happiness that good news brings, everyone has good news to share. <b>Friends:</b> Friends of Jesus - How friends make us feel happy, comfortable &amp; glad, what breaks &amp; mends friendships, it is good to have friends, how we can change &amp; say sorry &amp; forgive each other <b>Our World:</b> God's wonderful world - how wonderful our world is, how we could make God's world even more wonderful, what would happen if we did not</p>			



# Emmaus Primary School

Church of England and Catholic  
Primary School





*Travelling together with Jesus*



## Nursery

### Curriculum Map

Summer Term 2024

	look after our world, what we love about our world, what fills us with wonder about our world, everyone shares God's world, how we would feel if we did not work together to share God's world.		
 <b>French</b>	Name and feelings. Outdoor toys. Colours. Numbers 1 - 10.	Name and feelings. Colours. Numbers 1 - 10. Objects found on the Beach. Counting beach objects. At the Seaside story.	
 <b>Relationships and Sex Education</b>	<b>God loves each of us in our uniqueness:</b> Children know and understand that God has made them unique and that although we are all different, we are all special to Him. How do you feel about your friends? Do you have friends at home and in school? Why do you play with them? How can we be a good friend? Jesus is our friend.		
 <b>Educational Visits/Visitors</b>	Dylan's Reptiles Deacon Chris for Pentecost Den Building Day	Nursery Fun Day with Disco Steve Nursery transition visits to Reception	
 <b>Home/School Links</b>	Sharing photos and videos with children from website and EYFS social media Special books Emailing photos/videos of Wow moments/ special times to share on Clever Board End of Year report slips and comments Den Day/ Fun Day with families		

# Emmaus Primary School

Church of England and Catholic  
Primary School

*Travelling together with Jesus*



## Nursery

## Curriculum Map

## Summer Term 2024

*At Emmaus, we plan our Early Years curriculum with our children's talents and needs placed at the heart of all we do. This map provides a general overview of the core provision for the year, this is then enhanced according to the interests of the children. Through this, specific skills, concepts and attitudes are developed in line with their individual attainment.*