FOUNDATION 1

Termly curriculum overviews
2026 - 2027

Our school ethos helps us to know that at Dovelands:

We are kind

We are respectful

We are brave

We are aspirational

We belong

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

The Early Learning Goals (ELGs) in green below are all required to have been met for a child to have achieved a Good Level of Development (GLD) at the end of Foundation Stage.

	Areas of Learning	Aspects
Prime	Communication and language	Listening, Attention and Understanding
		Speaking
	Physical development	Gross Motor Skills
		Fine Motor Skills
	Personal, social and emotional development	Self-Regulation
		Managing Self
		Building Relationships
Specific	Literacy	Comprehension
		Word Reading
		Writing
	Mathematics	Number
		Numerical Patterns
	Understanding the world	Past and Present
		People Culture and Communities
		The Natural World
	Expressive arts and design	Creating with Materials
		Being Imaginative and Expressive

Required for Good Level of Development (GLD)

Autumn term

English

In English, we will look at various stories including The Tiger Who Came To Tea, It Was a Cold, Dark Night, We're Going on a Leaf Hunt, How to Catch a Star, Sparks in the Sky, Here We Are, Touch the Earth, One Snowy Night and Christmas stories.

Phonics

In phonics, we will be following the Little Wandle scheme and look at a range of nursery rhymes to support our phonological awareness.

These will include rhymes such as Baa Baa Black Sheep, Twinkle Twinkle Little Star and The Wheels on the Bus.

Useful websites

https://www.littlewandle.org.uk/resources/for-parents/
https://www.bbc.co.uk/cbeebies/shows/bedtime-stories
https://www.bbc.co.uk/bitesize/levels/zt6svwx
https://www.topmarks.co.uk/

Maths

In Maths, we follow the White Rose Maths scheme to support children in developing early mathematical understanding through play, exploration, and everyday experiences. This term, the children will be learning to:

- Get to know you – building confidence as learners and beginning to explore maths through familiar routines and activities
- Colours and matching – recognising, naming, and matching colours in fun, hands-on ways
- Sorting – grouping objects by different features such as colour, size, or shape
- Numbers 1, 2 and 3 – developing an early understanding of number, including recognising numerals, counting objects, and beginning to understand what each number represents
- Patterns – exploring simple repeating patterns through play, music, and movement

PSHE and Topic

In PSHE, we will be looking at units related to 'Being Me in My World' and 'Celebrating Differences'.

In our topic lessons, we will look at local and national events which are significant to us. This may include events and celebrations such as Bonfire Night, Remembrance Day, Diwali and Christmas.

Help at home

Please read to your child every day as this will support their vocabulary development.





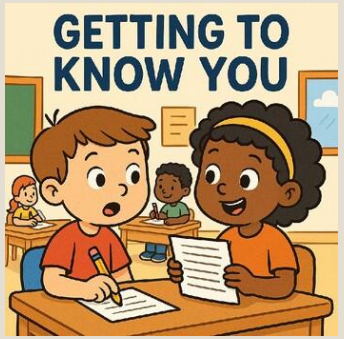




Shared reading

In our shared reading sessions, we will be looking at the following skills:

- I know that we read from left to right and from the top of the page to the bottom of the page.
- I can say what I like and don't like about a story and explain why.



Spring term

English
In English, we will look at various stories including The Three Billy Goats Gruff, Goldilocks & the Three Bears, The Ugly Duckling, The Big Pancake, The Odd Egg, Little Lamb and the Easter Story

Phonics
In phonics, we will be following the Little Wandle scheme and look at a range of nursery rhymes to support our phonological awareness.

We will also learn to identify the sounds s, a, t, p i, n, m, d, g and o, c, k, e, l, r, h and b.

Useful websites
https://www.littlewandle.org.uk/resources/for-parents/
https://www.bbc.co.uk/cbeebies/shows/bedtime-stories
https://www.bbc.co.uk/bitesize/levels/zt6svwx
https://www.topmarks.co.uk/

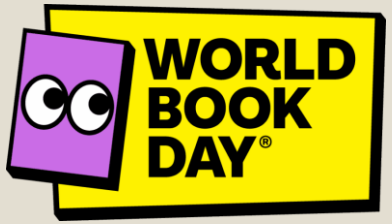
Maths
In Maths, we follow the White Rose Maths scheme to support children in developing early mathematical understanding through play, exploration, and everyday experiences. This term, the children will be learning to:

- Length and height – exploring how things compare, such as long/short and tall/short, through practical, hands-on activities
- Mass – beginning to understand heavy and light by investigating, lifting, and comparing everyday objects
- Capacity – exploring full and empty, and comparing how much containers can hold through water, sand, and role-play activities
- Numbers 4, 5 and 6 – building on early number knowledge by recognising numerals, counting with increasing confidence, and understanding what each number represents

PSHR and Topic
In PSHE, we will be looking at units related to 'Dreams and Goals' and 'Healthy Me!'

In our topic lessons, we will look at local and national events which are significant to us. This may include events and celebrations such as World Book Day, different seasons across the year, Eid, Holi and Easter.

Help at home
Please read to your child every day as this will support their vocabulary development.









Shared reading
In our shared reading sessions, we will be looking at the following skills:

- I can say what I like and don't like in a story and explain why.
- I can hear patterns in rhyming words.
- I can question and wonder.
- I can predict what might happen as I listen to a book.

Summer term

English

In English, we will look at various stories including The Very Hungry Caterpillar, Oliver's Vegetables, Cock-A-Doodle-Doo! Farmyard Hullabaloo, Handa's Surprise, We're Going on a Bear Hunt and Starting School.

Phonics

In phonics, we will be following the Little Wandle scheme and look at a range of nursery rhymes to support our phonological awareness.

We will also learn to identify the sounds f, l, j, v, w, y, z ,qu, ch, ck, x, sh and th.

Useful websites

https://www.littlewandle.org.uk/resources/for-parents/
https://www.bbc.co.uk/cbeebies/shows/bedtime-stories
https://www.bbc.co.uk/bitesize/levels/zt6svwx
https://www.topmarks.co.uk/

Maths

In Maths, we follow the White Rose Maths scheme to support children in developing early mathematical understanding through play, exploration, and everyday experiences. This term, the children will be learning to:

- Sequencing – beginning to understand order by arranging events, objects, and routines in the correct sequence
- Positional language – using words such as in, on, under, next to, and behind to describe where things are
- 2D and 3D shapes – recognising, naming, and exploring shapes through building, drawing, and sorting activities
- More or less – developing an understanding of quantity by comparing amounts in a practical way
- Number composition – exploring how numbers can be made up of smaller parts (for example, knowing that 5 can be made from 2 and 3)
- What comes before and after – beginning to understand number order by identifying the numbers that come before and after a given number
- Numbers to 5 – recognising numerals, counting with confidence, and understanding what numbers up to 5 represent
- On the move – exploring maths through active play, including counting, comparing, and positional language in physical activities

PSHE and Topic

In PSHE, we will be looking at units related to 'Relationships' and 'Changing Me'.

In our topic lessons, we will look at local and national events which are significant to us. This may include events and celebrations such as Science Week, different seasons, Vaisakhi and moving into Foundation 2.

Help at home

Please read to your child every day as this will support their vocabulary development.

BRITISH SCIENCE WEEK







Shared reading

In our shared reading sessions, we will be looking at the following skills:

- I can make simple inferences (with pictures).
- I can retell the story.
- I can tell stories in wordless books.
- I can scan to find things in pictures and in the environment.
- I think about what I already know about when I read (background knowledge).
- I know when I don't understand a word and can do things to help myself.