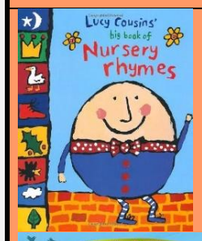
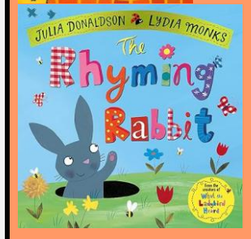
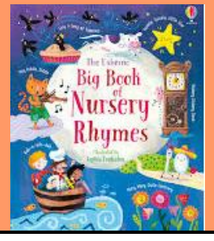
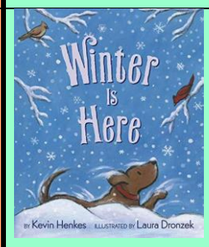
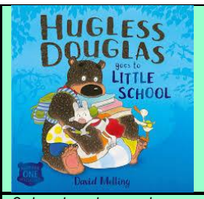
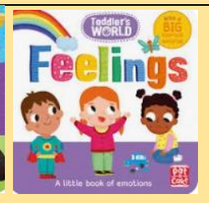
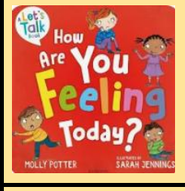
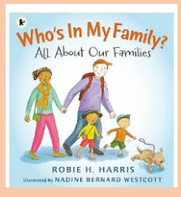
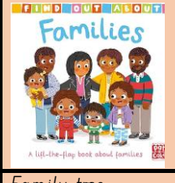
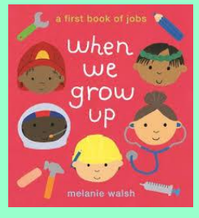
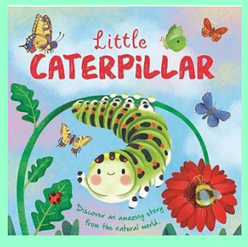
Little Saints CURRICULUM MAP 2026-27

	Week 1 Wednesday 02.09.26	Week 2 07.09.26	Week 3 14.09.26	Week 4 21.09.26	Week 5 28.09.26	Week 6 05.10.26	Week 7 12.10.26	Week 8 19. 10.26		Week 1 02.11.26	Week 2 09.11.26 Start 1:1s for assessment week	Week 3 16.11.26 Assessment week	Week 4 23.11.26 Progress week	Week 5 30.11.26 Progress week	Week 6 07.12.26 Provision	Week 7 14.12.26	
AUTUMN TERM	ECS, PSE, PD screens			Art and poetry focus	Science - I wonder about my school environment?				Half term (26.10.26-30.10. 26)	Narrative - I wonder what my favourite nursery rhyme is?				Science - I wonder all about nature			Christmas (21.12.26-01.01.27)
Phonics										Aspect 1- Environmental sounds				Aspect 1- Environmental sounds			
Key events										Nursery rhyme week 11-15 November Remembrance Day Children In Need							
Topic words					School. myself, boy, girl, classroom.					Singing, clap, hands, beat, action, copy.				Cold, ice, winter, tree, plant, leaf			
Trips														Westport lake Christmas trip s Apple Tree Town			
Key texts					 					  			  		

Little Saints CURRICULUM MAP 2026-27

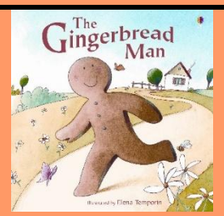
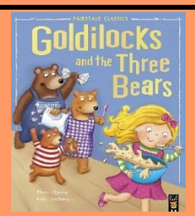
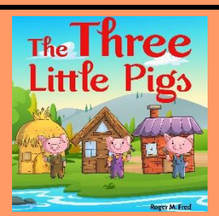
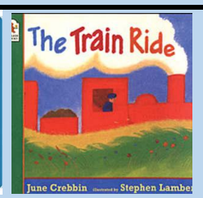
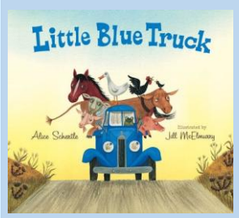
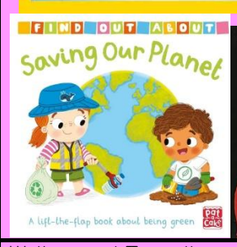
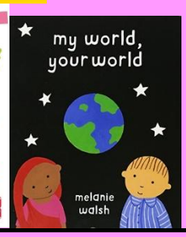
						
