

Foundation Stage 1: Curriculum Overview 2025-2026

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Weeks	7.5 weeks	7 weeks	6 weeks	5 weeks	6 weeks	7 weeks
Topic/ Theme	Ourselves	Changing Seasons	Journeys	Healthy Living	Lifecycles	Planting and Growing
<p>Key texts:</p> <p>These form a base for our learning, but we are not restricted to these. We promote a love of reading through a range of books, stories, poems and texts throughout the year.</p>	    	    	    	    	    	    

Foundation Stage 1: Curriculum Overview 2025-2026

	   	   	   	   	   	   
Poems	Chop Chop Cup of Tea Leaves are Falling	Carrot Nose I Can Build a Snowman	Breezy Weather Pitter Patter	Pancakes Stepping Stones	A Little Seed Hungry Birdies	Five Little Peas A Little Shell
Key dates and events	Term dates: 3 rd September - 24 th October	Term dates: 3 rd November - 19 th December	Term dates: 6 th January - 13 th February	Term dates: 23 rd February - 27 th March	Term dates: 13 th April - 21 st May	Term dates: 1 st June - 17 th July

Foundation Stage 1: Curriculum Overview 2025-2026



	<p>Black History Month - October</p> <p>Hello Yellow! Young Minds - World Mental Health Day - 10th October</p> <p>Diwali - 20th-21st October</p> <p>Parents' evenings</p>	<p>Bonfire Night - 5th November</p> <p>Remembrance Day - 9th November</p> <p>Children in Need - 21st November</p> <p>Hanukkah - 14th-22nd December</p> <p>Christmas - 25th December</p>	<p>Lunar New Year - 17th February</p> <p>Shrove Tuesday Pancake Day) - 17th February</p>	<p>World Book day - 5th March</p> <p>Mother's Day - 15th March</p> <p>Neurodiversity Celebration Week - 16th-22nd March</p> <p>Ramadan - 17th February-18th March</p> <p>Eid Al-Fitr - 19th-20th March</p> <p>Comic Relief (Red Nose Day) - 20th March</p> <p>Easter 5th April</p>	<p>4th May - Bank holiday</p> <p>Eid Al-Adha - 26th May-30th May</p> <p>Autism Acceptance Month - April</p>	<p>Father's Day - 21st June</p> <p>Sports day</p> <p>Transition</p> <p>End of year Reports</p>
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Foundation Stage 1: Curriculum Overview 2025-2026



				Parents' evenings		
Hooks for learning	Family photos Making clay Diwali Lamps	Autumn walk to Rivelin Valley Create firework pictures Create poppy picture Christmas crafts Decorating Christmas trees	Making porridge Creating lanterns to celebrate Lunar New Year Making jam sandwiches	Spring walk to Rivelin Valley Trying pancakes with fruit Planting potatoes Creating sun catchers and prayer beads to celebrate Eid	Caterpillars' metamorphosis Trying a wide variety of fruits	Summer walk to Rivelin Valley Growing cress Gardening - watering plants, planting, repotting and weeding Digging up potatoes and trying homemade chips
Visits/Visitors	Invite parents/carers in to talk about their religious celebrations,	Visit: Rivelin Valley Walk (observing seasonal changes and	Invite parents/carers in to talk about their religious celebrations,	Visit: Rivelin Valley Walk (observing seasonal changes and	Visitor - doctor/dentist (here rather than Spring 2 to fit in with when reception	Visit: Rivelin Valley Walk (observing seasonal changes and

Foundation Stage 1: Curriculum Overview 2025-2026



	culture or country of origin.	exploring the local area) Invite parents/carers in to talk about their religious celebrations, culture or country of origin.	culture or country of origin.	the exploring local area) Invite parents/carers in to talk about their religious celebrations, culture or country of origin.	learn about healthy living) Invite parents/carers in to talk about their religious celebrations, culture or country of origin.	the exploring local area) Invite parents/carers in to talk about their religious celebrations, culture or country of origin.
Parental engagement	Parents/carers in school sharing stories (reading) Parents' evenings Autumn treasure collection bags sent home	Parents/carers in school Christmas crafts, songs and poems (oracy)	Parents/carers in school sharing stories (reading)	Parents/carers in school sharing stories (reading) Parents' evenings	Parents/carers in school sharing stories (reading)	Parents/carers in school sharing stories (reading) Reports sent home Transition: Reception parent workshop and stay and plays

Foundation Stage 1: Curriculum Overview 2025-2026



Before children start in nursery, parents/carers are asked to fill in a questionnaire about how their child is developing so far, their likes and dislikes, any concerns the parents have, etc. These are stuck in the children's books and are used to inform our initial planning to support the children settling into nursery as well as our initial, informal, teacher assessment of where the children are and what areas we need to focus on with them.

All children have a stay and play with a parent/carer before attending nursery independently. This enables the children to meet the staff and familiarise themselves with the nursery environment with their parent/carer there for support, so they feel comfortable and safe. This also gives parents and staff an opportunity to talk to staff and ask/answer any questions, this is especially useful if the parents have not been able to have a look-round at an earlier date. Teachers can follow-up on anything mentioned in the nursery questionnaires at the stay and play as well.

At the start of the nursery day, parents/carers are welcome to come into nursery with their child to settle them in if they want to. Teachers stand in the nursery entrance area welcoming parents and children and are available if any parents want to talk to them. Teaching assistants support children in the classroom.

At the end of the morning and afternoon sessions, the nursery teachers and teaching assistants see the children out to parents and are again available for the parents to talk to if needed.

Characteristics of Effective Learners:

- **Playing and Exploring** - children investigate and experience things, and 'have a go'
- **Active Learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and Thinking Critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Throughout the year we support our children in the development of the Characteristics of Effective Learning. We view this as the most important factor in becoming lifelong learners. We promote the Characteristics of Effective Learning through the following:

Playing and Exploring

- We foster a learning environment rooted in child-led exploration and curiosity, drawing on the educational philosophies of key developmental theorists including Piaget and Montessori. We believe that children learn best when they are given the freedom to explore their interests, develop independence, and engage in meaningful play.
- Our skilled practitioners interact and engage with children to further their learning and deepen their engagement.
- We prioritise extended periods of uninterrupted child-led play to allow for the children to reach higher levels of engagement.
- Wherever possible we provide the children with real life experiences to enhance their learning and engagement.

