Foundation Stage 1 Stimulus Overview 2026-27

In Nursery, we have a balance of 'In the moment' learning, which is spontaneous learning dependent on the children's interest, and 'Adult directed' learning, which is our carpet times. Our LTP is a working document that can change dependent on the children's interest and the cohorts' needs.

As a school our Aims are:

Dream Big, Aim High

Caring Creative Confident

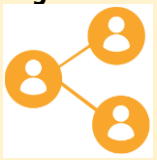
(Links to school aims)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Value	School values 3 R's RESPECT, RESILIENCE, RESPONSIBILITY					
Curriculum Drivers	**Lets talk! (inc BSL & Makaton)** Confident	**Me and my world (inc celebrations)** Caring, confident, creative		**Busy hands, busy bodies** Creative	**Care for all!** caring, confident	**There's adventures to be had!** Caring
Wow factor or immersing	* Settling in	* Diwali Day * Christmas immersion	* Chinese New year Day immersion	* World book day immersion * carers week	* Caring for caterpillars	* International day/week
Healthy Living	* Mindfulness – take 5 * Personal self-care – inc toileting & hand washing	* Healthy eating & drinking – snack time	* Mindfulness – take 5 * Recap personal self-care	* Getting moving – importance of exercise & rest	* Looking after ourselves in the summer heat * recap personal self-care	Healthy living week
Key events & special days	* Harvest Festival	* Bonfire night * Remembrance Day * Children In Need	* Internet Safety Day * Chinese New	* World Book Day * Comic/Sports Relief * Science week	* Healthy Living Week * Earth day * VE day	* Transition Day * Oceans day

		* Anti Bullying Week	Year * Martin Luther King Day			
Enrichment opportunities	-* library staff to visit	* Diwali visitor	* gardener visitor	* library visitor	* caterpillars	* PE coach * Healthy living bus
Possible Community / parent Links opportunities **Stay & Play Session**	* library staff to visit * Meeting with parents – all about Nursery! Communication and interaction focus	* Firefighter visit * Diwali dancing * Christmas crafts	* Focus: Big read	* Library visitor (TBC) * planting seeds with gardener	* visit from police – keeping ourselves safe (TBC) * Family links * Big read	* Graduation * Sports stay and play
Executive functioning	Have a go Engaging in new experiences and initiating learning behaviours	I can try Beginning to attempt tasks independently and engage with challenge	Keep going Maintaining engagement and continuing despite difficulty (with support)	Mistakes are okay Engaging in trial and error and beginning to adapt approaches	I'm proud for trying Recognising effort and developing motivation to continue learning	I can do it Beginning to solve problems with support and explore strategies
Focus Text/Texts	**Possible Focus books:** - Sharing nursery rhymes as part of settling in.    **Enhanced reading experience:**	**Possible Focus books:** - Pip & the fireworks - Spots first walk, Eric hill (questions) - The snowy day, Ezra Jack Keats - Giraffe's left out (PSED link) **Enhance reading experience:** - Diwali - Christmas - religions	**Possible Focus books:** - - Martin Luther King - Astro-girl - My Alien and me whos the alien around here anyway? By Smriti prasadam-Halls **Enhance reading**	**Possible Focus books:** - The Girl with Big, Big Questions - By Britney Winn Lee & Jacob Souva (science week) - Odd egg (Easter) - A seed is sleepy (non-fiction) - Eat your greens goldilocks (PSHE link) - Busy spring: nature wakes up (KUW) **Enhance reading experience:**	**Possible Focus books:** - The Hungry Caterpillar - A butterfly is patient (non-fiction) - The Enormous Turnip - Jack and the beanstalk - George the sun safe superstar **Enhance reading experience:** - twists on traditional	**Possible Focus books:** - The unhealthy wolf (healthy living week) - The odd fish - The dot - when a dragon goes to school - pirates in the supermarket **Enhance reading experience:**

