

Centaurus curriculum October- November



At Ruislip Stars Nurseries our curriculum is child-led. Due to the nature of our setting, intakes occur regularly throughout the year and there is no set start date for a new cohort. This means that the children arrive at the setting with different starting points. For new starts, we support the child through our well-developed settling in curriculum.

Once children are settled, our curriculum plan is ambitious and ensures children have ample opportunities to learn and practice the new set of skills and knowledge being delivered.

The curriculum is designed to meet specific learning goals for individual children as well identified cluster groups of children. The overarching principles of the seven areas of learning and safeguarding are embedded and focused in all aspects of learning and play.

Purpose of this curriculum	
Statement gaps from online learning journey shows this area of learning is yet to secure – please ensure observations against this area of learning are recorded for each child	
<p>PSED 0-36 Talk about their feelings in more elaborated ways Notice and ask questions about differences</p> <p>CL 0-36 Listen to simple stories and understand what is happening with the help from pictures Enjoy listening to longer stories and can remember much of what happens Use a wider range of vocabulary</p> <p>PD 36-48 Start taking part in some group activities which they make up themselves or in teams Use large muscle movements to wave flags and steamers, paint and make marks</p>	

Week commencing: (Nicole)			
W.C 17th November 2025	To make connections between the features of their family and other families	Stories: There's a home in mummy's tummy	To notice differences between people To talk about what they see using a wide range of vocabulary To make connections and notice differences
		Songs: I love my family	
		Role play: Look at the world map – seeing where their families are from around the world – making a note on the map and adding pictures Acting out different traditions they do – for example, how one friend celebrates Christmas, or how another friend celebrates Eid.	
		Circle / group times: Children to look at images that parents have sent in of their families and their friends families. Discussing similarities and differences they can see Garden play/ Physical development: Hide and seek- different places to hide, following simple instructions, explaining where they found their friend	

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		<p>Duck duck goose- taking turns</p> <p><u>Arts and crafts:</u></p> <p>Making their own photo album – talking about who is in their family and decorating this. Challenged to write the name of that person and some facts about them</p> <p>In my house – draw an image of their house and include who is in their house, challenged to write key words as well as the illustrations</p> <p><u>Free play:</u></p> <p>Playdough mats – using templates to make themselves and people in their families, including features such as glasses, red hair etc</p> <p><u>Safeguarding:</u></p> <p>Meal and snack times:</p> <p>Encourage children to use cutlery during mealtimes</p> <p>Toileting and intimate care:</p> <p>Children supported to be independent when using the toilet, such as cleaning themselves, washing their hands thoroughly</p> <p>All activities adapted to support / challenge and include all children through planned interventions throughout the day</p>	
<p><u>24th November 2025</u></p>	<p>Listen to simple stories and understand what is happening with the help from pictures</p>	<p><u>Story of the week –</u></p> <p>3 little pigs</p> <p><u>Songs:</u></p> <p>Old McDonald had a farm -</p> <p><u>Role play:</u></p> <p>3 little pigs – using various props to bring imagination to life, using the story box and little puppets to explore and using visuals.</p> <p><u>Circle/group time-</u></p> <p>Exploring emotions - Children sat in circle with Shizah to explore different animals in the book including wolf and 3 different pigs , speaking about different emotions throughout the story line.</p> <p><u>Pig tuff tray –</u></p> <p>Children explored the tuff tray to explore different characters to life, whilst being challenged to put the story in order.</p> <p><u>Garden play/physical development –</u></p> <p>Making pig houses -</p>	<p>To talk about what they see using a wide range of vocabulary</p> <p>To make connections and notice differences</p>

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		<p>Children will take part variety of different group activities, such as making different pig houses, from bricks to stones and sticks, children will work together, social skills and communications skills.</p> <p><u>Arts and crafts-</u></p> <p>Junk modelling-Constructing a brick house using art materials such as brown paint, tissue paper, and glue allows children to practice their fine motor skills. Additionally, they are encouraged to discuss the various types of houses built by the pig.</p> <p>playdough mats – using playdough mates to create different emotions, happy , sad.</p> <p>Safeguarding:</p> <p>Meal and snack times:</p> <p>Encourage children to use cutlery during mealtimes</p> <p>Toileting and intimate care:</p> <p>Children supported to be independent when using the toilet, such as cleaning themselves, washing their hands thoroughly</p>	
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