Foundation Stage 1: Curriculum Overview 2025-2026



Active Learning

- We provide consistency within the environment which allows the children to build on existing schemas.
- We establish clear expectations, routines and boundaries which promote the children's independence and to help them feel safe and secure.
- We equip the children with the skills to independently problem solve in order to achieve their goals.

Creative and Critical thinking

- In EYFS, we ensure we provide the children with a wide variety of loose parts and open-ended resources so they can use their imaginations in their creative activities and play.
- We support the children in becoming independent learners, so that they have the confidence and skills to resolve problems without adult input.
- We encourage the children to reflect upon their learning and work, as an opportunity to build on their present achievement.

Prime Areas

Communication and Language:

- Listening
- Attention
- Understanding
- Speaking

Development Matters:

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".
- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Develop their pronunciation but may have problems saying:
 - some sounds: r, j, th, ch, and sh

The children's communication and language skills will be developed throughout their time in FS1. Opportunities are provided throughout provision - with staff and peers - as well as through the following:

- Little Wandle Foundations for Phonics
- Little Wandle Love of Reading
- Learning poems
- Listening to stories being read
- Conversations about stories
- Discussing their favourite books and sharing their reading scrapbook entries
- Singing
- Philosophy for Children (P4C)
- Story Dough
- Helicopter Stories
- Rhyming activities
- Activities to identify syllables in words
- Listening and attention games
- Oracy sentence stems to support children in articulating their ideas in well-formed sentences.
- Daily routines

Foundation Stage 1: Curriculum Overview 2025-2026



	<ul style="list-style-type: none"> • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. - Use longer sentences of four to six words - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. - Start a conversation with an adult or a friend and continue it for many turns. - Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 	<ul style="list-style-type: none"> - Sharing news - Parent workshops
<p>Personal, Social and Emotional Development:</p> <ul style="list-style-type: none"> - Self-regulation - Managing Self - Building Relationships 	<p>Development Matters:</p> <ul style="list-style-type: none"> - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. - Develop their sense of responsibility and membership of a community. - Become more outgoing with unfamiliar people, in the safe context of their setting. - Show more confidence in new social situations. 	<p>The children's personal, social and emotional skills will be developed throughout their time in FS1. Opportunities are provided throughout provision as well as through the following:</p> <ul style="list-style-type: none"> - Establishing friendships and positive relationships with adults in school. - Zones of Emotional Regulation - identifying, explaining and regulating/coregulating emotions. - Learning about the school core values: kindness, dignity, honesty, respect, curiosity, determination and integrity.

Foundation Stage 1: Curriculum Overview 2025-2026



	<ul style="list-style-type: none"> - Play with one or more other children, extending and elaborating play ideas. - Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. - Increasingly follow rules, understanding why they are important. - Remember rules without needing an adult to remind them. - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Understand gradually how others might be feeling. - Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. - Make healthy choices about food, drink, activity and toothbrushing. 	<ul style="list-style-type: none"> - Building independence (toileting, eating, putting coats and shoes on, changing) - Sharing family photos - Creating and following the class rules. - Following the school rules - Sharing stories - Learning about how we keep healthy - healthy eating, brushing teeth and exercise. - Building resilience and perseverance - encouraging children to keep trying and face new challenges. - Parent workshops - Walks in Rivelin Valley - Visitors in school, e.g. doctor/dentist
Physical Development:	Development Matters - Gross Motor:	Throughout the year, the children will have access to the following activities and

Foundation Stage 1: Curriculum Overview 2025-2026



<ul style="list-style-type: none"> - Gross Motor - Fine Motor 	<ul style="list-style-type: none"> - Continue to develop their movement, balancing, riding (scooters, trikes and 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 for a game like musical statues. - Use large-muscle movements to wave flags and streamers, paint and make marks. - Start taking part in some group activities which they make up for themselves, or in teams. - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. - 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>opportunities to develop their gross motor skills:</p> <ul style="list-style-type: none"> - For the majority of the nursery day, we provide the children with free flow access to the indoor and outdoor provision. - Outside, the children have plenty of opportunities to safely practise running, climbing, crawling, jumping, hopping, balancing, cycling, scooting, and ball skills. - The children have access to large, open-ended loose parts, which they can use in a variety of ways - building, carrying, filling, rolling, balancing and fitting together. Outdoor loose parts include tyres, pipes, guttering, buckets large wooden blocks, crates and large reels/bobbins. - Activities such as playdough, at both a standing bench and low table, promote gross motor movements from shoulders and elbows. - Making play dough, following an instruction booklet and measuring out
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Foundation Stage 1: Curriculum Overview 2025-2026



	<ul style="list-style-type: none">- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	<p>and mixing the quantities of the different ingredients.</p> <ul style="list-style-type: none">- We provide opportunities for mark making using gross motor movements, such as outdoor chunky chinks, buckets of water with big paintbrushes and large pieces of paper or cardboard on the floor with different medium for making marks.- We have an indoor sandpit with dry sand and an outdoor sandpit with wet sand to provide the children with a variety of sensory and physical experiences. Children are able to dig, fill buckets, make sandcastles, sieve, pour and sprinkle sand.- We also provide children with opportunities to explore water at different levels - in troughs in our potion kitchen and large buckets on the floor. The children have access to pipes, guttering and channels to explore how water moves, as well as, pans, bowls, cylinders, funnels, metal tea pots and jugs for pouring and filling to learn about capacity. We will add soap or dye
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Foundation Stage 1: Curriculum Overview 2025-2026



		<p>to the water so the children can explore the bubbles or mix colours. Children can add herbs, leaves and flowers from the garden, pine cones, shells, boats and other items to explore floating and sinking as well as different textures and smells.</p> <ul style="list-style-type: none"> - Some circle time activities focus on developing gross motor movements, such as Squiggle Whilst you Wiggle, Flipper Flappers, songs with actions dancing to music and Cosmic Yoga.
	<p>Development Matters - Fine Motor:</p> <ul style="list-style-type: none"> - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. - Show a preference for a dominant hand. 	<p>Throughout the year, the children will have access to the following opportunities and activities to develop their fine motor skills:</p> <ul style="list-style-type: none"> - Child friendly scissors for cutting - Glue sticks and PVA glue with glue spreaders - Threading activities - A variety of mark making medium - chalk, poster paints, water colours, paint sticks, pens, pencils and pastels. - Writing on whiteboards - Using child friendly tweezers - Playdough

