Emmaus Primary School

Church of England and Catholic Primary School

Travelling together with Jesus

Nursery

Long Term Plan

Autumn Term 2026

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 these specific skills, concepts and attitudes are developed in line with their individual attainment. This overview of the core provision for the year is 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	**Autumn Term 1: 'Myself, My Home and My Family'**	**Autumn Term 2: 'Be a Light to the World'**	
Intent for this term… To support the children to settle into full-time school feeling **safe, happy and secure**. To embody our school values of **Friendship, Trust, Hope and Love** in our relationships and interactions with each other To provide our children exciting opportunities to develop **independent skills**. To empower them to know how to '**look, listen and learn**' 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)*	**All about me** **Me and my Family – past and present.** **Who are my friends?** **What pets do I have?** **Which animals do I like?** **What do I like to play?** **What am I good at?**	**Celebrations in own experience & in other cultures** **'Light and Dark' through Diwali, Hannukah, Fireworks and Christmas** **How do I keep safe? -Road Safety** **Anti-Bullying /Friendship Week** **World Nursery Rhyme Week**	
 **WOW experiences**	**Forest School Exploration**	**World Nursery Rhyme Week (9th Nov)** **Festivals: Diwali (8th Nov), Hannukah (4th – 12th Dec), Firework Night, Christmas** **Worship Celebrations: Remembrance Day** **Advent: Count Down to Christmas**	
	<u>Special Events:</u> **Harvest collective worship in Nursery**	**<u>Special Events:</u>** **Christmas Jumper Day** **Families Sharing Christmas stories with children in Nursery** **Christmas Party with visit from Elf** **Christmas Nativity Play for families** **Christmas Trip with families (Croxteth Farm Grotto).**	

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Core Texts	To promote familiarity and enable the children to retell several stories we have favourite texts available throughout the year and revisited regularly: **'Dear Zoo', 'Each Peach Pear Plum', 'We're Going on a Bear Hunt', 'Brown Bear, Brown Bear, What Do You See?' 'Hug', 'Goldilocks and the Three Bears', 'Owl Babies', 'The Gruffalo.'**			
Focus Text for familiarity, repetition & drama opportunities	'Dear Zoo'		'Brown Bear, Brown Bear, What Do You See?' 'Goldilocks and the Three Bears'	
Personal, Social and Emotional Development	Baseline Assessment ON ENTRY assessment	Introducing and reinforcing Zones of Regulation on a daily basis. Discussing strategies (toolkits). Circle Time: Feeling welcome, happy and safe in Nursery. Talking about their own feelings, observing and listening to adults in order to understand rules and routines, making friends and playing cooperatively, sharing and taking turns, adjusting to changes in routine. Confidence in Nursery, independently selecting resources, tidying away resources after use. Approaching adults for assistance as needed. Putting on waterproofs, wellies, coats, 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. Feelings- happy, sad, scared, excited, lonely, loved. Talking about feelings through circle time and story ('When I feel…' books) Talk about what makes me special, my name, my appearance, my family, my talents Jigsaw Theme: 'Being Me in My World' 'These are a few of my favourite things' cards sent home to establish current interests. Explore favourite things through role play, enhancements to provision, circle time discussions. Introduce emailing photos to share on the Clever Board and bringing in Special Books to celebrate achievements and magic moments. Introduce the school rules and reinforce them to stay happy, healthy and safe in school. RE Theme: Creation and Covenant, God's wonderful World, God made the plants, animals and me. Caring for the world and one another.	Reinforcing Zones of Regulation on a daily basis. Discussing strategies (toolkits). Circle Time: Develop independence, reinforcing kind hands, sharing resources with our friends, selecting resources and putting them away ourselves. Talk about our own experiences, take into account the experiences and ideas of others. Jigsaw Theme: 'Celebrating Difference' Christmas Nativity Play for families. Celebrations: Firework Night, Diwali, Advent, Christmas. Explore 'Birthdays' and 'Baptism' through role play, souvenirs, special books. Use the Clever Board emailed photos to celebrate achievements and magic moments. RE: Prophecy and Promise	PUPIL PROGRESS

