Emmaus Primary School

Church of England and Catholic Primary School

Travelling together with Jesus

Nursery

Curriculum Map

Spring Term 2027

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	**Spring Term 1: 'Happy New Year'** 	**Spring Term 2: 'People Who Help Us'** 

Our Intent for the Spring Term:
To know what **challenge** is. To be **resilient**. To be **confident taking risks**. To be the **best** I can be.
To commit to our promise that our children "**Talk, enjoy books, hear stories, mark make and play**…every single day."

 **Possible Lines of Development** *(linked to children's interests)*	Winter Chinese New Year – 5th Feb – 20th Feb 2027 Year of the Goat	Shrove Tuesday – 9th Feb 2027 Easter – 28th March 2027 Purim- 22nd -23rd March 2027 Holi – 22nd March 2027 Spring – 20th March 2027 Mother's Day – 7th March 2027 Planting seeds/ bulbs	
 **WOW experiences**	Fire fighters visit Nurse visit Vicar/Deacon visits Post person visit Forest School Opportunities	Easter Bunny Living Eggs Hatching experience Forest School Opportunities	
	Special Events Maths Party Day Chinese New Year Celebration – Year of the Goat Safer Internet Day- 9th Feb 2027	**Special Events** Maths Party Day Prayer Spaces Easter Egg Hunt	

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	Valentines Day 14th Feb 2027		World Book Day – 4th March 2027 Eid – 9th to 10th March 2027 Easter Party	
Core Texts	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 Maclary, Peace At Last, A Piece of Cake, I Want My Potty.			
Focus Text for familiarity, repetition & drama opportunities	Spring 1: Peace At Last		Spring 2: We're Going on a Bear Hunt	
Personal, Social and Emotional Development 	ongoing observational assessments	RE: Galilee to Jerusalem Circle Time: Sharing our Christmas holiday news and talking about the New Year, Jigsaw Theme: 'Dreams and Goals' Label feelings using ROAR resources. Independently selecting resources, becoming responsible, tidying away resources after use. Approaching adults for assistance as needed. Putting on own coats, waterproofs, aprons, hats, shoes and socks. Using toilet independently, washing hands after toilet and before snack. Trying out different foods, tastes and textures. Care for themselves and for others. Co-operation with others, peers and adults. Building friendships. Respect other cultures and festivals: Chinese New Year weeklong celebration. Celebrations: Happy New Year, Chinese New Year, Valentine's Day Explore 'Celebrations' through role play, souvenirs, special books and RE resources. Chinese Restaurant role play, explore Chinese community culture and celebration. Become more outgoing with unfamiliar people, in the safe context of Nursery, when visitors come. Encourage emailing photos to share on the Clever Board and bringing in Special Books to celebrate achievements and magic moments. Reinforce the Nursery rules and reinforce them to stay happy, healthy and safe in school. Safer Internet Day: knowing how to stay safe and be kind to others online.	RE: Desert to Garden Circle Time: keeping myself safe and happy; considering needs and feelings of others and attempting to resolve conflict with others; Circle Time: looking after our world & God's creation, taking responsibility for our actions Label and manage feelings using the ROAR rainbow and sensory resources/stories Reflecting on people we love and showing our love for them: Mother's Day and Easter Jigsaw Theme: 'Healthy Me' Festivals and Celebrations: learning the traditions associated with Shrove Tuesday, Ash Wednesday, Holi, Mother's Day, Holy Week, Easter Explore & compare Spring festivals: Holi and Easter Visit from Deacon Chris to explore 'Epiphany' Looking after living things: hatching chicks, frogspawn Fairtrade Fortnight: understanding fairness and sharing with others 'Prayer Spaces' time to reflect on Gospel values during Holy Week. Encourage emailing photos to share on the Clever Board and bringing in Special Books to celebrate achievements and magic moments. Reinforce the Nursery rules and reinforce them to stay happy, healthy and safe in school to develop their sense of responsibility and membership of the Nursery community.	PUPIL PROGRESS

