

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.

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

CL
0-36 – Make themselves understood and can become frustrated when they cant.
Understand simple instructions

PSED
0-36 – Feel strong enough to express a range of emotions

PD
0-36 – Develop manipulation and control
 Show an increasing desire to be independent

Week commencing: (Alisha/Ayesha)

<p><u>W.C 17th</u> <u>November</u> <u>2025</u></p>	<p>Use single words during play</p>	<p>Stories:</p> <p>3 little pigs</p> <p>Songs:</p> <p>Penguin attention, and head, shoulders, knees and toes</p> <p>Sing and encourage to the children to follow the instruction during the song</p> <p>Role play:</p> <p>Picnic - Use toy dishes and food model words like “cup, “apple”, “hot”. Encourage to the children to repeat during the play</p> <p>Group games:</p> <p>Hide and seek: Peekabo, where are you? Gone?</p> <p>Circle time/ group times:</p> <p>Sing if you happy and use Makaton sing “happy” and “sad”. Encourage to the children to say the words and mimic expressions and actions.</p> <p>Garden play:</p>	<p>Constantly babble and talk during play</p> <p>To repeat single words and gestures</p>
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Curriculum October- November

		<p>Races in the garden using the cars and bikes ‘ready, steady, go’ leave blanks for the children to fill in</p> <p>Red light, green light – follow simple instructions and encouraged to repeat key words</p> <p>Arts and crafts:</p> <p>Decorate plates – to make the three little pigs or animals for them to use throughout the week</p> <p>Free play/ group times:</p> <p>Bubbles play</p> <p>Animals - Use animal toys encourage to the children to name animals or imitate sounds like sheep-baa, cow- moo, duck-quack.</p> <p>Safeguarding:</p> <p><u>Meal and snack times</u></p> <p>Eating independently using cutlery</p> <p><u>Toileting and intimate care</u></p> <p>To start helping with dressing/undressing during nappy changes</p> <p><u>Settling and soothing children if sleepers</u></p> <p>To go to sleep without being rocked</p> <p>All activities adapted to support / challenge and include all children through planned interventions throughout the day</p>	
<p><u>W.C 24th</u> <u>November</u> <u>2025</u></p>	<p>Understand single words in context</p>	<p>Stories:</p> <p>Sensory book “That is not my train”</p> <p>Songs:</p> <p>Good morning and goodbye song</p> <p>Sing and encourage to the children to follow the instruction during the song</p> <p>Role play:</p> <p>Animals in the story - Use hat with pictures of birds, mouse, bunny model sounds like twit“, “hop“, “ink“. Encourage to the children to repeat during the play</p> <p>Group games:</p> <p>Running races: following instructions, ‘ready, steady go’</p> <p>Parachute: with balls, up and down</p> <p>Circle time/ group times:</p> <p>Sing hello how are you and use Makaton sing “hello” and “bye”. Encourage to the children to say the words and mimic expressions and actions</p>	<p>To talk and copy gestures and words during the play</p> <p>Recognise and point pictures and objects if asked about them</p>

Curriculum October- November

		<p>Garden play:</p> <p>Train game in the garden using the cars and bikes ‘ready, steady, go’ “chu, chu train”</p> <p>Red light, green light – follow simple instructions and encouraged to repeat key words</p> <p>Arts and crafts:</p> <p>Made hat animals– to make the animals in the story book “that is not my train” the story we read throughout the week</p> <p>Free play/ group times:</p> <p>play dough: use vocabulary tap, squeeze and push</p> <p>Animals - Use animal toys encourage to the children to name animals or imitate sounds like “twit”, “hop” and “ink “</p> <p>Safeguarding:</p> <p><u>Meal and snack times</u></p> <p>Eating independently using cutlery</p> <p><u>Toileting and intimate care</u></p> <p>To start helping with dressing/undressing during nappy changes</p> <p><u>Settling and soothing children if sleepers</u></p> <p>To go to sleep without being rocked</p> <p>All activities adapted to support / challenge and include all children through planned interventions throughout the day</p>	
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