

## 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  |   |
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| 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 |   |
| <b>CL</b>   | 0-36 – Listen to other people’s talk with interest, but can easily be distracted by other things<br>Start to say how they are feeling, using words as well as actions |
| <b>PSED</b>   | 0-36 – Feel strong enough to express a range of emotions  |
| <b>PD</b>   | 0-36 - Develop manipulation and control   |

| Week commencing:                                 |   |   |   |
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| <b>W.C 17<sup>th</sup><br/>November<br/>2025</b> | Develop their sense of responsibility and membership of a community | <b>Stories:</b><br>“The Ugly Duckling”<br><br><b>Songs:</b><br>“You have got a friend in me”<br><br><b>Role Play:</b><br>Recycling Centre – encourage children to recycle household resources, build sense of belonging and responsibilities within our community<br><br><b>Group Games:</b><br>Appreciation Circle – saying each other’s name and saying what are we grateful for this person,<br><br>Parachute game – to hold it together and work as a team to keep soft teddies/balls on it, when a name is called one person takes one toy<br><br><b>Circle/Group Times:</b><br>Singing songs relating to friendships, such as you’ve got a friend in me, hello song etc | Show more confidence in social situations<br><br>Increasingly follow rules, understanding why they are important<br><br>Become more outgoing with unfamiliar people |

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|   |   | <p>Stories – including story of the week. Talking about ways to belong</p> <p><b>Garden Play:</b></p> <p>Litter Picking – encouraging the children to keep their surroundings clean and tidy</p> <p>Neighbourhood Walk – looking out for rubbish around St Mary’s</p> <p><b>Arts and Crafts:</b></p> <p>Recycling Centre – making bins using these resources, working together to do so. Following step by step instructions.</p> <p>Appreciation Cards – using fine motor skills and hand eye coordination to create a card using various arts and crafts resources</p> <p><b>Free Play:</b></p> <p>Fix our Town – working as a team to create a nice and clean town from building blocks</p> <p><b>Safeguarding:</b></p> <p><b>Meal and snack times:</b></p> <p>Children to be able to use cutlery during mealtimes</p> <p><b>Toileting and intimate care:</b></p> <p>Children to be encouraged to be independent when going to the toilet, pulling their trousers down etc</p> <p><b>Settling and soothing children if sleepers</b></p> <p><b>All activities adapted to support / challenge and include all children through planned interventions throughout the day</b></p> |   |
| <p><b>W.C 24<sup>th</sup> November 2025</b></p> | <p>Be increasingly able to talk about and manage their emotions</p> | <p><b>Stories:</b></p> <p>“Going to a Dentist”</p> <p><b>Songs:</b></p> <p>“If you’re happy...”</p> <p><b>Role Play:</b></p> <p>Dental Surgery – children to role play scenarios when their toys are unwell to encourage empathy and show ways to manage emotions</p> <p><b>Group Games:</b></p> <p>Obstacle Course – supporting one another in completing set challenges, encourage taking turns and managing emotions throughout</p>   | <p>Talk about their feelings in more elaborated ways</p> <p>Feel strong enough to express a range of emotions using gestures and words</p> <p>To use key words relating to emotions, such as sad, happy etc</p> |

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|  |  | <p>Yoga – exploring ways to help our bodies to calm down, looking at various ways to manage emotions</p> <p>Feelings Wheel – exploring various emotions and how we manage them on a daily basis</p> <p><b>Circle/Group Times:</b></p> <p>Singing songs relating to emotions, such as if you're happy and you know it, hello song etc</p> <p>Stories – including story of the week. Talking about ways to belong and how the character feels</p> <p><b>Garden Play:</b></p> <p>Sensory Play – exploring natural resources and how do they make us feel, how weather affects our mood</p> <p>Bug Hunt – gentle exploration of insects using magnifying glasses, talking about fear and insects we love</p> <p><b>Art and Crafts:</b></p> <p>Playdough Mats – expressing emotions of how we feel on a day</p> <p>Glitter Jars – visual sensory tool to help regulate emotions, encourage choice of materials</p> <p><b>Free Play:</b></p> <p>Small World – encourage scenarios to safely manage various emotions i.e. happy, sad, unwell etc</p> <p>Bubble Play – turn taking, breathing regulation and sensory exploration of the bubble mixture</p> <p><b>Safeguarding:</b></p> <p><b>Meal and snack times:</b></p> <p>Children to be able to use cutlery during mealtimes</p> <p><b>Toileting and intimate care:</b></p> <p>Children to be encouraged to be independent when going to the toilet, pulling their trousers down etc</p> <p><b>Settling and soothing children if sleepers</b></p> <p><b>All activities adapted to support / challenge and include all children through planned interventions throughout the day</b></p> |  |
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