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Physical Development 	Ongoing observational assessments	PE in hall: Spatial awareness, moving on different body parts, travelling fast, slow. Stopping, starting on command. Cosmic yoga, Winter and Frozen themes. Develop self-care skills: putting on waterproofs, coats, taking off and putting on shoes and socks for PE/yoga in the hall. Differentiated support. Dressing up in Chinese cultural role play costumes, Frozen Castle role play costumes. Continue to develop their movement, balancing, riding (scooters, trikes and balance bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose in PE/musical statues 'Frozen' musical statues. Use found materials and recycled resources collaboratively to create, make and decorate a giant Chinese dragon. Using tools to make Chinese lanterns and fans, dragon and lion puppets, lucky red envelopes, Valentine's cards using paint and collage. Chinese Dragon dance around the hall moving with control and coordination in time with others Chinese ribbon and fan dances, led by Jan Neil. Animal movements like the 'Great Animal Race' in PE lessons. Prepare, cook and taste Chinese food (stir fry, fortune cookies). Strengthen fine motor skills though tweezers and chopstick to pick up and transport small objects. Strengthen scissor skills to independently and safely cut Chinese lanterns and snowflakes (support as required for safety and guidance). Independently select the tools and equipment needed for creative projects. Introduce connecting skills: Sellotape, glue sticks, glue with spatulas (differentiated support as required). Planting potatoes, onion, carrots and other vegetables in outdoor area. Watering vegetables and observing their growth. **Handwriting – Handwriting Matters SIL – Step 1 Pre-Writing Shapes** - Pre-writing shapes enables us to develop the foundational shapes and movements that underpin letter formation • Practice using and manoeuvring thumb, wrist and shoulder muscles • Learn the movements needed to form letters • Build language knowledge of key directional words • Practise these movements at a range of sizes. Begin to make small scale shapes on wipe off boards/paper/in sand trays, slick etc.	PE in hall: Reinforce spatial awareness, moving on different body parts, travelling fast, slow, high and low. Stopping, starting on command. Cosmic yoga, Spring theme. Act out events of Palm Sunday story. Using writing tools with a developing grip, tracing and copying first name. Beginning to use correct letter formation. Use a comfortable grip with increasing control when holding pens and pencils. Participate in Pancake Day Races, Easter egg hunt. Prepare, cook and taste pancakes with a variety of toppings. Express preferences. Prepare and cook Easter 'nest' cakes with chocolate and cereal. Dress up in Indian traditional dress for Happy Holi celebrations. Splash paintings and large-scale paintings on canvas for Holi celebrations. Making hamantaschen for Purim, rolling out pastry and folding over filling. Use sensory play to strengthen fine motor skills: gloop, water beads, shaving foam, flour Use tools to make Mother's Day cards and Easter cards. Make playdough to participate in 'dough disco' fine motor skill development sessions Self-care skills: increase independence when putting on socks and shoes after PE and waterproofs for outdoor learning. Begin to understand the difference between a 'hazard' and a 'risk' when playing. Learning to check if planks and crates etc are stable and 'safe' before balancing on them. Handle living things with due care and attention: chicks, minibeasts in Forest School. Learn handwashing techniques before eating, after using the toilet. Reinforce oral hygiene and discuss teeth brushing habits. Use giant teeth and brush to demonstrate. Bringing in dummies to give to 'Easter Bunny's babies' and receive a gift (toothbrush and paste). Decorating Mothers' Day T-shirts using fabric pens. **Handwriting – Handwriting Matters SIL – Step 2: Pre-writing Patterns. Pre-writing patterns enable us to** develop the foundational shapes and movements that underpin letter formation • Practice how to hold and control a pencil and the correct position for writing .•Systematic teaching of and practice in moving the pencil.• Mastering the horizontal, diagonal, vertical and circular strokes needed for writing.• Build language security in understanding key directional and positional words (deliberately building mathematical concepts and associated language in a progressive way).	PUPIL PROGRESS
Communication and Language	WELLCOMM/ ongoing observational assessments	Circle time: discuss own family New Year celebrations and Chinese New Year experiences in Liverpool. Use special books and Clever Board photos to support talk about familiar experiences and interests. Discuss nonfiction Chinese New Year books and fiction books (Dragon Dance and Clevertsticks). Listen with attention to books read aloud and answer simple questions relating to the story about characters and plot. Express opinions, saying why they like/dislike something.	Circle time; make predictions and talk about observations during Living Egg experience. Develop vocabulary specific to topics and significant experiences. Recount clearly significant experiences using a range of vocabulary: trip to Formby Squirrel Reserve and beach, hatching eggs. Listen with increasing attention to stories read aloud and try to retell in sequence Small World Play: develop imagination and specific vocabulary for animals/habitats- minibeasts, desert creatures, domestic pets, farm, zoo, safari, arctic. People who help us	PUPIL PROGRESS