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Physical Development	Baseline Assessment ON ENTRY assessment	Look after ourselves when hanging up coat, putting on waterproofs and wellies, eating snack, going to the toilet and handwashing. Strengthen fine motor skills though dough disco sessions Develop fine motor skills using tongs and tweezers to pick up and move small objects Introduce scissor skills with support: holding scissors correctly to cut Introduce playdough area: explore tools and equipment, talk about their functions Introduce the block play area to use, transport and store tools and large construction resources safely and with support. Introduce creative area to explore media, materials and tools-find, use and put them away with support Make healthy choices at snack time - try new foods and clearing away after eating snack. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - having a good sleep routine - sensible amounts of 'screen time' - toothbrushing - healthy eating - being a safe pedestrian. Oral Hygiene Texts: The selfish crocodile. When and why do we brush our teeth. Multi-Sensory activities available to mark make in sand, slick, dough, paint, shaving foam. Mark making using decorators' rollers outdoors with water, large decorators' brushes, giant chalks, egg wax crayons etc.	Develop self-care skills: put on wetsuit and wellies, coat, aprons, opening own straw for milk, selecting own snack. Dressing up in role play costumes: Bears and Goldilocks costumes, Indian cultural dress, Nativity costumes Making Firework collages Strengthen fine motor skills though 'dough disco' Fine motor skills: threading bobbins, beads, sewing cards, peg numbers, dough, sand tools, giant tweezers, mark making tools. Digging in soil and on the beach, looking for treasure, pirate play. Mud kitchen, role play camp fires. Gross motor skills: scooters, trikes, balancing beams, bucket stilts, climbing tree, ladder in house. Throwing, rolling and catching balls, beanbags, hoops and quoits. Mark making outdoors using giant rollers, egg chalks/giant floor chalks, decorators' brushes, buckets, trays and rollers Oral Hygiene Texts: The selfish crocodile. When and why do we brush our teeth. Visit from Children's Centre to talk about oral hygiene using crocodile puppet. Multi-Sensory activities available to mark make in sand, slick, dough, paint, shaving foam. Mark making using decorators' rollers outdoors with water, large decorators' brushes, giant chalks, egg wax crayons etc. **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 maneuvering thumb, wrist and shoulder muscles • Learn the movements needed to form letters • Build language knowledge of key directional words • Practice these movements at a range of sizes (scarves, large paint brushes, hands in the air).	PUPIL PROGRESS
Communication and Language	Baseline Assessment ON ENTRY Assessment Wellcomm	Circle time: talk about ourselves, our families, our feelings about being in school Stories about starting school, new babies, pets, moving house and independence/growing up ('Little Princess' stories by Tony Ross.) Use special books to support talk about familiar experiences and interests Listen with attention to stories read aloud. Retell familiar stories. Join in with Nursery Rhymes, learn some songs and rhymes (When Goldilocks Went to the House of the Bears) Goldilocks and the Three Bears: big book and small book stories, story sack and puppets, paintings, collage bears, role play and emergent writing. Express opinions in simple terms Follow simple instructions Role Play: recreate experiences of own home, family life, favourite things. Three Bears' Cottage.	Three Little Pigs story and puppets: How did they build their houses, and which was strongest? Listening to mum visiting Nursery with baby, asking questions and making comments. Talking about how we have grown and what we can do now compared with when we were babies. Circle time, sharing news, feelings, how we have grown, likes and dislikes etc. Puppet play with peers. Circle time: talk about celebrations in own experience, develop understanding of celebrations in other cultures Use special books to recount experiences clearly and confidently Listen to and retelling traditional tales/familiar repetitive stories Develop confidence to speak in front of others during circle time, sharing news, talking about models they have made. Role Play: recreate experiences of Birthdays, Baptism in home corner. Stable (Nativity) role play.	PUPIL PROGRESS