	- simple animal texts - non-fiction animal - picture books/ wordless books - noisy/ action books - simple poetry books - selection of familiar stories (confident)	- Different people - dual language books - bonfire night	**experience:** Chinese new year - Dragon Dance - The great race - internet safety - environments - recycling (caring, creative)	- occupations - gardening/ growing – focus (allotment area) - growth i.e. plants, eggs (creative, caring)	tales/rhymes - children's choice of books - Caring for Earth - life cycles i.e. butterflies, plants, living things from eggs - the Ghanan goldilocks (Creative)	- holidays - countries - changing schools/year groups inc 'Shu Lins grandpa' - books of other countries - caring for Oceans (Caring)
Reading Spine Books	Hug by Jez Alborough	- Where's spot? By Eric Hill - All welcome here, Alexandra Penfold - The Christmas jolly postman - what I like about me, Alli Zobel-Nolan	We're going on a bear hunt by Michael Rosen	You choose by Pippa Goodhart and Nick Sarratt - what I like about me, Alli Zobel-Nolan	Each Peach Pear Plum by Allan and Janet Ahlberg	The train ride by June Crebbin
Fairytale story repetition, rhythm, and predictable structure	Chicken Licken	Billy Goats Gruff	Stone Soup	Magic Porridge Pot	Little Red Riding Hood	House That Jack Built
Nursery rhymes	Twinkle Twinkle Little Star Incy Wincy Spider Five Little Ducks Old MacDonald Had a Farm Humpty Dumpty Baa Baa Black Sheep	Twinkle Twinkle Little Star Five Little Ducks Five Little Speckled Frogs 1,2,3,4,5 Once I Caught a Fish Alive Incy Wincy Spider Head, Shoulders,	Incy Wincy Spider Old MacDonald Had a Farm Baa Baa Black Sheep Hickory Dickory Dock The Grand Old	Baa Baa Black Sheep Humpty Dumpty Jack and Jill Miss Polly Had a Dolly Five Little Speckled Frogs This Little Piggy	Humpty Dumpty Five Little Ducks Five Little Monkeys Jumping on the Bed Hey Diddle Diddle Mary Had a Little Lamb Old MacDonald Had a Farm	Twinkle Twinkle Little Star Old MacDonald Had a Farm The Wheels on the Bus Row, Row, Row Your Boat Five Little Speckled

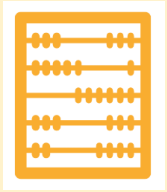
		Knees and Toes	Duke of York Ring O' Roses			Frogs Incy Wincy Spider
Protected Characteristics (taught as promoting belonging, respect, and positive mental wellbeing.)	**Family structure** • Who is in their family • Inclusive role-play families • Talking about who cares for them	**Gender Reassignment (Identity & Self-Expression)** • Colour and identity play • Affirming children's choices **Gender** • Open-ended role play • No gender-labelled toys • Discussing characters' choices	**Religion and belief** • Exploring celebrations in role play • Sharing family traditions • Looking at artefacts/photos **Race ethnicity and culture** • Skin-tone paint mixing / crayons • Diverse small-world figures • Talking about family routines	**Marriage / Civil Partnership** *(adult-focused)* • Wedding role play • Talking about celebrations **Pregnancy/ Maternity** • Baby role play • Caring routines with dolls • Drawing family changes	**Disability and Gender** • Talking about how characters in the books get help/ support • Using inclusive equipment (ramps, tools) • Sensory play experiences	**Age** • Talking about growing • Celebrating milestones • Mixed-age interactions
British Value **(possible book links)**	**Rule of Law** Nursery and school expectations * Maisy goes to preschool Lucy Cousins	**Rule of Law** Nursery and school expectations * No, David! David Shannon	**Mutual Respect and Tolerance:** - differences are celebrated, and children are encouraged to respect each other's views and beliefs * Hands are not for hitting, Martine Agassi * Have you filled your bucket today? Carol	**Mutual Respect and Tolerance:** - differences are celebrated, and children are encouraged to respect each other's views and beliefs * The rainbow fish, Marcus Pfisher * We're all wonders, R.J. Palacio	**Individual Liberty** - expressing their own ideas and opinions, make choices, and develop their own unique talents * Giraffes can't dance, Giles Andreae * I like myself! Karen Beaumont	**Democracy** - encouraging decision-making i.e. choosing activities or voting for books. * Duck for president, Doreen Conin * The day the crayons quit, Drew Daywalt

