

## Centaurus curriculum August- September



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	
<b>CL</b>	0-36 – Listen to other people’s talk with interest, but can easily be distracted by other things 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:			
<u>W.C 3<sup>rd</sup> November 2025</u>	Listen to other people’s talk with interest, but can easily be distracted by other things	<p><b><u>Stories:</u></b></p> <p>‘Incy wincy spider’</p> <p><b><u>Songs:</u></b></p> <p>‘Hello... and how are you today’.</p> <p>‘Days of the week’</p> <p><b><u>Role play:</u></b></p> <p><b>Small world play:</b> using imagination, using communication skills</p> <p><b><u>Group games:</u></b></p> <p><b>Jenga:</b> Waiting turns, following simple instructions</p> <p><b>Stuck in the mud:</b> Waiting for instructions, turn taking, interacting with peers</p> <p><b><u>Circle / group times:</u></b></p> <p><b>What did I do on my holiday:</b> Pictures to be sent in, communication skills, questions/answers</p>	<p>Follow simple instructions</p> <p>Engage in interaction with others</p> <p>To understand how to share/take turns</p>

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		<p><b>Story time:</b> Ask questions, repeat familiar phrases from the story</p> <p><b><u>Garden play:</u></b></p> <p><b>Ball games:</b> Football, catching, throwing, waiting turns</p> <p><b><u>Arts and crafts:</u></b></p> <p><b>My holiday collage:</b> Cutting, sticking, talking about past events</p> <p><b><u>Free play:</u></b></p> <p><b>Connectors:</b> Creating structures, following instructions</p> <p><b>Mark Making:</b> Handling tools, pencil control</p> <p><b>Safeguarding:</b></p> <p>Meal and snack times:</p> <p>Toileting and intimate care:</p> <p>Settling and soothing children if sleepers</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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