Emmaus Primary School

Church of England and Catholic Primary School

Travelling together with Jesus

Nursery

Curriculum Map

Summer 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	**Summer Term 1: 'What a Wonderful World'** 	**Summer Term 2: 'Moving On'** 
Our Intent for the Summer Term: To **cope** with change. To **manage** change. To articulate their own **ideas**. To be a **confident speaker.** 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)*	Space/Aliens Dinosaurs Minibeasts & Megabeasts Dylan's Reptiles	Safari Park Giant's Castle Beach/Holidays Beach Cafe Travel Agent
 **WOW experiences**		Teddy Bears Picnic
	<u>Special Events</u> Earth Day 22nd April 2027 Formby Squirrel Reserve and Beach trip Releasing Nursery Butterflies French Day Den Building Day with Dads/Grandads/Uncles	<u>Special Events</u> Fathers' Day 20th June 2026 Nursery Fun Day Transition day Nursery Party with Mums/Nans/Aunties

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	Teddy Bears' Picnic Party Fire fighters (parent) visit Dental Hygiene (visit from Children's Centre)		
Core Texts for the year	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.		
Focus Text for familiarity, repetition & drama opportunities	Jack and the Beanstalk	Room on a Broom	

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Personal, Social and Emotional Development  **PSED continued**	Ongoing observational assessments	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 Circle Time: talk to others about their talents, how we can learn from our mistakes. 'Where the Wild Things Are,' 'I Want a Friend' and 'Titch' stories. Jigsaw Theme: Relationships 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.' Distinguish between different feelings that we have using ROAR resources and sensory basket. Celebrations: Pentecost, St George's Day, Emmaus dedication day, Fun Sports Day Good News-share Good News postcards from home and post them in Good News post box. Pentecost story. Make links with fire and wind as symbols for the Holy Spirit. Develop personal challenges for themselves: understand teamwork, 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.	Circle Time: preparing for change, 'moving on' exploring our feelings, making plans, understanding new routines. 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. Jigsaw theme: Changing Me Begin transition arrangements for readiness for Reception: visit new classes, meet new teachers, teachers read stories to Nursery. Reflect on achievements and talents, things we are proud of and what we can practise ready for moving into Reception. Sing songs relating to themes 'Jesus is My Best Friend' and 'I Love You, You Love Me.' Contribute to end of year reports: things I like in school Sun safety Mindfulness: Cosmic Kids yoga, Redress the Stress relaxation. Develop own ways to self-soothe or self-regulate through breathing, visualisation, mindfulness. 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. Run and play outdoors wearing our 'wings.'	PUPIL PROGRESS Reception Transition Records

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Physical Development 	Ongoing observational assessments	PE in hall: different ways of travelling (hopping, rolling, jumping, changing direction, running). Dance: minibeasts, Jack and the Beanstalk. Encourage the need for safe behaviour during Nursery Sports Day: cooperation, following directions, listening to instructions, using sports equipment. Den building predominantly with male carers; using pegs, ties and masking tape to connect canes and fabric. Manipulating tools, equipment and collage resources to create found material models. Planting and watering broad beans and sunflowers to take home. Use gardening tools to dig, plant, water vegetables in outdoor area. Making potions in Forest School using tweezers, small leaves, petals and small food colouring bottles. Handling living things carefully: minibeast hunts, Dylan's Reptiles. Good handwashing technique after handling mini beasts/reptiles. **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). Assess children against OT guidance for shape/pattern formation at their age. Are they at ARE? Those who are ready, begin writing their names moving to **Handwriting Matters SIL- Step 3:**	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. Demonstrate control & 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. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Collaborative den building with friends. Increased independence in managing own needs hygienically and safely. Fathers' Day T shirts and cards, for Dad's and Grandads. Decorating using fabric pens. Safety in the sun: Watch 'George the Sun Safe Superstar' & sing 'Slip, Slop, Slap' song Self-care skills: increase independence when dressing/undressing for PE and outdoor learning Independence with self-care when dressing: buttons, socks, zips, ties, shoes Develop a comfortable pencil grip with dominant hand to copy or write their name, beginning to form some letters correctly. Participate in Cosmic Kids yoga, Manage anxiety we may have about moving classes or changing schools. Develop breathing techniques for times when we might feel anxious or scared. Discussion around making healthy choices in food and drink, eating fruit and vegetables and avoiding too much sugar.	PUPIL PROGRESS Reception Transition Records

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		Accurate Formation – Lowercase letters, capital letters and numbers for teaching children who are ready to start forming letters: Accurate letter formation, focusing on • where to start each letter or number • the direction of formation • its shape • its position • its spacing in relation to other letters.	Reinforce oral hygiene routines.	
Communication and Language 	WELLCOMM/ 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 minibeasts. 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.	PUPIL PROGRESS Reception Transition Records
		Reading: Creating their own Helicopter stories for friends to act out. Begin to understand the five key concepts about print: print has	Reading: Creating their own Helicopter stories for friends to act out. Understand the five key concepts about print: print has	