			McCloud			
Key Events	Harvest	* Bonfire night * Remembrance Day * Children In Need * Anti Bullying Week	* Internet Safety Day * Chinese New Year * Martin Luther King Day	* World Book Day * Comic/Sports Relief * Science week	* Healthy Living Week * Earth day * VE day	* Transition Day * Oceans day * Caterpillars
Areas of Learning						
Communication and Language 	Baseline: ***Listening and Attention*** Listen to other people's talk with interest, but can easily be distracted by other things. Listen to simple stories with interest. Understand simple instructions like "give to mummy" or "stop". By 3 yrs of age can the child shift from one task to another if you get their attention. Using a child's name can help. **Speaking:** Use the speech sounds p, b, m, w. Links 3 or more words. By the end of Autumn2: Get their attention by using their name Listen and respond to a simple instruction with 3 key words. Listen to simple stories and understand what is happening, with the help of the pictures. Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny		***Listening and Attention*** Start to say how they are feeling, using words as well as actions. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Listen and attend during small group activities. **Speaking:** Are usually still learning to pronounce:- l/r/w/y - s/sh/ch/dz/j- f/th - multi-syllabic words such as 'banana' and 'computer'. Use a wider range of vocabulary. Sing a large repertoire of songs. Use longer sentences of four to six words.	***Listening and Attention*** Enjoy listening to longer stories and can remember much of what happens. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Listen and respond during small group activities. **Speaking:** Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. May have problems saying:- some sounds: r, j, th, ch, and sh- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Links 5-6 words. -May be incorrect tense and without conjunctions	

	apple'. Can find it difficult to pay attention to more than one thing at a time. Listen during small group activities. Speaking: Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. Links 3-4 words.		
Personal, Social and Emotional Development **Self-regulation** 	*Baseline:* **Managing self** Shows an awareness of what a toilet is used for. Communicates their need for the toilet **Building relationships** Seeks comfort from a familiar adult when needed. Play with increasing confidence on their own, because they know their key person is nearby and available. *By the end of Autumn 2:* **Managing self** Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Meets their own care needs with help e.g using the toilet, washing and drying their hands thoroughly.	**Managing self** Increasingly follow rules, understanding why they are important. Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly. **Building relationships** Develop friendships with other children.	**Managing self** Do not always need an adult to remind them of a rule Develop appropriate ways of being assertive. Talk with others to solve conflicts. Make healthy choices about food, drink, activity and toothbrushing. Usually clean and dry in the day. **Building relationships:** Play with one or more other children, extending and elaborating play ideas.

	Building relationships: Play with increasing confidence on their own and with other children, because they know their key person is nearby and available					
PSHE – Jigsaw scheme	Being Me in My World	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing Me
Religious Education and Worldwide views	All About Me & My World	Light & Celebrations	Special Stories & Kindness	New Life & Caring for Creation	Special Places & Objects	Our Big Wide World
Physical Development* 	Baseline: **Fine motor** Beginning to balance blocks to build a small tower Uses a fisted or palmer grasp to make marks Start to eat independently **Gross motor** Begins to walk and run with control Begins to jump and climb with adult support Sit on a push-along wheeled toy Uses large-muscle movements to wave flags and streamers December: *By the end of Autumn 2:* **Fine motor** Begins to move away from a fisted to a palmer or five finger grasp. Beginning to show a preference for a dominant hand.		**Fine motor** Continues to use a palmer grasp or begins to use a five finger grasp Show a preference for a dominant hand. **Gross Motor** Increasingly independent in getting dressed/undressed Enjoy starting to kick, throw and catch balls. Go up steps and stairs, or climb up apparatus, using alternate feet. 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. Continue to develop their movement, balancing and riding (scooters, trikes and bikes).		**Fine motor** Begins to use a five finger grasp Begins to do own zip or buttons with support. 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. **Gross motor** Continue to develop their ball skills. Chooses the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Puts on own coat independently.	

