



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
Maths	<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 & 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
Communication & Language	<p>To listen to stories and begin remember what happens</p> <p>To begin to sing a repertoire of songs</p> <p>To begin to use talk to organise ourselves and our play e.g. "Go on bus"</p> <p>To begin to shift attention from one task to another</p>	<p>To begin to learn a range of rhymes/songs</p> <p>To name a range of familiar songs and stories</p> <p>To begin to start a conversation with an adult or a friend</p> <p>To begin to understand and answer 'why' questions</p>	<p>To sing a repertoire of songs</p> <p>To begin to use a wider range of vocabulary</p> <p>To talk about familiar books</p> <p>To begin to use longer sentences of four to six words</p> <p>To begin to join up sentences with 'because' , 'or' , 'and'</p>	<p>To enjoy listening to longer stories and remember much of what happens</p> <p>To begin to pay attention to more than one thing at a time</p> <p>To understand 'why' questions e.g. "Why do you think the caterpillar got so fat?"</p> <p>To begin to express a point of view and debate when we disagree using words and actions</p> <p>To start a conversation with an adult or a friend and continue it for many turns</p>	<p>To use a wider range of vocabulary in context</p> <p>To begin to understand a question/instruction that has two parts e.g. "Get your coat and wait at the door"</p> <p>To be able to tell a long story</p>	<p>To pay attention to more than one thing at a time</p> <p>To understand a question/instruction that has two parts e.g. "Get your coat and wait at the door"</p> <p>To begin to use correct tenses and plurals</p> <p>To use longer sentences of four to six words</p> <p>To express a point of view and debate when we disagree using words and actions</p>
Literacy	<p>To enjoy mark making freely</p> <p>To add some marks to our drawings</p> <p>To begin to understand the five key concepts of print - print has meaning</p>	<p>To add some marks to our drawings and begin to give some meaning to them e.g. "car"</p> <p>To begin to understand the five key concepts about print - the names of the different parts of a book</p> <p>To begin to develop phonological awareness e.g. recognise words with the same initial sound e.g. money and mum</p> <p>To begin to have short conversations about stories</p>	<p>To add some marks to our drawings and to give some meaning to them e.g. "car"</p> <p>To begin to understand the five key concepts about print - print can have different purposes</p> <p>To begin to join in with well known rhymes</p> <p>To begin to write/trace our names</p>	<p>To begin to understand the five key concepts about print - page sequencing</p> <p>To begin to understand the five key concepts about print - we read English text from left to right and from top to bottom</p> <p>To further develop phonological awareness e.g. count or clap the syllables in a word</p> <p>To begin to write some letters in our names</p>	<p>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</p> <p>To begin to engage in extended conversations about stories, learning new vocabulary</p> <p>To write some or all of our names</p>	<p>To further understand the five key concepts about print</p> <p>To further develop phonological awareness</p> <p>To engage in extended conversations about stories, learning new vocabulary</p> <p>To write some letters accurately</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
Understanding the World	<p>To use all our senses in hands-on exploration of natural materials</p> <p>To begin to talk about what we can see</p> <p>To begin to talk about our lives and families</p> <p>To explore how things work</p> <p>To begin to develop positive attitudes about the differences between people</p>	<p>To explore collections of materials with similar and/or different properties</p> <p>To begin to use new vocabulary when describing what we can see</p> <p>To begin to understand the need to respect and care for the natural environment and all living things</p> <p>To plant bulbs and care for growing plants</p>	<p>To use all our senses in hands-on exploration of natural materials</p> <p>To show interest in different occupations in play</p> <p>To continue to develop positive attitudes about the differences between people</p>	<p>To begin to know that there are different countries in the world and talk about the differences they have experiences or seen in pictures</p> <p>To plant seeds and care for growing plants</p> <p>To understand the needs to respect and care for the natural environment and all living things</p> <p>To explore and talk about different forces they can feel</p>	<p>To begin to understand the key features of the life cycle of a plant and an animal</p> <p>To talk about the differences between materials and changes we notice</p> <p>To talk about members of our immediate family and community</p>	<p>To use all our senses in hands-on exploration of natural materials</p> <p>To explore collections of materials with similar and/or different properties</p> <p>To talk about what we can see, using new vocabulary</p> <p>To explore and talk about the differences between materials and changes we notice</p> <p>To continue to develop positive attitudes about the differences between people</p>
Expressive Art & Design	<p>To begin to take part in simple pretend play using an object to represent something else even though they are not similar</p> <p>To begin to explore different materials freely, in order to develop ideas about how to use them and what to make</p> <p>To begin to create closed shapes with continuous lines, and begin to use these shapes to represent objects</p> <p>To begin to explore colour and colour-mixing</p> <p>To listen with increased attention to sounds</p> <p>To begin to remember and sing entire songs</p>	<p>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</p> <p>To begin to join different materials and explore different textures</p> <p>To begin to respond to what we have heard, expressing our thoughts and feelings</p>	<p>To begin to make complex imaginative 'small worlds' with blocks and construction kits e.g. a city with buildings and a park</p> <p>To begin to use drawing to represent ideas like movement or loud noises</p> <p>To show different emotions in our drawings and paintings e.g. happiness, sadness, fear etc.</p> <p>To begin to move rhythmically to music e.g. up and down, down and up</p> <p>To begin to create our own songs, or improvise a song around one we know</p>	<p>To continue to make imaginative and complex 'small worlds' with blocks and construction kits. e.g. a city with different buildings and a park</p> <p>To join different materials and explore different textures</p> <p>To begin to draw with increasing complexity and detail e.g. drawing a face with a circle and including details</p> <p>To remember and sing entire songs</p>	<p>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</p> <p>To respond to what we have heard, expressing our thoughts and feelings</p> <p>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</p>	<p>To begin to explore and use a variety of artistic effects to express feelings and ideas</p> <p>To further explore colour and colour-mixing</p> <p>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</p>