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Literacy 	Ongoing observational assessments	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. Recognise rhymes in stories and songs and suggest rhymes of their own. Accurately count or clap syllables in everyday 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. Mark Making: 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. **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	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. Recognise rhymes in stories and songs and suggest rhymes of their own. Accurately count or clap syllables in everyday 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. Mark Making: 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 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	PUPIL PROGRESS Reception Transition Records

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		• 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). Assess children against OT guidance for shape/pattern formation at their age. Are they at ARE? Those who are ready, begin writing their names moving to **Handwriting Matters SIL- Step 3: Accurate Formation – Lowercase letters, capital letters and numbers** for teaching children who are ready to start forming letters: Accurate letter formation, focusing on • where to start each letter or number • the direction of formation • its shape • its position • its spacing in relation to other letters.	safari park (tickets, receipts, lists, notices, signs, notes). Begin to write some or all of their first name from memory, beginning to form some letters correctly. **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). Assess children against OT guidance for shape/pattern formation at their age. Are they at ARE? Those who are ready, begin writing their names moving to **Handwriting Matters SIL- Step 3: Accurate Formation – Lowercase letters, capital letters and numbers** for teaching children who are ready to start forming letters: Accurate letter formation, focusing on • where to start each letter or number • the direction of formation • its shape • its position • its spacing in relation to other letters.	
	Phonic Assessments	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 using Fred Talk (RWI). Letter	Blending and segmenting words using Fred Talk (RWI) Silly Soup rhyming song. Letter recognition and formation (RWI). Reinforcing the RWI pneumonic for each letter. Enhancement activities to be available in the phonics area and	PUPIL PROGRESS

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Phonics 	Ongoing observational assessments	recognition and formation (RWI). Introduction to the RWI pneumonic for each letter. 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.	across the curriculum enabling children to explore activities and consolidate knowledge. Differentiated and multi-sensory activities available to support children working at all abilities.	Reception Transition Records
Mathematics 	Ongoing observational assessments	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. Repeating patterns using leaves, sticks, pebbles, beads, bobbins, pegs, blocks, toy bugs, printing sponges and shapes etc. Continuing a repeating pattern. Positional language to find an object or identify an object. Reinforce 2D shapes and talk about them e.g. 'sides', 'corners'; 'straight', 'flat', 'round'. Using Numicon patterns to add up to 10. White Rose Maths.	Explore and build with using 3D shapes. Discuss 3D shapes 'faces', 'flat' etc. Naming 3D shapes (cube, cuboid, prism, cone, sphere). Using Numicon patterns to add up to 10. Recognising Numicon patterns to 5 and beyond (counting holes to check). Counting accurately using one to one correspondence to 10 and beyond. Number before and number after a given number to 10 and beyond. Ordering numerals to 10. Recognising some numerals beyond 10. Maths games indoors and outdoors: Number lotto. Number jigsaws. Shape lotto. Giant dice games., Giant skittles. Hook a Duck. Chalking numbers. White Rose Maths.	PUPIL PROGRESS Reception Transition Records

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Understanding the World continued 	Ongoing observational assessments	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 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. 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. Texts for Growth: Jack & the Beanstalk, Tiny Seed 'My Bean Diary' 'Recipe for a Sunflower' 'Jasper's Beanstalk' Dylan's Reptiles Visit: first-hand experience to find out about the habitats, feeding, growth, movements of amphibians and reptiles. Texts for Minibeasts: Eric Carle stories, Hungry Caterpillar, Busy Spider, Bad Tempered Ladybird, Quiet Cricket, What the Ladybird Heard, Draw plans and build 'our school' or 'Giant's Castle' in the Builder's 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. Comparing woodland and beach habitats and which creatures live their (Formby trip).	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.	PUPIL PROGRESS

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		Understand celebrations from own culture: Pentecost, School Dedication Day, St George's Day		
Expressive Arts and Design 	Ongoing observational assessments	Drawing; 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 & the Beanstalk, fairies, minibeasts Garden Centre/Flower Shop role play outside. Participate in minibeast dancing using Let's Move online resources. Use the Block Play area independently and safely: construct Giant's Castle, Safari Park or bug hotel.	Making loud, soft, fast slow rhythms using percussion instruments. Expressing feelings about music & 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. 3D models using reclaimed materials: Ugo Rondinone's Liverpool Mountain sculpture. 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.	PUPIL PROGRESS Reception Transition Records
 **C.W**	Service		Truthfulness	
 **R.E.**	**To the Ends of the Earth:** Jesus goes back to his Father. Jesus sends his friend the Holy Spirit who looks after us. Pentecost is a celebration. We meet together to celebrate with friends and family in church. We sing and say prayers. **Dialogue and Encounter:** Jesus has lots of friends all over the world. Hearing about St Peter and St Paul, friends of Jesus. Visitors from those in the faith community.			

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 **French**	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.	
 **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. 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.		
 **Educational Visits/Visitors**	Dylan's Reptiles Deacon Chris for Pentecost Den Building Day	Nursery Fun Day with Disco Steve Nursery transition visits to Reception	
 **Home/School Links**	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		

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