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Literacy	Baseline Assessment ON ENTRY assessment	Reading: Joining in with topic-based rhymes and Nursery rhymes. Recognising their drawer and peg by their name. Recognising name card and initial letter of their name. Mark Making: Mark making and ascribing meaning to drawings of self and family. Mark making outdoors using giant rollers, egg chalks, decorators' brushes, buckets, trays and rollers, sticks, pens and pencils. Emergent writing indoors and outdoors in quiet area, role play and construction (on mirrors, chalk boards, dry wipe boards, pads, post its, cards, paper, clip boards and on the ground). Emergent writing/mark making and pictures about news from home, pets and family. Recognising name card, mark making, Reinforcing tripod grip on mark making tools,	Reading: Introduce 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. World Nursery Rhyme Week: learn and perform a different nursery rhyme every day Book Week celebration: bring in favourite stories to talk about, share books with Y6 buddies/parents, Book Bus Introduce Nursery adopted author: Eric Carle and sharing his stories- 'Brown Bear, Brown Bear,' 'Polar Bear, Polar Bear,' 'The Very Quiet Cricket,' 'The Very Hungry Caterpillar,' 'Little Cloud,' etc. Retelling these stories using props, puppets, story baskets. Storytime with Santa: listening to instructions, seasonal stories and rhymes Reading Christmas Stories with families in the Nursery: sharing books together, fostering a love of stories with families, home school links. Engage in extended conversations about stories, learning new vocabulary. Mark Making: Emergent writing/mark making and pictures about Nursery visitors, stories, news from home, trips with family and Christmas trip. Recognising name card, mark making, Reinforcing tripod grip with mark making tools, Birthday cards and party invitations. Christmas lists and letters. Messages to Santa. **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 maneuvering thumb, wrist and shoulder muscles • Learn the movements needed to form letters • Build language knowledge of key directional words • Practice these movements at a range of sizes (scarves, large paint brushes, hands in the air).	PUPIL PROGRESS
Phonics	Baseline Assessment ON ENTRY assessment	The children will be immersed in an environment with opportunities to reinforce the children's phonetical understanding and development. Go on a sound walk and listen to the sounds all around us. Explore musical instruments. Sing songs and action rhymes. Learn songs and rhymes. Listen to rhyming stories. Explore and play with sounds through games and stories. E.g. Bear Hunt, Brown Bear, Brown Bear. Play oral blending and segmenting games Children's strengths are assessed and the aspects that need revisiting are focused upon. Enhancement activities to be available in the phonics area and across the curriculum	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 letter symbol of their name. 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 the phonics area and across the curriculum enabling children to explore activities and consolidate knowledge. Multi-Sensory activities available to form prewriting shapes in sand, paint, with water. RWI Fred Talk. Explore and play with sounds through games and stories. E.g. Goldilocks and the Three Bears, The Three Little Pigs,	PUPIL PROGRESS

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		enabling children to explore activities. RWI Fred Talk.		
Mathematics	Baseline Assessment ON ENTRY assessment	Sing number rhymes, reading counting stories Identify numbers of personal significance: age, birthdays, house numbers etc Date on daily weather chart and calendar. Recognise and name numerals to 5. Recite numbers to 10. Count sets 1-5 accurately and beyond with 1:1 correspondence Playing with Numicon patterns 1-5. Playing and building with 3D shapes. Recognising 2D shapes matching and making pictures with shapes. Naming 2D shapes. Counting accurately using one to one correspondence. Number recognition 0 to 5. Number formation- sand trays, dough, wipe off cards. Colour and shape recognition- lotto games, sorting objects, 3D blocks, 2D clingy and magnetic shapes. Use everyday language of shape, size and measures in their play (More/less; big/little; long/short; large/small; heavy/light). White Rose Maths.	Recite numbers to 10 and beyond Count sets to 5 and beyond accurately with 1:1 correspondence Recognition of up to 3 objects, without having to count them individually ('subitising'). Count Numicon patterns 1-5 Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Use 3D shapes to make pictures and patterns Copy and begin to make repeating patterns with bobbins, pegs, beads, paint (e.g. Christmas sponge printing). Use mathematical language of shape, size and measures in their play. Understand position through words alone – for example, "The bag is under the table," – with no pointing. White Rose Maths.	PUPIL PROGRESS
Understanding the World	Baseline Assessment ON ENTRY assessment	Talk about the present: special times and special people in our lives. Begin to make sense of their own life-story and family's history. Talking about grandparents and what they liked to play/do as children. Develop knowledge of where we live: our home, who lives there, what we like/dislike. Observe change in the seasons: Summer to Autumn. Nonfiction text about seasons, weather and animals hibernating. Autumn Walk/Autumn Treasure Hunt-collecting and sorting autumn treasures from outdoors (from park, their garden, their walk to school, Forest School area). Experiencing and discussing changes in nature. Use all their senses in hands-on exploration of natural materials. Explore collections of Autumn treasures with similar and/or different properties. Families contributing to Autumn treasure table. Talk about what they see, using a wide vocabulary (Autumnal vocabulary, size, texture, colour.)	Talk about own past: how we have grown and changed since we were born. Comparing growth in a baby with us now that we are in Nursery. Awareness of the past (what we could do as a baby compared with the present) Understand celebrations from own culture: Baptism, Birthdays, Christmas, Bonfire Night, Remembrance Day. Explore other cultures: Diwali, Hannukah and comparing with our own. Use our senses to experience Firework Night, Winter, Christmas, Diwali, Hannukah. Decorating and making Diva clay lamps, exploring clay and talking about the material and how we can create changes in it. Develop positive attitudes about the differences between people, communities and celebrations. Begin to know that there are different countries in the world and talk about the differences they have experienced or seen in photos (Diwali non-fiction book, non-fiction 'Washing' 'Eating' 'Tidy Up' books). Observe change in seasons: Autumn to Winter. Describe what they see hear and feel whilst outside. Explore 'light and dark' through Diwali, Hannukah, Fireworks and Christmas. Develop understanding of familiar places: our Nursery environment, how we get there, what we like/dislike.	PUPIL PROGRESS