Foundation Stage 1: Curriculum Overview 2025-2026



		<ul style="list-style-type: none"> - Squiggle Whilst you Wiggle - Dough Disco - Story Dough - Construction activities with smaller materials and resources - Junk modelling and craft activities
Specific Areas		
<p>Literacy:</p> <ul style="list-style-type: none"> - Comprehension - Word Reading - Writing <p>For further information, please see the our nursery literacy curriculum.</p>	<p>Development Matters - Reading:</p> <ul style="list-style-type: none"> - Understand the five key concepts about print: <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing - Engage in extended conversations about stories, learning new vocabulary. 	<p>Throughout the year we encourage a love of books in our nursery children in a variety of ways:</p> <ul style="list-style-type: none"> - We provide children with a wide range of high-quality literature to appeal to all of their individual interests and experiences. - We rotate the books we provide to maintain their interest. - We read books to children everyday - individually, in small groups and as a class. - We provide relevant and interesting books around the classroom, as well as on the playground.

Foundation Stage 1: Curriculum Overview 2025-2026



- We link books to different areas of provision and resources so children can include them within their play.
- We provide props linked to books so children can act out familiar stories.
- We send books home for the children to read with their parents/carers.
- We send home a 'reading scrapbook,' in which the children, with adult support, can informally review their favourite books.
- We visit the school library.
- We hold regular open classrooms, for parents/carers to attend with a focus on reading for pleasure.

In addition, we also following Little Wandle Love of Reading planning. In small groups, we read Little Wandle recommended books with the children and complete short practical activities related to the story to support the children's reading comprehension.

Children self-register daily and see multiple examples of their name throughout the nursery classroom and within phonics

Foundation Stage 1: Curriculum Overview 2025-2026



		activities to support their understanding of how to read their name.
	<p>Development Matters - Phonics:</p> <ul style="list-style-type: none"> - Develop their phonological awareness, so they can: <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother 	<p>We follow Little Wandle Letters and Sounds Revised Programme. As part of the programme, Little Wandle provides a scheme of learning for nursery called Foundations for Phonics. Within Foundations for Phonics the children develop the skills they need for learning to read and write when they move into reception. The primary focus of Foundations for Phonics is on developing the children's listening skills.</p> <ul style="list-style-type: none"> - In Autumn 1, we follow Foundations for Phonics Rhyme Time. Rhyme Time focuses on teaching listening skills, syllables, rhyming, alliteration and sound knowledge through short practical activities related to nursery rhymes. - For the rest of the year, Foundations for Phonics focuses on learning phonemes, practicing phonemes, blending phonemes and segmenting phonemes. <p>In addition to Little Wandle Foundations of Phonics, we also support the children's phonics development in nursery in the following ways:</p>

Foundation Stage 1: Curriculum Overview 2025-2026



		<ul style="list-style-type: none"> - Singing a wide variety of different songs, including those that support the development of the muscles in the face and mouth to be able to correctly form sounds - Learning and retelling poems - Encouraging children to tune into the sounds they can hear in the environment - Playing musical instruments - listening to the different sounds you can make with instruments, matching sounds, playing loudly, quietly, quickly and slowly and following a rhythm - Listening to music and dancing in time to the music
	Development Matters - Writing: <ul style="list-style-type: none"> - Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. - Write some or all of their name. - Write some letters accurately. 	<p>Throughout the year, we support the children's development of mark-making, drawing and writing skills by:</p> <ul style="list-style-type: none"> - Providing the children with a range of physical development opportunities which will support their ability to hold a pencil and manipulate it successfully (see physical development section above). - We encourage the children to engage in mark-making opportunities and then

		<p>drawing when they are physically ready and in a medium of their choosing.</p> <ul style="list-style-type: none">- Every child has a gallery space on the wall in the classroom to celebrate their mark making, drawing or writing.- Every child has a book containing some examples of their mark-making, drawing or writing.- We ensure all children engage in mark making with an adult in nursery, at least once a week.- We support the children with their development of a tripod grip and, when ready, their letter formation.- Children self-register daily and see multiple examples of their name throughout the nursery classroom and within phonics activities to support their understanding of what the letters in their name look like and to support their ability to correctly form the letters in their name when they are ready. We use the language of tall letters, short letters and letters with tails in accordance with our handwriting policy and to support
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Foundation Stage 1: Curriculum Overview 2025-2026



		the children's understanding of the size, shape and position of letters in their name.
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Foundation Stage 1: Curriculum Overview 2025-2026



<p>Maths:</p> <ul style="list-style-type: none"> - Number - Numerical Patterns <p>For further information, please see our nursery maths curriculum.</p>	<p>Development Matters:</p> <ul style="list-style-type: none"> - Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). - Recite numbers past 5. - Say one number for each item in order: 1, 2, 3, 4, 5. - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). - 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. - Experiment with their own symbols and marks as well as numerals. - Solve real world mathematical problems with numbers up to 5 - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. 	<p>In nursery, maths is taught in a variety of ways throughout the day:</p> <ul style="list-style-type: none"> - Through planned, short, practical, adult-led activities in small groups - As part of our circle times as a whole class - Within our continuous provision through child-led learning, with support from peers and/or nursery staff - Within our continuous provision through independent, child-led learning - through play, exploration and experimentation <p>To ensure a deep understanding of number we regularly teach the following within circle times, adult-led groups and within continuous provision:</p> <ul style="list-style-type: none"> - Counting using 1-1 correspondence - Subitising - Matching numerals and quantities - Representing quantities in different ways, e.g. with fingers, marks on paper, writing numerals - Practical problem solving
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Foundation Stage 1: Curriculum Overview 2025-2026