	Develop manipulation and control and explore different materials and tools. **Gross motor:** Spin, roll and independently use ropes and swings (for example, tyre swings). Build independently with a range of appropriate resources. Walk, run, jump and climb – and start to use the stairs independently. Puts on own coat with support. Uses large-muscle movements to paint and make marks.		
Literacy (Comprehension) 	*Baseline:* Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Pay attention and respond to the pictures or the words in book when listening to story. *By the end of Autumn 2:* Sing songs and say rhymes independently, for example, singing whilst playing. Repeat words and phrases from familiar stories. Develop play around favourite stories using props.	Understands print has meaning Understands page sequencing Engage in extended conversations about stories, learning new vocabulary. Ask questions about the book. Makes comments and shares their own ideas.	Understands the names of the different parts of a book Understands we read English text from left to right and from top to bottom Spots rhymes when listening to books Counts and claps the syllables in a word Know if they like or dislike a text. Can talk about characters, settings and events.
Literacy (Word Reading)	*Baseline:* Beginning to show interest in print *By the end of Autumn 2:* Notice some print, such as the first letter of their name or a bus or door number.	Recognises own name. using name cards	Can hear onset and rime Says the initial sound of their name and some other words .Begins to orally blend sounds to make a CVC word.

Phonics	Stage 1 - Speech detection/ Environmental sounds Stage 2 - Syllables/ compound words (with deletion)		Stage 3 – Onset Stage 4 - Rhyme detection		Stage 5 - Initial sounds Stage 6 - Rhyme production Segmenting and blending (ph2)	
Literacy (writing)	*Baseline:* Enjoy drawing freely. Beginning to add some marks to their drawings, which they sometimes give meaning to. For example: "That says mummy." Scribbles begin to become more controlled Can form Pre-writing shapes appropriate to their age *By the end of Autumn 2:* Add some marks to their drawings, which they give meaning to Enjoys mark making for a purpose. Can form Pre-writing shapes appropriate to their age		Make marks on their picture to stand for their name. Engages in early writing e.g. writing a shopping list Can form Pre-writing shapes appropriate to their age		Use some of their print and letter knowledge; and or letters from their name in their early writing. For example: writing a pretend shopping list that starts at the top of the page Begins to use familiar letters from their own name in their writing Begin to match initial sounds orally Can form Pre-writing shapes appropriate to their age	
Handwriting	- squiggle whilst you wiggle - pre-writing patterns (Straight lines – vertical/ horizontal)	- squiggle whilst you wiggle - pre-writing patterns Circles and crossing the midline	- squiggle whilst you wiggle - Dough disco - scribble club - Long ladder letters	- squiggle whilst you wiggle - Dough disco - scribble club - Coat hanger family	- squiggle whilst you wiggle -- Dough disco - scribble club - Coat hanger family /Bridge family	- squiggle whilst you wiggle - Dough disco - scribble club - Smile family
Maths 	*Baseline* **Number** Take part in finger rhymes with numbers. Numerical patterns: Notice patterns and arrange things in patterns.		**Number** Say one number for each item in order: 1,2,3,4,5. Shows 'finger numbers' to 5 Link numerals and amounts to **2**. **Numerical patterns:**		**Number:** Fast recognition of up to **3 objects**, without having to count them individually ('**subitising**'). Know that the last number reached when counting a small set of objects tells you how many there are in total ('**cardinal**	

	Shape, Space & Measure- Complete inset puzzles. *By the end of Autumn 2:* **Number** Recite numbers to 5. Begins to show 'finger numbers' up to 5. Link numerals and amounts to **1**. **Numerical patterns:** Begins to organise and categorise objects into separate piles **Shape, Space & Measure-** Understand position through words alone – for example, "The bag is under the table," – with no pointing. Understands the concept of big and small. 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.	Understands the concept of more. Understands the concept of heavy and light. Understands the concept of less. **Shape, Space & Measure-** Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall'/short 'heavy'. Begin to copy ABAB pattern and begin to extend **In provision**- 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.	**principle'**). Shows an interest in mathematical problems with numbers up to 5. Link numerals and amounts to **3**. **Numerical patterns:** Compare quantities using language: 'more than', 'fewer than'. Extend and create ABAB patterns – stick, leaf, stick, leaf. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then…' **Shape, Space & Measure-** Discuss routes and locations, using words like 'in front of' and 'behind' Make comparisons between objects relating to size, length, weight and capacity. Begin to talk about and explore 2D shapes (for example, circles, rectangles, triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Copy and begin to create ABAB pattern (repeating pattern)
Understanding the World	*Baseline:* **Past present:** Knows and talks about their immediate family **People, culture and communities** Establishes sense of self. Talk about members of their immediate family.	**Past and present:** Begin to talk about recent past and present events - yesterday, today. **People, culture and communities** Show interest in different occupations. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. **The natural world**	**Past and present:** Explore how things work. **People, culture and communities:** Continue to develop positive attitudes about the differences between people. **The natural world** Talk about the differences between materials and changes they notice. Explore collections of materials with similar

