

Centaurus curriculum September- October



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</p> <p>0-36 Talk about their feelings in more elaborated ways Notice and ask questions about differences</p> <p>CL</p> <p>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</p> <p>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)			
<p>W.C 3rd November 2025</p>	<p>Use a wider range of vocabulary</p>	<p>Stories: Little red riding hood</p> <p>Songs: Red riding hood dance party - using props, plates, cakes and dress up costumes</p> <p>Role play: Grandma tea party - using props, outfits teamwork building skills.</p> <p>Group games: What's the time Mr wolf - play alongside their friends build, social skills</p> <p>Circle / group times: Stories show and tell - Teamwork, understanding stages of the story Make a story basket – using the props from the story little red riding hood for them to refer to throughout the week</p> <p>Puppets: Animals' puppet show- such as wolf, red riding hood Arts and crafts – making their own puppets of the characters to act out the story with</p>	<p>To confidently explain what happens in a story</p> <p>Identify and talk about different emotions</p>

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		<p>Garden play: Going on a wolf hunt – teamwork, communication, using props</p> <p>Arts and crafts: Painting red riding cape – using different art tools, paint brush, colour and glitter Paper plates – glue, glitter, paint and tissue paper,</p> <p>Free play: Making up stories – teamwork, using props Basket making – paint, glitter, tissue paper, paintbrushes.</p> <p>Safeguarding: Meal and snack times: Encourage children to use cutlery during mealtimes Toileting and intimate care: 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>	
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