	<ul style="list-style-type: none"> - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. - Combine shapes to make new ones - an arch, a bigger triangle, etc. - Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. - Extend and create ABAB patterns - stick, leaf, stick, leaf. - Notice and correct an error in a repeating pattern. - Understand position through words alone - for example, "The bag is under the table," - with no pointing. - Describe a familiar route. - Discuss routes and locations, using words like 'in front of' and 'behind'. - Make comparisons between objects relating to size, length, weight and capacity. 	<p>We start each adult-led activity by singing a number nursery rhyme. Over the year, through our circle times and teach-led activities the children learn many nursery rhymes and song to support their understanding of number, as well as other mathematical concepts.</p> <p>We have a wide variety of maths books available to the children in the reading area, as well as alongside the maths resources. We read books to the children to support their understanding of the mathematical concepts and numbers we are teaching them.</p> <p>We regularly revisit mathematical concepts and numbers the children have learnt earlier in the year to support understanding, consolidation and retention.</p>
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Foundation Stage 1: Curriculum Overview 2025-2026



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| | <ul style="list-style-type: none">- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' | |
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Foundation Stage 1: Curriculum Overview 2025-2026



<p>Understanding the World:</p> <ul style="list-style-type: none"> - Past and Present - People, Culture and Communities - The Natural World 	<p>Development Matters:</p> <ul style="list-style-type: none"> - Use all their senses in hands-on exploration of natural materials. - Explore collections of materials with similar and/or different properties. - Talk about what they see, using a wide vocabulary. - Begin to make sense of their own life-story and family's history. - Show interest in different occupations. - Explore how things work. - Plant seeds and care for growing plants. - Understand the key features of the life cycle of a plant and an animal. - Begin to understand the need to respect and care for the natural environment and all living things. - Explore and talk about different forces they can feel. - Talk about the differences between materials and changes they notice. - Continue developing positive attitudes about the differences between people. - Know that there are different countries in the world and talk about the 	<p>Throughout the year, Understanding the World is taught in nursery through child-led learning within the continuous provision, as well as through circle times, stories and adult-led activities:</p> <ul style="list-style-type: none"> - We provide the children with a wide variety of natural materials and textures to explore, such as pine cones, shells, pebbles, corks, bamboo rings, sand, water, wooden blocks, steel, silver, copper and brass resources. Vocabulary to explain the textures they feel, is modelled to the children regularly. - Children are encouraged to talk about themselves, their family, their home lives and important events in their lives. We use circle times as an opportunity for children to share news, as well as through discussions within continuous provision. We also ask parents to send in family photos to help the children to settle and also to spark conversations with staff and peers. - The children learn about different occupations through discussions, role-
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Foundation Stage 1: Curriculum Overview 2025-2026



	<p>differences they have experienced or seen in photos.</p>	<p>play and fiction and non-fiction books. Where possible, we strive to encourage children's particular interests in occupations by providing additional items within our indoor or outdoor provision.</p> <ul style="list-style-type: none">- During our topic on planting and growing the children learn about what plants need to grow. The children plant seeds, water them and watch them grow. Over the year, the children plant potatoes, grow cress and have opportunities to help with other gardening within outdoor continuous provision - planting seeds, seedlings and bulbs, watering and weeding.- During our topic on life cycles, the children learn about the life cycle of a butterfly. They observe real caterpillars grow, create chrysalises and metamorphose into butterflies. They learn about what butterflies eat and then release them when they are ready to fly away. Children also learn about the life
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Foundation Stage 1: Curriculum Overview 2025-2026



		<p>cycles of frogs through books, pictures, discussion and video.</p> <ul style="list-style-type: none"> - Children learn about looking after the environment through books and discussions in circle times and within continuous provision. In particular, during our topic on planting and growing. - The children learn about differences and similarities between themselves and others. Differences are celebrated through the books we read as well as through discussions and Philosophy for Children. - We have books and puzzles about the world, which includes information about the people and animals that live there. We learn about different cultures and religions and religious celebrations through our topic teaching, books we read and, where possible, parent visitors.
Expressive Arts and Designs:	Development Matters:	Expressive Arts and Design is taught throughout the year in a wide variety of ways in FS1. Children are supported through

Foundation Stage 1: Curriculum Overview 2025-2026



<p>- Creating with Materials</p> <p>- Imaginative and Expressive</p>	<ul style="list-style-type: none"> - Take part in simple pretend play, using an object to represent something else even though they are not similar. - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. - Explore different materials freely, to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. - Create closed shapes with continuous lines and begin to use these shapes to represent objects. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. - Use drawing to represent ideas like movement or loud noises. 	<p>continuous provision by staff and their peers as well as through circle times and adult-led activities.</p> <p>Role-play:</p> <ul style="list-style-type: none"> - Our role-play area is set up as a home area throughout the year so the children are able to role-play familiar scenarios from their home life. This also supports consistency for the children and a more familiar set-up (to what they are used to at home) is comforting and reassuring to support the children in settling into nursery and feeling safe and secure. - We vary the resources we provide in our home area to keep it interesting and inviting for the children. - In line with the Curiosity Approach, we provide authentic resources wherever possible rather than resources that are tailor made for children. Using full-size pans and utensils in the role play kitchen, for example, gives children a better understanding of the weight and feel of real objects and it lends an authenticity to the children's role-play
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Foundation Stage 1: Curriculum Overview 2025-2026