	The Natural world Explore natural materials, indoors and outside. Explore materials with different properties (and name some of them). *By the end of Autumn 2:* **Past and present** Begin to make sense of their own life-story and family's history. Understands cause and effect. **People, culture and communities** Make connections between the features of their family and other families. Notice differences between people. The natural world Use all their senses in hands-on exploration of natural materials and some words to describe them. Explore and respond to different natural phenomena in their setting and on trips.	Talk about what they see, using a wide vocabulary Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant.	and/or different properties. Understand the key features of the life cycle of an animal and/ or minibeast. Begin to understand the need to respect and care for the natural environment and all living things.
Expressive Arts and Design 	*Baseline:* **Creating with Materials** Experiment with marks and begin to distinguish between the different marks they make. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. **Being imaginative and expressive** Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.	**Creating with Materials** Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Make simple models which express their ideas. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Use drawing to represent ideas like movement or loud noises. Explore colour and colour-mixing.	**Creating with materials** Explore different materials freely, in order 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. Draw with increasing complexity and detail, such as representing a face with a circle and including details (such as happy/sad face). **Being Imaginative and Expressive** Begin to develop complex stories using small

	Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. Explore a range of sound-makers and instruments and play them in different ways. *By the end of Autumn 2:* **Creating with Materials** Use their imagination as they consider what they can do with different materials. Join different materials and explore different textures. **Being Imaginative and Expressive** Respond emotionally and physically to music when it changes. Remember and sing entire songs (simple) and/ or Nursery rhymes. Verbally take part in pretend play.		**Being Imaginative and Expressive** Take part in simple pretend play, using an object to represent something else even though they are not similar Listen with increased attention to sounds. Sing the pitch of a tone sung by another person ('pitch match').		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. 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.	
Possible dates	• 20th September: World Clean-up Day • 21st September: Peace Day • September 26th – European day of languages • 1st October – Poetry day • 4th October – world animal day • 5-11th October - Library week	• 5th November: Bonfire Night • 11th November (Sunday 8th) – remembrance day • 16th – 20th November – anti bullying week • 13th November - world kindness day • 13th November - Children in need • Christmas – 25th December	• 18th January - Martin Luther King Day • 1st – 7th February Children's mental health week • 9th February – pancake day / safer internet day • 14th February: Valentine's Day • 6th February -	• 1st March - St David's Day • 2nd March: Dr Seuss's Birthday • 4th March - World book day • 5th – 14th March - Science week (theme tbc) • 15th March – neurodiversity week • 19th March (tbc) - Sport/comic relief • 7th March - Mothers day • 23rd March: Holi	• 22nd April - Earth Day • 23rd April - St George's Day • 7th May – National space day • 10th – 16th May: Sun Awareness Week • 15th May - International Day of Families • 17th May - Eid al-Adha	• 8th June – world ocean day • 20th June - Father's Day • 14th to 18th June - Healthy living week (sports day) • 21st June – Art week • 28th June – world wellbeing week • 30th July - Friendship Day

	• 10th October world mental health day (celebrating on 9th) • Harvest (TBC) • 2nd October – grandparents day • 20th • 8th November Diwali (celebrate on 20th)		Chinese New Year (Year of the goat)	(colour mixing) • 28th March: Easter Sunday • 9th -10nd March : Eid al-Fitr (tbc)		