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		Know increasing number of rhymes, be able to talk about familiar books, and be able to tell a longer story. Tell their own imaginative Helicopter Stories for friends to act out. Begin to answer who, where, what, why questions. Play memory games such as Kim's game to develop attention and recall skills. Role Play: Frozen Castle, Chinese Restaurant. Small World Play: the great animal race with animal figures in water play. Story Baskets: retelling Gruffalo, Three Little Pigs, Goldilocks with puppets and books.	figures. Introduce prediction skills: based on observations, talk about what might happen next? Developing language of comparison, size, change as we watch as living things grow and change. Encourage curiosity to think, wonder, make links, draw conclusions. Small group language games (Kim's Game, shopping game, dinosaur/jungle lotto) to encourage turn taking and wider range of vocabulary. Tell traditional tales/stories using props, puppets and story baskets. Use imagination to create own versions of these stories. Continue to develop confidence telling Helicopter Stories, for class to act out.	
Literacy 	Ongoing observational assessments	Reading: Reinforce 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, we read English text from left to right and from top to bottom. Develop familiarity around traditional tales: Three Billy Goats Gruff, Little Red Riding Hood, Three Little Pigs, Goldilocks. Act out/retell with friends using puppets, books and props. Talk about plots and characters in familiar stories. Nursery adopted author: Eric Carle, reading and sharing his stories. Reading non-fiction books to gather information about Chinese New Year Reading stories selected specifically to enhance topic this half-term. Mark Making: Mark making in cards for special occasions: Chinese New Year, Valentine's Day, birthdays. Mark making recount of significant experiences: Chinese New Year parade and Nursery visitors. Mark making in spell book (Frozen Castle role play). Mark making in Chinese Restaurant, menus/taking orders. **Handwriting – Handwriting Matters SIL – Step 1 Pre-Writing Shapes** - Pre-writing shapes enables us to develop the foundational shapes and movements that underpin letter formation • Practice using and manoeuvring thumb, wrist and shoulder muscles • Learn the movements needed to form letters • Build language knowledge of key directional words • Practise these movements at a range of sizes. Begin to make small scale shapes on wipe off boards/paper/in sand trays, slick etc.	Reading: Retell familiar stories with increasing detail around the plot (Owl Babies, The Gruffalo, Dear Zoo, Brown Bear, Polar Bear, The Very Hungry Caterpillar, Hug, The Train Ride, The Smartest Giant in Town, Little Cloud, Hug, We're Going on A Bear Hunt). World Book Day-bring favourite stories to school and dress as favourite characters. Introduce non-fiction genres: information books and journals linked to Living Things theme. Share non-fiction texts to find out facts about dinosaurs, reptiles, chicks, frogs, marine life. Begin to distinguish between fact and fiction. Sequence events relating to life cycles of chicken, frog, butterfly, people using pictures, books, jigsaws. Reading stories selected specifically to enhance topic this half-term (growth/people who help us). Mark Making: Mark making in cards for special occasions: Easter, Hannukah, Diwali, birthdays. Mark making recount of significant experiences: Chicks/ducklings hatching, Nursery visitors. Mark making in post office and Vets role play. Mark making for prescriptions, bills, appointments, address labels, post its etc. **Handwriting – Handwriting Matters SIL – Step 2: Pre-writing Patterns. Pre-writing patterns enable us to** develop the foundational shapes and movements that underpin letter formation • Practice how to hold and control a pencil and the correct position for writing .•Systematic teaching of and practice in moving the pencil.• Mastering the horizontal, diagonal, vertical and circular strokes needed for writing.• Build language security in understanding key directional and positional words (deliberately building mathematical concepts and associated language in a progressive way).	PUPIL PROGRESS