	<ul style="list-style-type: none"> - Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. - Explore colour and colour mixing. - Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. - Remember and sing entire songs. - Sing the pitch of a tone sung by another person ('pitch match'). - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Create their own songs or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas. 	<p>activities that would otherwise be missing. In addition, old, authentic and aesthetically pleasing items draw children in and spark their innate sense of curiosity. They create opportunities for awe and wonder as well as unique learning opportunities for children to investigate and explore items they may have never seen before.</p> <p>Small World and Construction:</p> <ul style="list-style-type: none"> - Children are provided with a variety of small world toys, such as figures, animals, trains and cars. We have a large doll house with furniture as well as construction resources for the children to create their own environments for their play. - We link small world items to familiar texts to encourage children to act out and/or adapt familiar storylines. - We support the children with the storylines they develop with suggestions of how to extend the storylines and supporting working together with other children to create collaborative
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		<p>storylines in their small world and role-play activities.</p> <ul style="list-style-type: none"> - We provide the children with a wide variety of different loose parts and construction materials for creating their own small worlds. The resources we provide are open-ended and primarily made of natural materials, with some exceptions, e.g. Duplo. <p>Junk-modelling and Craft Activities:</p> <ul style="list-style-type: none"> - We have a variety of resources available to the children for junk-modelling all the time, such as fabric scraps, boxes, pipe cleaners, lids, paper straws, feathers, old catalogues/magazines for cutting, tissue paper and card. - We will also add additional items to spark the children's interest or to support a particular project a child is wanting to complete. - We ensure we provide children with items that are made from different materials and are different textures and colours. - The children are also provided with glue sticks, PVA glue, scissors, paint, paint
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		<p>sticks, pastels and other medium for decorating their craft projects.</p> <ul style="list-style-type: none"> - Within our maths curriculum, the children learn about colours, shades of colours and colour mixing. They are then encouraged to experiment with colour mixing themselves through their craft activities using the poster paints and palettes. <p>Music and Dance:</p> <ul style="list-style-type: none"> - We sing regularly in nursery and teach the children many nursery rhymes and songs over the year. - We support the children in creating their own verses to familiar songs or their own song to a familiar tune. - We sing songs at different volumes and demonstrate varying pitch with arm movements for the children to join in with. - We model clapping our hands together or on our knees in time with the rhythm of a song.
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Foundation Stage 1: Curriculum Overview 2025-2026



						<ul style="list-style-type: none"> - We encourage the children to experiment with musical instruments to see what sounds they can create with them. - Within musical instrument circle times, we practice playing different instruments quietly, loudly, quickly and slowly. - We encourage the children to dance in time to music and teach them new dance moves. - We provide scarves and ribbons for dancing with to support the children's engagement and self-expression.
Science, History, Geography, Life Skills (PSHE), RE and P4C						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/ Theme	Ourselves	Changing Seasons	Journeys	Healthy Living	Lifecycles	Planting and Growing
Science: - Overview - Links to Development Matters - Key Vocabulary	Development Matters: Talk about what they see, using a wide vocabulary.	Development Matters: Talk about what they see, using a wide vocabulary. (daily throughout	Development Matters: Begin to understand the need to respect and care for the natural	Development Matters: Talk about what they see, using a wide vocabulary (daily throughout	Development Matters: Understand the key features of the life cycle of an animal.	Development Matters: Talk about what they see, using a wide vocabulary (daily throughout

Foundation Stage 1: Curriculum Overview 2025-2026



<p>- Links to FS2</p>	<p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>continuous provision, but especially on our Rivelin Valley walk).</p>	<p>environment and all living things.</p>	<p>continuous provision, but especially on our Rivelin Valley walk).</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>continuous provision, but especially on our Rivelin Valley walk).</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant.</p> <p>Begin to understand the need to respect and care for the natural environment</p>
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Foundation Stage 1: Curriculum Overview 2025-2026



						and all living things.
Development Matters: Throughout the year, within continuous provision, both independently and with the support of peers and staff, children will... Use all their senses in hands-on exploration of natural materials. Talk about the differences between materials and changes they notice. Explore collections of materials with similar and/or different properties. Explore and talk about different forces they can feel.						
Harvesting Children will plant daffodil bulbs and learn about what plants need to grow. We will look at the sunflowers, pumpkins, runner beans and peas that have grown	Changing Seasons The children will learn about the changing seasons - weather, temperature and the changes to the environment, with an Autumn walk in Rivelin Valley.	Journeys The children will learn about different animals and environments through some of our key texts, e.g. We're Going on a Bear Hunt, Rosie's Walk and Lost and Found. We will link the journeys the	Healthy Living As part of our topic on healthy living, the children will learn about what humans need to live. We will look at books on healthy foods and the importance of	Lifecycles The children will watch real caterpillars grow, form chrysalises and transform into butterflies. Alongside learning about the lifecycle of a butterfly, children will	Planting and Growing The children will dig up the potatoes they planted in Spring 2. They will look at how they grew and how many there are. We will compare sizes and cut some open to look at the colour and	

Foundation Stage 1: Curriculum Overview 2025-2026



<p>over the Summer.</p> <p>When they are ready, we will cut the sunflower heads off and encourage the children to collect the seeds ready to plant in Summer 2.</p> <p>When they are ready, we will harvest the pumpkins. We will cut the pumpkins open for the children to collect the seeds to plant</p>	<p>We will encourage the children to think about their own body temperature and what clothes they need to wear to remain warm and dry.</p> <p>We will encourage children to think about why it is darker outside in the mornings and late afternoons?</p>	<p>characters experience to the Rivelin Valley Walk in Autumn 2. We will reenact We're Going on a Bear Hunt on the playground adapting the language used for the change in environment.</p> <p>We will encourage the children to think about what different onomatopoeic language would be appropriate for their</p>	<p>brushing your teeth.</p> <p>We will learn about the importance of good hygiene, exercise and a balanced diet.</p> <p>As part of this topic we will have a visit from a doctor or dentist (possibly both), this is likely to happen in Summer 1, however to fit in with reception learning about healthy living as well.</p>	<p>also learn about the life cycle of a frog, through discussions, circle times, books and puzzles.</p> <p>The children will learn about what animals need to live. We will make links with previous learning about what humans need to live and be healthy.</p> <p>We will encourage the children to</p>	<p>texture. We will talk about what foods can be made from potatoes and which ones they like/dislike.</p> <p>The children will grow cress - they will water them and watch them grow. They will learn about what plants need to grow. We will compare this with what we learnt previously about what</p>
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Foundation Stage 1: Curriculum Overview 2025-2026



