

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

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

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

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

W.C 17th
November
2025

Use large and small motor skills to do things independently

Song of the week: Whined the bobbin up

Animal rescue – tape put over the tuff tray and animals hidden underneath, children to use tweezers to rescue the animals.

Putting the washing out – using clips and clothes to hang them up

Making collages using different coloured paper and coloured tissue paper (ripping and sticking). Drawing around different objects to create our shapes for each picture

Mixing water with flour to make playdough in the tough tray, each child will have to knead the dough to create their very own playdough.

Threading beads of different sizes (large beads only) to make patterns – counting the beads up to 5

Threading letters onto string, letter recognition

Show an increasing desire to be independent

Show an understanding of how to do things independently

Curriculum October- November

		<p>Busy books – challenging the children with things such as zips and buttons</p> <p>Sensory play:</p> <p>Water play – different sized cups and jugs to pour water into the cups using their fine motor skills and hand eye coordination</p> <p>Free play/Group times:</p> <p>Using plastic scissors to cut up different materials. Modelled how to use these</p> <p>Safeguarding:</p> <p>Meal and snack times:</p> <p>To be able to use a fork during mealtimes</p> <p>Toileting and intimate care:</p> <p>To pull their trousers up and down during nappy changes / toileting</p> <p>Settling and soothing children if sleepers:</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>Use large and small motor skills to do things independently</p>	<p>Stories: Elmer in the snow</p> <p>Song of the week: Jingle bells</p> <p>Small world:</p> <p>Save the animals from the sand- using spades and other resources to dig in the sand to find the animals</p> <p>Washing the animals- handling sponge and cleaning animals- using language ‘it’s dirty, I got to make the pig clean’.</p> <p>Garden play</p> <p>Bike races -if your favourite fruit is apple can you ride the bike to the sand pit</p> <p>Building towers using the soft blocks to create a tunnel</p> <p>Toy hunt- can you find the pink bike? Where are the teddies hiding?</p> <p>Arts and crafts:</p> <p>White board letters- tracing the outline of the different patterns and letters on the white boards</p> <p>Santa/ reindeer decoration making</p> <p>Drawing the characters from the book of the week</p> <p>Using shape cutters to stamp shapes on to paper then colour within the lines/ dip shapes into paint and press onto paper creating and outline.</p> <p>Group games:</p>	<p>To be able to control a pen within lines</p> <p>To follow simple instructions</p> <p>Gain confidence when using tools</p> <p>Gain control of whole-body movements</p>

Curriculum October- November

		<p>Music- Using instruments while learning Christmas songs</p> <p>Sorting blocks into colour groups counting then groups then creating a building with them</p> <p>Sensory play:</p> <p>Colourful flour-creating shapes in the flour using fingers and paintbrushes</p> <p>Free play/Group times:</p> <p>Independent dress up – can you pull up the dress?</p> <p>Learning to put their shoes on and off</p> <p>Play dough shapes</p> <p>Safeguarding:</p> <p>Meal and snack times:</p> <p>To be able to use a fork during mealtimes</p> <p>To be able to start serving themselves</p> <p>Toileting and intimate care:</p> <p>To pull their trousers up and down during nappy changes / toileting</p> <p>Settling and soothing children if sleepers:</p> <p>All activities adapted to support / challenge and include all children through planned interventions throughout the day</p>	
--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--