Religious education			School value – Love I can tell you what love is I can tell you who I love		School value – Love I can tell you what love is I can tell you who I love	Christmas story I can sing some of the words in Christmas songs.
Outdoors			Walk around the school grounds FS outdoor area		Circle time outdoors singing nursery rhymes Playing instruments outdoors Make instruments out of natural objects	Ice painting Nature walks Bird feeders Freezing bubbles Scavenger hunt Walk around Tunstall Make a town using large construction

Little Saints CURRICULUM MAP 2026-27

	Week 1 04.01.27	Week 2 11.01.27	Week 3 18.01.27	Week 4 25.01.27	Week 5 01.02.27	Week 6 08.02.27		Week 1 22.02.27	Week 2 01.03.27 Start 1:1s for assessment week	Week 3 08.03.27 Assessment week	Week 4 15.03.27 Progress week	Week 5 22.03.27 (4 days) Progress week	Easter (26.03.27 - 09.04.27)
SPRING TERM (ex. Geography sticky starters)	PSED: I wonder how I am feeling?			History: I wonder who is in my family?				Science - I wonder what change looks like?					
Phonics	Aspect 1- Environmental sounds			Aspect 1- Environmental sounds				Aspect 2- Instrumental sounds					
Key events	Birdwatch Week Penguin Awareness Day			Storytelling Week (2nds8th) Chinese New Year (6th) & Year of the Goat				Mother's Day Eid (10th)					
Topic words	Happy, sad, angry, fear, joy, surprise, sleepy			Me, mummy, daddy, family, sister, brother.				Grow, life, animal, plants, seed, change, body, world.					
Trips							Half term (15.02.27 - 19.02.27)	Animal man: In school					
Key Texts	  			  			  		
Outdoors				Family tree Family portraits Create a family dinner in the mud kitchen				Growing seeds/vegetables Drawings of plants Bird feeders					

Little Saints CURRICULUM MAP 2026-27

				Bug hotels
Religious Education	School value- Pride	School value- Pride		Easter Story

	Week 1 12.04.27	Week 2 19.04.27	Week 3 26.04.27	Week 4 03.05.27 (Bank holiday Monday)	Week 5 10.05.27 (SATS week)	Week 6 17.05.27	Week 7 24.05.27 (2 days)		Week 1 07.06.27	Week 2 14.06.27 Start 1:1s for assessment week	Week 3 21.06.27 Assessment week	Week 4 28.06.27 Prog week	Week 5 05.07.27 Prog week	Week 6 12.07. 27 Provision (Friday=INSET)	Week 7 19.07.27 (4 days)
SUMMER TERM	Narrative- I wonder who my favourite character is?								History - I wonder what transport is like?			Geography I wonder about our amazing world			Transition History/Value
Phonics	Aspect 2- Instrumental sounds								Aspect 3: Body Percussion			Aspect 3: Body Percussion			
Key events	Easter Celebrations Eid al-Adha (17th)								Green Week World Ocean Day (8th) Father's Day (20th)			Transition Activities			
Topic words	Fairy tales, character, traditional tales, setting, fiction.								Train, transport, move, car, van, truck, digger			World, town, lake, tree, nature			
Trips	Westport Lake														
Key Texts	  								  		  		
Outdoors	Build the three bears house Make mud porridge Create the pigs houses out of natural materials Create masks to retell stories								Create different forms of transport using construction toys. Loose parts. Create an outdoor car wash.			Walk around Tunstall Walk around the school grounds Litter picking			