<p>in Summer 2. We will encourage the children to describe what they can see, smell and feel when harvesting the pumpkin seeds.</p> <p>We will send home Autumn 'treasure' bags with the children so they can collect and bring in Autumn leaves and conkers...etc. We will discuss with the children what</p>	<p>Key Vocabulary: Autumn, seasons, leaves, conkers, acorns, weather, temperature</p> <p>Links to FS2: Autumn 1: Changing seasons - Autumn FS2 Autumn walk - collecting Autumn treasures</p>	<p>version of the story, e.g. walking through sand.</p> <p>Key Vocabulary: Environment, journey, penguin, Antarctica, storm, waves, bear, cave, farm, wild</p> <p>Links to FS2: Spring 1: We're Going on a Bear Hunt</p>	<p>This half-term we will also chit and then plant potatoes. Children will learn about what chitting is and what conditions potatoes need to grow.</p> <p>In addition, we will continue learning about the changing seasons - weather, temperature and the changes to the environment, with a Spring</p>	<p>observe nature in our nursery yard and teach them to ensure they are gentle when handling living things.</p> <p>While searching for minibeasts on the yard, we will support the children to recognise and name the different creatures.</p> <p>We will learn about what we can do to help protect the</p>	<p>humans and other animals need to live. When the cress has finished growing the children will be able to try it.</p> <p>The children will also have the opportunity to help with gardening in the outdoor continuous provision if they choose to. They can water plants, plant seeds, seedlings and other plants</p>
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Foundation Stage 1: Curriculum Overview 2025-2026



they have collected and begin supporting their learning about Autumn and seasonal changes.				<p>walk in Rivelin Valley.</p> <p>Key Vocabulary: Seasons, Spring, blossom, chit, compost, dentist, doctor, germs, healthy, unhealthy</p> <p>Links to FS2: Spring 2: Planting - potatoes Summer 1: Healthy Living - healthy eating, exercise, brushing teeth</p>	<p>environment, through discussion and reading relevant books.</p> <p>The children will try different fruits and learn about where they grow and what they look like when growing.</p> <p>Key Vocabulary: Egg, caterpillar, chrysalis, butterfly, frog spawn, tadpole,</p>	<p>and help with weeding.</p> <p>We will encourage the children to observe nature in our nursery yard and teach them to ensure they are gentle when handling living things.</p> <p>We will learn about what we can do to help protect the environment, through discussion and reading</p>
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Foundation Stage 1: Curriculum Overview 2025-2026



	Planting bulbs Summer 2: Harvesting Crops			Why doctors and nurses are important	<p>froglet, frog, lifecycle, minibeast, insect</p> <p>Links to FS2: Summer 1 Lifecycles</p>	<p>relevant books.</p> <p>In addition, we will continue learning about the changing seasons - weather, temperature and the changes to the environment, with a Summer walk in Rivelin Valley.</p> <p>Key Vocabulary: Summer, seasons, sun cream, sun safety, seeds, cress, growing</p>
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Foundation Stage 1: Curriculum Overview 2025-2026



						<p>Links to FS2:</p> <p>Autumn 1: What Plants need to survive</p> <p>Summer 2: Harvesting potatoes Changing seasons - Summer</p>
<p>History:</p> <ul style="list-style-type: none"> - Overview - Links to Development Matters - Key Vocabulary - Links to FS2 	<p>Development Matters:</p> <p>Begin to make sense of their own life-story and family's history.</p>					
	<p>Throughout the year, staff will model time and date vocabulary, such as today, yesterday, last week, last year. Children will be supported and encouraged to use this language correctly when talking about events in their lives.</p>					
	<p>Myself and My Family</p> <p>We ask parents to send in a family photo to add to our display.</p>	<p>Changing Seasons</p> <p>The children will learn about how seasons change over time and what</p>	<p>Chronology</p> <p>We will ask parents to send in a photo of their child as a baby.</p>	<p>Changes within living memory</p> <p>We will encourage the children to consider what changes they can recall. Is</p>	<p>Lifecycles</p> <p>Children will be encouraged to think again about how they have changed as</p>	<p>Planting and Growing</p> <p>We will revisit our learning about the changing seasons.</p>

Foundation Stage 1: Curriculum Overview 2025-2026



<p>Children are encouraged to talk about their family members, particularly parents, siblings and grandparents.</p> <p>Staff share information about their own family, including a family photo. We give the children time to talk, ask questions and make comments.</p> <p>Lots of books are available</p>	<p>observable affects this has on the environment, including plants, animal behaviours, temperature, weather and what clothes they wear.</p> <p>They will learn about the changing seasons through our Rivelin Valley walk, books shared about Autumn and the changing seasons, as well as through</p>	<p>We will encourage the children to consider and discuss how they have grown and changed since they were babies. What is different and what is the same?</p> <p>Draw links with other children within school or those they know outside of school, as well as siblings, where appropriate.</p>	<p>there something they can do now that they couldn't do when they started nursery?</p> <p>Have any big changes happen in their life that they can remember? For example, house move, nursery move, new sibling.</p> <p>Any key events they can remember, e.g. birthdays, holidays,</p>	<p>they have grown.</p> <p>We will then learn about and observe the changes caterpillars go through as time passes and they grow.</p> <p>We will also learn about the life cycle of a frog and the changes tadpoles go through as they grow.</p> <p>What are the similarities and difference</p>	<p>The children will observe the differences in the environment, including during our walk in Rivelin Valley.</p> <p>The children will grow cress seeds. They will be encouraged to consider how plants grow and change over time, including through the changing seasons.</p>
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Foundation Stage 1: Curriculum Overview 2025-2026



	<p>in nursery for the children to look at independently, with staff or with peers linked to families. These include books that show and celebrate the diversity of families.</p> <p>Key Vocabulary: Family, parents, grandparents, brother, sister, home, same, different</p> <p>Links to FS2:</p>	<p>conversations with children in provision.</p> <p>Key Vocabulary: Autumn, seasons, change, hibernate, weather, temperature</p> <p>Links to FS2: Autumn 1: Changing Seasons - Autumn (FS2 Autumn walk) Autumn 2: Changing seasons - Summer to Autumn</p>	<p>What do they think will be different/the same when they are older? We will share relevant books about growing up.</p> <p>Key Vocabulary: Baby, toddler, child, teenager, adult, older, younger, different, same, change, smaller, bigger, past, day, week, month, year</p>	<p>religious celebrations</p> <p>We will encourage children to talk about occasions they remember and support them with what words they can use to explain when it happened.</p> <p>Key Vocabulary: Same, different, yesterday, today, tomorrow, past, day, week, month,</p>	<p>between the life cycles of butterflies and frogs? How do they compare to how humans grow and change over time.</p> <p>We will share relevant books on the life cycles of butterflies and frogs.</p> <p>Key Vocabulary: Similar, different, same, change, grow, bigger, smaller, older, younger, past</p>	<p>We will share relevant books about the changing seasons, as well as caring for plants, animals and the environment.</p> <p>Key Vocabulary: Growing, changing, height, bigger, smaller, future</p> <p>Links to FS2: Summer 2: Changing seasons - Spring to Summer</p>
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Foundation Stage 1: Curriculum Overview 2025-2026



