



# **The Stonebridge School**

## **Nursery Curriculum**

### **2025-26**

## OUR CURRICULUM PRINCIPLES



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***LEAP represents the curriculum principles that guide learning at our school. We believe that our curriculum must address the barriers that our children bring with them and it must help our children overcome those barriers so that they can be the best they can be.***

***Our principles are rooted in meeting the national curriculum expectations and also exceeding them.***

From Nursery to Year 6, all our children are exposed to teaching and learning that is:

- **Language-Rich** – We nurture confident communication by providing rich opportunities to talk, listen, and build vocabulary, enabling children to express ideas clearly and to a high standard.
- **Experiential** – We bring learning to life through hands-on experiences (trips, visits, art/design, and real-world exploration) that inspire curiosity and deepen understanding.
- **Ambitious** – We set the highest expectations for every learner, encouraging them to achieve their best and believe in their potential.
- **Purposeful** – We design learning that builds on prior knowledge, carefully addressing gaps to ensure meaningful, connected progress.



*Together, these principles empower our children to LEAP potential.*

*forward in their academic learning, grow, and fulfil their*

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journeys	Ourselves 'all about me'	Celebrations	Down on the farm	People who help us	Traditional tales	Come outside
General themes	Starting school/ getting to know my class Being me in my world My family Being kind What am I good at?	Celebrations Space Light and Dark Autumn Christmas	Farm Healthy eating Animals Habitats	People who help us People special to me Community Where I live? How to help others? Emergency services	Traditional Tales Right and wrong?	Plants & flowers Weather & seasons The great outdoors Planting seeds Reduce, Reuse, Recycle
Core Texts	Marvellous Me! I like myself My World, your world In my Heart First Heroes, Black History	The Wonderful things you will be Let's Celebrate! Special Days around the world	A Farmer's Life for Me The Little Red Hen The Big Red Barn Does a Cow say Boo? Squash and a Squeeze One Fox On the Farm	People who help us collection A Superhero like you Open Wide! When I grow up I want to be ...	The Gingerbread Man The Three Little Pigs Jack and the Beanstalk Goldilocks	Oliver's Garden The Hungry Caterpillar The Gigantic Turnip Bloom
Enrichment opportunities	Black History Month	Bonfire Night Diwali Christmas Hanukkah	Animal workshop	Visits from 'people who help us' World Book Day Oral Health Project Firefighter visit	Eid-Al-Fitr Visit to local Library	Planting and gardening
Parental engagement	Staggered starts Parent stay and play sessions	Bedtime stories event Parent consultations Celebration of Learning Sing-a-long	Trip helpers	Parent consultations Celebration of Learning Trip helpers	Trip helpers	End of year reports Parent consultations Transition meeting to Reception Nursery Graduation

## Curriculum Overview – Nursery



Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journeys	Ourselves 'all about me'	Celebrations	Down on the farm	People who help us	Traditional tales	Come outside
<b>Maths</b>	<p>To compare amounts saying 'lots' , 'more' or 'same'</p> <p>To begin to recite numbers to 5</p> <p>To count in everyday contexts, sometimes skipping numbers e.g. "1-2-3-5"</p> <p>To begin to explore 2D shapes</p>	<p>To begin to say one number for each item</p> <p>To start to show 'finger numbers' up to 5</p> <p>To start to compare quantities using language of 'more than' , 'less than'</p> <p>To name 2D shapes e.g. circle, square, rectangle, triangle</p> <p>To begin to make comparisons between objects relating to size, length, weight, capacity</p> <p>To select shapes appropriately when building</p>	<p>To begin to recite numbers past 5</p> <p>To begin to say one number for each item in order with increased accuracy e.g. 1,2,3,4,5</p> <p>To begin to talk about and explore 3D shapes in the environment using informal language</p> <p>To begin to describe locations using words like 'in front of' and 'behind'</p> <p>To begin to describe a sequence of events, real or fictional, using words such as 'first' , 'then...'</p>	<p>To show 'finger numbers' up to 5</p> <p>To experiment with our own symbols and marks as well as numerals</p> <p>To solve real world mathematical problems with numbers up to 5</p> <p>To talk about and explore 2D &amp; 3D shapes e.g. rectangles, triangles and cuboids</p> <p>To understand position through words alone e.g. "The bag is under the table" with no pointing</p> <p>To extend and create AB patterns - stick, leaf, stick leaf</p>	<p>To begin to subitise up to 3 objects</p> <p>To link numerals and amounts e.g. showing the right number of objects to match the numeral, up to 5</p> <p>To use informal and mathematical language when exploring shapes e.g. 'sides' , 'corners' , 'straight' , 'flat' , 'round'</p> <p>To describe a familiar route</p> <p>To combine shapes to make new ones e.g. an arch, a bigger triangle etc.</p>	<p>To subitise up to 3 objects</p> <p>To know the last number reached when counting a small set of objects tells you how many there are in total</p> <p>To talk about and identify patterns around us e.g. stripes on clothes, designs on rugs and describe it using language like 'pointy' , 'spotty' , 'blobs' etc.</p> <p>To begin to notice and correct an error in a repeating pattern</p>



Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journeys	Ourselves 'all about me'	Celebrations	Down on the farm	People who help us	Traditional tales	Come outside
<b>Communication &amp; Language</b>	To listen to stories and begin remember what happens To begin to sing a repertoire of songs To begin to use talk to organise ourselves and our play e.g. "Go on bus" To begin to shift attention from one task to another	To begin to learn a range of rhymes/songs To name a range of familiar songs and stories To begin to start a conversation with an adult or a friend To begin to understand and answer 'why' questions	To sing a repertoire of songs To begin to use a wider range of vocabulary To talk about familiar books To begin to use longer sentences of four to six words To begin to join up sentences with 'because', 'or', 'and'	To enjoy listening to longer stories and remember much of what happens To begin to pay attention to more than one thing at a time To understand 'why' questions e.g. "Why do you think the caterpillar got so fat?" To begin to express a point of view and debate when we disagree using words and actions To start a conversation with an adult or a friend and continue it for many turns	To use a wider range of vocabulary in context To begin to understand a question/instruction that has two parts e.g. "Get your coat and wait at the door" To be able to tell a long story	To pay attention to more than one thing at a time To understand a question/instruction that has two parts e.g. "Get your coat and wait at the door" To begin to use correct tenses and plurals To use longer sentences of four to six words To express a point of view and debate when we disagree using words and actions
<b>Literacy</b>	To enjoy mark making freely To add some marks to our drawings To begin to understand the five key concepts of print - print has meaning	To add some marks to our drawings and begin to give some meaning to them e.g. "car" To begin to understand the five key concepts about print - the names of the different parts of a book To begin to develop phonological awareness e.g. recognise words with the same initial sound e.g. money and mum To begin to have short conversations about stories	To add some marks to our drawings and to give some meaning to them e.g. "car" To begin to understand the five key concepts about print - print can have different purposes To begin to join in with well known rhymes To begin to write/trace our names	To begin to understand the five key concepts about print - page sequencing To begin to understand the five key concepts about print - we read English text from left to right and from top to bottom To further develop phonological awareness e.g. count or clap the syllables in a word To begin to write some letters in our names	To begin to use print and letter knowledge in early writing e.g. writing a pretend shopping list that starts at the top of the page and write 'm' for mummy To begin to engage in extended conversations about stories, learning new vocabulary To write some or all of our names	To further understand the five key concepts about print To further develop phonological awareness To engage in extended conversations about stories, learning new vocabulary To write some letters accurately





Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journeys	Ourselves 'all about me'	Celebrations	Down on the farm	People who help us	Traditional tales	Come outside
<b>Understanding the World</b>	To use all our senses in hands-on exploration of natural materials To begin to talk about what we can see To begin to talk about our lives and families To explore how things work To begin to develop positive attitudes about the differences between people	To explore collections of materials with similar and/or different properties To begin to use new vocabulary when describing what we can see To begin to understand the need to respect and care for the natural environment and all living things To plant bulbs and care for growing plants	To use all our senses in hands-on exploration of natural materials To show interest in different occupations in play To continue to develop positive attitudes about the differences between people	To begin to know that there are different countries in the world and talk about the differences they have experienced or seen in pictures To plant seeds and care for growing plants To understand the needs to respect and care for the natural environment and all living things To explore and talk about different forces they can feel	To begin to understand the key features of the life cycle of a plant and an animal To talk about the differences between materials and changes we notice To talk about members of our immediate family and community	To use all our senses in hands-on exploration of natural materials To explore collections of materials with similar and/or different properties To talk about what we can see, using new vocabulary To explore and talk about the differences between materials and changes we notice To continue to develop positive attitudes about the differences between people
<b>Expressive Art &amp; Design</b>	To begin to take part in simple pretend play using an object to represent something else even though they are not similar To begin to explore different materials freely, in order to develop ideas about how to use them and what to make To begin to create closed shapes with continuous lines, and begin to use these shapes to represent objects To begin to explore colour and colour-mixing To listen with increased attention to sounds To begin to remember and sing entire songs	To begin to develop stories using small world equipment e.g. animals, dolls houses etc. To begin to develop our own ideas and then decide what materials to use to express them To begin to join different materials and explore different textures To begin to respond to what we have heard, expressing our thoughts and feelings	To begin to make complex imaginative 'small worlds' with blocks and construction kits e.g. a city with buildings and a park To begin to use drawing to represent ideas like movement or loud noises To show different emotions in our drawings and paintings e.g. happiness, sadness, fear etc. To begin to move rhythmically to music e.g. up and down, down and up To begin to create our own songs, or improvise a song around one we know	To continue to make imaginative and complex 'small worlds' with blocks and construction kits. e.g. a city with different buildings and a park To join different materials and explore different textures To begin to draw with increasing complexity and detail e.g. drawing a face with a circle and including details To remember and sing entire songs	To begin to develop complex stories using small world equipment e.g. animal sets, dolls houses etc. explore different materials freely, in order to develop their ideas about how to use them and what to make To respond to what we have heard, expressing our thoughts and feelings To begin to sing the pitch of a tone sung by another person (pitch match) To begin to play instruments with increasing control to express feelings and ideas	To begin to explore and use a variety of artistic effects to express feelings and ideas To further explore colour and colour-mixing To show different emotions in our artwork e.g. happiness, sadness, fear etc. To take part in pretend play, using an object to represent something else even though they are not similar