Half term 26.05.27-04.06.27

Little Saints CURRICULUM MAP 2026-27

Religious Education	School value- Respect		School value- Endeavour	Recap all 4 school values	s

Little Saints CURRICULUM MAP 2026-27

Literacy	Has some favourite stories, rhymes, songs, poems or jingles Repeats and uses actions, words or phrases from familiar stories Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes Distinguishes between the different marks they make Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.
Physical development	Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands Sits comfortably on a chair with both feet on the ground Runs safely on whole foot Moves in response to music, or rhythms played on instruments such as drums or shakers Jumps up into the air with both feet leaving then floor and can jump forward a small distance Begins to walk, run and climb on different levels and surfaces Begins to understand and choose different ways of moving Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it Climbs up and down stairs by placing both feet on each step while holding a handrail for support Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride May be beginning to show preference for dominant hand and/or leg/foot Turns pages in a book, sometimes several at once Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools Holds mark-making tools with thumb and all Fingers Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day Needs to sleep for 10–13 hours in a 24-hour period which may include a nap, with regular sleep and wake-up times Feeds self competently Can hold a cup with two hands and drink well without spilling Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots Begins to recognise danger and seeks the support and comfort of significant adults Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions
Communication and language	Listens with interest to the noises adults make when they read stories Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door Shows interest in play with sounds, songs and rhymes Single channelled attention; can shift to a different task if attention fully obtained s using child's name helps focus Identifies action words by following simple instructions, e.g. Show me jumping Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet

Little Saints CURRICULUM MAP 2026-27

	Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?) Developing understanding of simple concepts (e.g. fast/slow, good/bad) Uses language to share feelings, experiences and thoughts Holds a conversation, jumping from topic to topic Learns new words very rapidly and is able to use them in communicating Uses a variety of questions (e.g. what, where, who) Uses longer sentences (e.g. Mummy gonna work) Beginning to use word endings (e.g. going, cats
Personal, social and emotional development	Builds relationships with special people but may show anxiety in the presence of strangers Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest Knows their own name, their preferences and interests and is becoming aware of their unique abilities Is developing an understanding of and interest in differences of gender, ethnicity and ability Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves Is gradually learning that actions have consequences but not always the consequences the child hopes for Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset Responds to the feelings of others, showing concern and offering comfort May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions q Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows
Mathematics	Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' Begins to say numbers in order, some of which are in the right order (ordinality) In everyday situations, takes or gives two or three objects from a group Beginning to notice numerals (number symbols) Beginning to count on their fingers. Moves their bodies and toys around objects and explores fitting into spaces Begins to remember their way around familiar environments Responds to some spatial and positional language Explores how things look from different viewpoints including things that are near or far away Chooses puzzle pieces and tries to fit them in Recognises that two objects have the same shape Makes simple constructions Joins in and anticipates repeated sound and action patterns

Little Saints CURRICULUM MAP 2026-27

		Is interested in what happens next using the pattern of everyday routines Explores differences in size, length, weight and capacity Beginning to understand some talk about immediate past and future Beginning to anticipate times of the day such as mealtimes or home time
Understanding of the world		Has a sense of own immediate family and relations and pets In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird Beginning to have their own friends Learns that they have similarities and differences that connect them to, and distinguish them from others Notices detailed features of objects in their environment Can talk about some of the things they have observed such as plants, animals, natural and found objects Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake Seeks to acquire basic skills in turning on and operating some digital equipment Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car Plays with water to investigate "low technology such as washing and cleaning Uses pipes, funnels and other tools to carry/transport water from one place to another
Expressive arts and design		Joins in singing songs Creates sounds by rubbing, shaking, tapping, striking or blowing Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects Enjoys and responds to playing with colour in a variety of ways, for example combining colours Uses 3D and 2D structures to explore materials and/or to express ideas Uses everyday materials to explore, understand and represent their world s their ideas, interests and fascinations Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music Creates rhythmic sounds and movements