

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

CL

0-36 – Copy your gestures and words

Babble and use single words during play

Gesture towards an object e.g. point to cup to say they want a drink

Recognise and point to objects if asked about them

PSED

0-36 – Establish sense of self

PD

0-36 -walk, run, jump and climb

Start eating independently

Clap and stamp to music

Week commencing: (Lili/Shizah)

<p>W.C 3rd <u>November</u> <u>2025</u></p>	<p>To copy gestures and words</p>	<p>Stories:</p> <p>That's not my train...</p> <p>Songs:</p> <p>Old Mc Donald had a farm</p> <p>Role play:</p> <p>Themed tuff trays, with animals and opportunities for children to role play and repeat sounds and names of the animals</p> <p>Using their animal puppets to role play and play with the different animals</p> <p>Group games:</p> <p>Animal rescue – animals put on the tuff tray with Sellotape over the top and children to use their fine motor skills to 'rescue' the animals</p>	<p>To use single words during play</p> <p>To use gestures to communicate</p>
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		<p>Balloon game – trying to keep their balloon off the floor, key words modelled throughout for the children to repeat</p> <p>Circle / group times:</p> <p>Playdough – using their fine motor skills to make animals using the cutters</p> <p>Connectors – building towers using the blocks whilst talking to one another and language being modelled</p> <p>Puppets:</p> <p>Make animal puppets, whilst listening to Old Mc Donald and listening to animal sounds. Creative skills to use the resources and make animals</p> <p>Garden play:</p> <p>Water play – using various sized pots, cups etc to pour water in and out of. Language being modelled throughout</p> <p>Races on the bikes in the garden – using words such as ‘stop’ and ‘go’ for the children to mimic</p> <p>Arts and crafts:</p> <p>Mark making, using various mark making tools such as chalk, or white board pens to make patterns and marks</p> <p>Free play:</p> <p>Singing – leaving gaps in the songs for the children to fill in the missing words of the animals or the sounds they make</p> <p>Meal and snack times:</p> <p>Children to use their cutlery during mealtimes</p> <p>Toileting and intimate care:</p> <p>To start helping with dressing / undressing during nappy changes</p> <p>Settling and soothing children if sleepers:</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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