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Expressive Arts and Design	Baseline Assessment ON ENTRY assessment	Learn new songs and accompanying actions with a 'Welcome' theme (Community Song) Perform for video on website/Emmaus EYFS social media. Learn and join in with classroom routine songs and rhymes Begin to keep a beat to music and songs. Painting, collages, printing with sponge and reclaimed materials. Clay slick and gloop play. Dough: manipulating, cutting, twisting and joining to make cakes, biscuits, dinosaurs and bugs. Paint hand and footprints, discussing size, shape, colour choice and how paint feels. 'Painting' outdoor walls with water, paint brushes and rollers. Role Play- home area, Bears' Cottage, Stable, Beach, Builders' Yard. Exploring musical instruments; naming percussion, keeping the beat, loud and soft, fast and slow. Drawing Skills: Self Portraits using pastels. Autumn Art and Design: leaf printing, matching shades of autumn colours, using natural materials for transient art, designing and making Autumn patterns/pictures outdoors. Use imagination based on first hand experiences: home corner domestic play Use imagination based on stories: traditional tales (Bears' Cottage) Use small construction kits (lego, duplo, mobile, popoids, clevertsticks) to begin to create own models (differentiated support).	Perform and learn new songs and accompanying actions with a Christmas theme. Use simple percussion instruments to accompany festive songs. World Nursery Rhyme Week: learn and perform a different nursery rhyme every day Begin to independently use media, materials and tools., use and put them away with differentiated support. Drawing: self-portraits looking in mirrors and looking at photographs. Christmas cards, calendars using printing with reclaimed materials, finger paint and collage, Printing houses based on artist Lazzerini and building Lazzerini houses out of large 3D foam blocks. Mendhi hands- drawing around hands, cutting out and decorating with glitter. Chalk Rangoli patterns outdoors and clay lamps for Diwali. Wish tree stars for trees in the outdoor environment (pens, glitter). Make Christmas cards and calendars using card and collage materials Drawing Skills: family portraits using felt tip pens. Use imagination based on own traditions and first-hand experiences: Birthdays, Christmas Use imagination based on stories: Goldilocks, Three Little Pigs, Nativity Use the block play area independently and safely Use small construction kits to create models, then explaining how we made them to adult, friend, small group or class.	PUPIL PROGRESS
Collective Worship	Thankfulness		Trust	
French	Name and feelings. Numbers 1 – 3. Colours (bleu, blanc, rouge, vert, jaune) and colour song.		Name and feelings. Fruits. Likes and Dislikes. Colours (+ noir, orange). Numbers 1 – 5. Christmas vocabulary and carols.	
R.E.	**Creation and Covenant:** God created the world and God made me. God loves me and I am special. God loves us all. Caring for one another and God's world. We are God's children; Baptism welcomes us into God's family. **Prophecy and Promise:** Mary had a baby called Jesus, story of the Nativity, tradition of the crib, Advent wreath, Jesus loves us and was sent for us all.			
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 am I different from you? How are you different from me? Mary was Jesus' mother. Jesus was her baby who grew in her tummy. We celebrate his birthday at Christmas. Jesus is our friend and welcomes us all, whatever we are good at or we find hard to do. Texts: The Nativity, God Made Me.			

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Home/School Links	Autumn treasures for the Nursery treasure table. Sending photos or video clips of Wow moments or special times to share with class on Clever Board or to show in Special books. Christmas story time for families in Nursery. Practicing putting on coat, shoes, wellies independently at home.	
Educational Visits/Visitors	Christmas trip to Croxteth Farm grotto. Deacon Chris for Baptism Santa Claus Christmas Elf disco party	