

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 – 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 3rd</u> <u>November</u> <u>2025</u></p>	<p>PSED:</p> <p>Begin to show effortful control – for example waiting for a turn, sharing etc.</p> <p>Begin to learn how to take turns and share</p>	<p>Stories: sharing is caring</p> <p>Songs: this is the way we share our toys – super simple learning</p> <p>Role play: shop keepers role play – take it in turns to be the shop keeper and customers</p> <p>Group games:</p> <p>Cooking – taking it in turns to use the resources and sharing the equipment with one another. Mathematical language modelled throughout.</p> <p>Pirate pop up game – taking it in turns and sharing with each other</p> <p><u>Circle / group times:</u></p> <p>Paw patrol game – taking it in turns to play the game and listening to the rules</p> <p><u>Puppets:</u></p> <p>Making emotion puppets, with a focus of three emotions – happy, sad and angry. Resources to be shared and children to be independent with using the tools</p>	<p>The children to learn social skills, such as sharing and taking turns</p> <p>Increasingly start to follow rules</p>
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		<p><u>Garden play:</u></p> <p>Parachute game – working together to lift up the parachute and taking it in turns to run underneath</p> <p>Ball games – kicking the balls back and forth to one another, saying their names as they kick them to each other</p> <p><u>Arts and crafts:</u></p> <p>Making fireworks, sharing resources and choosing which resources to use. Children spoken to about bonfire night and what this is</p> <p>Making their own poppies for remembrance Sunday and making a wreath</p> <p><u>Free play:</u></p> <p>Dress up – home corner, sharing resources and taking it in turns to use these. Encourage independence, revisiting from last week's intent</p> <p><u>Safeguarding:</u></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>	
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