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Phonics 	Ongoing observational assessments	Develop their phonological awareness through body percussion/sounds, musical instrument sounds and everyday sounds in the environment. Recognising the initial phonic sound of their name and linking it to the initial letter symbol of their name (on name card). Segmenting names and everyday words by clapping the syllables. Spotting rhyming words. Begin to recognise words with the same initial sounds. Enhancement activities to be available in continuous provision enabling children to explore activities and consolidate knowledge. Multi-Sensory activities available to mark make in sand, gloop, slick, paint, shaving foam, with water.	Using greggers (shakers) to accompany the story of Esther, to celebrate Purim. Develop their phonological awareness through body percussion/sounds, musical instrument sounds and everyday sounds in the environment. Recognising the initial phonic sound of everyday words and sometimes linking it to the letter symbol. Segmenting names and everyday words by clapping the syllables. Spotting rhyming words. Suggesting rhymes. Recognising words with the same initial sounds. Engage in extended conversations about familiar stories, including new vocabulary. Enhancement activities to be available in continuous provision enabling children to explore activities and consolidate knowledge. Multi-sensory activities available to form letters in sand, shaving foam, gloop, slick, paint, with water.	PUPIL PROGRESS
Mathematics 	Ongoing observational assessments	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then…' Number rhymes using props, puppets, fingers. Daily calendar: days of the week, months of the year, the seasons. Recite numbers 1-10 and beyond. Recognise 1-5 Numicon patterns, explore 6-10 patterns. Freezing Numicon, numbers and counting sea creatures (Numicon ice bergs). Counting groups of objects to 10 using one to one correspondence. Counting sounds & actions to 10 (e.g. claps, jumps etc.) Rolling giant dice game; counting spots to see how many jumps/hops. Fast recognition of up to 3 objects, without having to count them individually. Match numerals 1-5 to objects that can't be moved. White Rose Maths.	Celebrate Maths Party Day: play skittles/ card/dice/hook a duck/ bingo games indoors and outdoors share stories with mathematical themes, maths songs and rhymes. Comparing items by weight and size. Explore capacity in water and sand (full, half full, empty). Use language of size to describe animals and self as we grow and change. Fast recognition of up to 3 objects, without having to count them individually. Match numerals 1-5 to objects that can't be moved. Order numerals to 5. Naming and describing properties of 2D shapes counting sides, corners. Recognise 1-5 Numicon patterns, counting 6-10 patterns. White Rose Maths.	PUPIL PROGRESS
Understanding the World 	Ongoing observational assessments	Explore the passage of time in own life: daily weather chart and calendar. Months of our birthdays, days of the week, when we come to Nursery, which days are the weekend and what we do at home. The weather and the seasons. Understand celebrations from own culture: Happy New Year and Valentine's Day. Recognise and respect the traditions of other people's cultures: Chinese New Year. Explore Winter: cold, ice, frost, snow using all our senses. Explore 'hot' and 'cold': making ice balloons, freezing objects in water in water play, explore and discuss melting ice. Observing change in solids & liquids: freezing, melting, heating, cooling, boiling (making jelly, ice, powder paint, melting chocolate). Fourways Farm: Snow Problem. Exploring our city: visiting Chinatown for Chinese New Year celebrations, naming local landmarks. Understand that some places are special to members of their community. Cbeebees Chinese New Year. Introduce the concept of a map. Discuss children's experiences of maps. Look at where China is on the Nursery world map. Planting potatoes, onion, carrots and other vegetables in outdoor area. Watering vegetables and	Learn about Springtime festivals and celebrations from own culture: Shrove Tuesday, Ash Wednesday, Mother's Day, Holy Week, Easter. Retelling the Easter story. Recognise and respect the traditions of other people's cultures: celebrate the Hindu Festival of Holi. Make hamantaschen for Purim and listen to the Jewish story of Esther. Retell the story, using greggers to accompany it, made from reclaimed materials. Ceebees Purim. Identifying the weather every day. Look for signs of spring in the immediate environment. Comment on observations of growth and change in living things: hatching chicks/ducklings (life cycle of a hen/duck) and frogspawn (life cycle of a frog). Talk about key features in the lifecycles. Drawings, mark making and dictation in floor books. Explore/learn about life cycles using non-fiction books and the internet. Find out about animals and their young, developing vocabulary to name animals. Compare the differences in the woodland and beach environments in Formby Squirrel Reserve and the different animals which live there. Talk about how they are adapted to their environments.	PUPIL PROGRESS