	Autumn 1: Learning about who their family members are. Discussing similarities and differences between themselves and others.		Links to FS2: Autumn 1: Discussing similarities and differences between themselves and others.	year, celebration, holiday Links to FS2: Autumn 1: Discuss things they did in the past that were important to them.	Links to FS2: Spring 2 and Summer 1: Lifecycles of caterpillars and chicks.	
Geography: - Overview - Links to Development Matters - Key Vocabulary - Links to FS2	Development Matters: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.					
	Throughout the year, children are encouraged to talk about where they may have been on holiday/days out - whether abroad, elsewhere within the UK or more locally. If they are talking about other countries, we will provide a world map/globe to aid discussion. Also, some children may have moved to the UK/Sheffield from somewhere else. If they have, and they remember/ would like to talk about it, we will encourage them too and again, look at maps/globe with them to support understanding. We will invite parents in to talk about their religious celebrations, culture or country of origin if they are able/would like to.					

Foundation Stage 1: Curriculum Overview 2025-2026



<p>We have books available within provision about different countries. They include books about which countries different animals live in, how people's lives and homes may be different/similar to our own and the different religious and cultural celebrations people take part in in different countries around the world.</p>					
<p>Ourselves: We will learn about where we live: Sheffield, Rivelin, Walkley, Hillsborough.</p> <p>We will show the children photos of key locations/landmarks they may be familiar with, e.g. Morrisons, Lidl, local parks and libraries...etc.</p>	<p>Where we live - Autumn in Rivelin Valley: We will support children's understanding of their immediate area through discussion and our Autumn walk in Rivelin Valley.</p> <p>Key Vocabulary: Rivelin Valley, river, hill, valley</p>	<p>Journeys: As part of our topic on journeys we will look at photos from our walk in Rivelin Valley last half-term and the journey we went on.</p> <p>One of the stories we are reading this half-term is Lost and Found. The children will</p>	<p>Where we live - Spring in Rivelin: We will support children's understanding of their immediate area through discussion and our Spring walk in Rivelin Valley.</p> <p>Key Vocabulary: Rivelin Valley, river, hill, valley</p>	<p>Sheffield and other Cities: We will show the children photos of Sheffield and cities in some other countries.</p> <p>We will talk about the similarities and differences they can see.</p> <p>We will focus on cities in countries relevant to the</p>	<p>Where we live - Summer in Rivelin: We will support children's understanding of their immediate area through discussion and our Summer walk in Rivelin Valley.</p> <p>Key Vocabulary: Rivelin Valley, river, hill, valley</p>

Foundation Stage 1: Curriculum Overview 2025-2026



<p>and encourage them to talk about them.</p> <p>Key Vocabulary: Home, Rivelin Primary School, Sheffield, South Yorkshire, UK</p> <p>Links to FS2: Autumn 2: Learning about the local area. Maps</p>	<p>Links to FS2: Autumn 1: FS2 Autumn walk in Rivelin Valley Autumn 2: maps</p>	<p>learn about Antarctica.</p> <p>We will look at a map of the world to see where we live and where Antarctica is.</p> <p>Key Vocabulary: Map, globe, Earth, country, United Kingdom, England, Sheffield, Antarctica</p> <p>Links to FS2: Autumn 2: maps</p>	<p>Links to FS2: Autumn 2: maps Spring 2: FS2 Spring walk in Rivelin Valley</p>	<p>children, e.g. countries they or their parents have lived in or countries they have visited.</p> <p>The children will try different fruits and learn about where they grow. To give context to the names of the countries, we will look at a map of the world.</p> <p>Key Vocabulary: Map, globe, country, city,</p>	<p>Links to FS2: Autumn 2: maps Summer 2: FS2 Summer walk in Rivelin Valley</p>
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Foundation Stage 1: Curriculum Overview 2025-2026



			Spring 1: Learning about different countries in the world		same, different, similar Links to FS2: Autumn 2: maps Spring 1: Learning about different countries in the world	
RE, Life Skills and P4C: - Overview - Links to Development Matters - Key Vocabulary - Links to FS2	Development Matter P4C: - Develop their sense of responsibility and membership of a community. - Continue developing positive attitudes about the differences between people. - Be able to express a point of view and to debate when they disagree with an adult or a friend,	Development Matters Life Skills: - Develop their sense of responsibility and membership of a community. - Continue developing positive attitudes about the differences between people. - Become more outgoing with unfamiliar people, in the safe context of their setting. - Show more confidence in new social situations. - Find solutions to conflicts and rivalries. - Increasingly follow rules, understanding why they are important. - Remember rules without needing an adult to remind them.			Development Matters RE: - Develop their sense of responsibility and membership of a community. - Continue developing positive attitudes about the differences between people.	

Foundation Stage 1: Curriculum Overview 2025-2026



	<p>using words as well as actions.</p> <ul style="list-style-type: none"> - Increasingly follow rules, understanding why they are important. - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Understand gradually how others might be feeling. 	<ul style="list-style-type: none"> - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Understand gradually how others might be feeling. - Be increasingly independent in meeting their own care needs. - Make healthy choices about food, drink, activity and toothbrushing. - Show interest in different occupations. 	
	<p>Throughout the year, the children will learn about our school's core values - kindness, dignity, determination, integrity, respect, curiosity and honesty. They will learn about the core values through P4C, circle times, stories and through continuous provision - both independently and with staff or peer support.</p> <p>Throughout the year, we will encourage and support the children with learning new skills to enable them to become more independent, for example, with toileting, washing their hands, putting on and zipping up their coat and putting on their own shoes.</p> <p>Throughout the year we will celebrate diversity, through P4C, circle times, stories and through continuous provision - both independently and with staff or peer support.</p> <p>We will invite parents in to talk about their religious celebrations, culture or country of origin.</p>		

Foundation Stage 1: Curriculum Overview 2025-2026



	Ourselfs:	Celebrations:	Emotions:	Healthy Living:	Disabilities:	Transition:
	<p>We ask every family to bring in a family photo for our gallery. This helps the children to settle in and sparks conversations with staff and peers about their family and home.</p> <p>The children will be supported in learning the nursery routines, rules and boundaries.</p>	<p>The children will learn about some different celebrations. They will begin to understand that not everyone has the same beliefs and different celebrations are important to people of different faiths and cultures.</p> <p>The children will further their understanding</p>	<p>Revisit and continue learning about emotions through stories, discussion and Zones of Emotional Regulation.</p> <p>Focus on identifying how they feel inside and any physical changes they notice when they are experiencing different emotions.</p>	<p>The children will learn about what we need to be healthy - exercise, a healthy, varied diet, brushing teeth, good hygiene...etc.</p> <p>We will have a visit from a doctor and/or dentist (possibly both) in Summer 1 to accommodate reception doing this topic then.</p>	<p>Learn about disabilities and additional needs in a positive way through reading books like This is How We Play and Amazing.</p> <p>Relevant celebrations and events children will experience and learn about:</p> <p>Autism Acceptance Month</p>	<p>Talk about transition to school. What will be the same? What will be different?</p> <p>Talk about developing new friendships and meeting new people.</p> <p>Get to know new teachers and teaching assistants.</p> <p>Relevant celebrations and events</p>

Foundation Stage 1: Curriculum Overview 2025-2026



	<p>Zones of Emotional Regulation will be introduced to the children. Staff will support children in learning to understand their emotions and how to regulate or coregulate them.</p> <p>The children will begin to understand why charity is an integral part of British life, focussing on Young</p>	<p>of why charity is an integral part of British life through exploring the charity Children in Need.</p> <p>Relevant celebrations and events children will experience and learn about:</p> <p>Bonfire Night - create firework art</p> <p>Remembrance Day - create poppy art</p>	<p>Expand the number of different emotions and feelings the children are aware of.</p> <p>Also, introduce and explain what 'empathy' means. Discuss how children can identify what other people are feeling and what they can or should do in response.</p> <p>Relevant celebrations and events</p>	<p>The children will further their understanding of why charity is an integral part of British life through exploring the charity Comic Relief.</p> <p>Begin to learn about disabilities through Neurodiversity Celebration Week.</p> <p>Relevant celebrations and events children will</p>	<p>Philosophy for Children focus*:</p> <p>Aesthetics: Beauty, Pictures and Stories</p> <p>Key Vocabulary:</p> <p>Core values: kindness, dignity, integrity & respect, acceptance, disabilities, different, similar, same</p> <p>Links to FS2:</p> <p>Autumn 1: Core Values</p>	<p>children will experience and learn about:</p> <p>Sports day</p> <p>Transition</p> <p>Philosophy for Children focus*:</p> <p>Environmental Philosophy: Green Land, Waste and Recycling</p> <p>Key Vocabulary:</p> <p>new, same, different, similar, reception, school,</p>
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Foundation Stage 1: Curriculum Overview 2025-2026



	<p>Minds - Hello Yellow.</p> <p>Relevant celebrations and events children will experience and learn about:</p> <p>Black History Month - read books with black characters or authors</p> <p>Hello Yellow! Young Minds - World Mental Health Day</p> <p>Diwali - read 'Lighting a Lamp' and</p>	<p>Children in Need</p> <p>Christmas - children decorate trees, learn songs and poems and create Christmas crafts</p> <p>Philosophy for Children focus*: Social</p> <p>Philosophy: Friends and Relationships</p> <p>Key Vocabulary: Celebrations, religion, Christmas,</p>	<p>children will experience and learn about:</p> <p>Lunar New Year - create lanterns and read book 'Lunar New Year'</p> <p>Shrove Tuesday - try pancakes with fruit</p> <p>Philosophy for Children focus*: Philosophy of Mind: Emotions, Beliefs and Persons</p>	<p>experience and learn about:</p> <p>Neurodiversity Celebration Week</p> <p>Ramadan - read book 'Ramadan'</p> <p>Eid-Al Fitr - read 'My Most Exciting Eid,' create sun catchers and make prayer beads</p> <p>Comic Relief</p> <p>Easter - decorate eggs</p>		<p>environment, recycling</p> <p>Links to FS2: Summer 2: Transition FS2 to Year 1, Thinking about the future.</p>
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Foundation Stage 1: Curriculum Overview 2025-2026

	<p>create clap lamps</p> <p>Philosophy for Children focus*: Political Philosophy: Fairness and Rules</p> <p>Key Vocabulary: Core values: kindness, dignity, honesty, integrity, determination, respect, curiosity, fairness, rules, Zones of Emotional regulation,</p>	<p>Christians, bonfire, fireworks, Remembrance Day, charity</p> <p>Links to FS2: Autumn 2: Charity (and Spring 2) Christmas Bonfire Night Remembrance Day</p>	<p>Key Vocabulary: Zones of Emotional regulation, empathy, celebrations, Lunar New Year, lantern, Shrove Tuesday</p> <p>Links to FS2: Autumn 1: Zones of Emotional Regulation Autumn 2 Thinking about the perspectives of others (and Spring 2).</p>	<p>Philosophy for Children focus*: Ethics: Virtues and Vices</p> <p>Key Vocabulary: Healthy, unhealthy, germs, charity, Ramadan, Eid</p> <p>Links to FS2: Spring 2: Charity (and Autumn 2) Lent and Ramadan, Shrove Tuesday and Eid-Al Fitr Easter</p>		
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Foundation Stage 1: Curriculum Overview 2025-2026



<p>feelings, Diwali, diya lamps, celebration, Hinduism</p> <p>Links to FS2: Autumn 1: Core Values Zones of Emotional Regulation Rules, routines and boundaries Autumn 2: Charity (and Spring 2) Diwali Summer 2: Express, identify and regulate their own feelings.</p>		<p>Spring 1: Lunar New Year Summer 2: Express feelings and consider feelings of others Identify and regulate their own feelings</p>	<p>Summer 1: Health and wellbeing</p>		
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Foundation Stage 1: Curriculum Overview 2025-2026



	* Philosophy lessons are based on ideas from the book Philosophy for Young Children by Berys and Morag Gaut.
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