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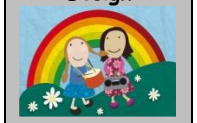
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		observing their growth. Commenting on observations. Knowing plants need water and light to grow.		
Expressive Arts and Design 	Ongoing observational assessments	Perform and learn new songs and accompanying actions with Chinese New Year theme. (Gung Hey Fat Choi song for greeting on website and EYFS social media). Watch high pols dragon dance in China (You Tube) express their feelings in response. Make up own rhythms using body parts, pots and pans band outdoors and percussion instruments. Identifying different sounds and matching to instruments: drum, bell, chime, triangle, shaker Use simple percussion instruments to accompany Chinese dragon dance around the school Participate in Chinese New Year fan and ribbon dancing, led by Jan Neil. Design and make Chinese lanterns, red envelopes, dragon & lion puppets: use tools to cut and join as safely and independently as possible. Make Chinese playdough writing and playdough Chinese dragons using loose parts. Make Chinese New Year/Valentines cards using collage materials, gold pens, glitter etc. Use imagination in water play to re-enact the story of the Great Race. 3D collaborative art: creating a Chinese dragon with found materials, in the style of Deng Wei Wei. Use small construction kits to create own models, then explain how they made their construction and what it can do.	Keep a beat using percussion instruments/ body parts to accompany songs relating to topics. Easter songs (Shout Hosanna, Easter is a Happy Time) and Springtime songs. Remember and sing the entire songs. Singing the pitch of a tone sung by the adult ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Holi outdoor art: splatter pictures, mixing primary colours to create secondary colours. Watch Indian dancing to celebrate Holi. Take part in Indian dancing to music in the hall. Respond to what they have heard, expressing their thoughts and feelings. Painting: Van Gogh's Sunflowers, Monet's Water Lillies. Easter crafts: making baskets, cards using collage. Deciding which materials to use to express their own ideas. Joining different materials using sellotape and glue. Observational drawings of frogspawn and tadpole pictures using pastel and fingerpaint. Decorating Mothers' Day T-shirts using fabric pens. Making Mothers' Day cards using paint and collage. Dress up in occupational costumes. Role Play-jobs we hope to have in the future. People who help us role play imaginative scenarios.	PUPIL PROGRESS
 **C.W**	Perseverance		Justice	
 **R.E.**	**Galilee to Jerusalem:** Visit of the Magi, Jesus was brought up in a loving family (The Holy Family), The Glory Be Prayer, Jesus blesses the children, becoming more like Jesus. **Desert to Garden:** Jesus died on a cross, God gave him new life, Jesus rose and everyone celebrates. God wants us to love him and love others. Lent, Easter Garden, Easter celebrations.			

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 **French**	Name and feelings. Wild Animals. Finger Rhymes/Jungle stories. Colours. Numbers 1-7.	Name and feelings. Zoo Animals. Maman/Tchoupi au Zoo story. Colours. Numbers 1- 10.	
 **Relationships and Sex Education**	**God loves each of us in our uniqueness:** Children know and understand that God has made them unique and that although we are all different, we are all special to Him. Who do I play with at home and in school? Why do I like my friends? Why do my friends like me? Jesus is our friend.		
 **Home/School Links**	Visiting Chinese New Year celebrations in Liverpool. Emailing in photos or videos of Wow moments or special times. Sending special books in to share together, with souvenirs, photos, mark making, writing. Supporting child in independence dressing/undressing/beginning to fasten zips on coats etc. Engaging with child over website photos, songs, videos.		
Educational Visits/Visitors	Chinese New Year Merseyside Fire Service Community Police Police Dogs/Horses Post person Deacon Chris for Epiphany Coverdale Puppets for Easter Easter Bunny		

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