

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 | |
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| 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 | |
| <p>PSED 0-36 Use engagement to achieve a goal ‘gesture towards their cup to say they want a drink’ Establish their sense of self</p> <p>CL 0-36 Listen and respond to a simple instruction Babble, using sounds like ‘baba, mamama’</p> <p>PD 0-36 Clap and stamp to music Begin to crawl in different directions</p> | |

| Week commencing: (Sophia/Tess) | | | |
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| W.C 3rd November 2025 | To communicate using single words and gestures. | Stories: peekaboo book, my first word stories Songs: head shoulders knees and toes Role play: Animal role play, mimicking animal sounds, farm tuff tray, dolls house role play Group games: Circle / group times: exploring sounds using instruments and different materials. singing nursery rhymes, giving the children an instrument. Sensory books, looking through stories with different textures and flaps. Puppets: | To repeat key words Move whole body to music |
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| | | <p>Animal puppets encouraging the children the children to mimic sounds and interact with their teacher and puppet.</p> <p>Create their own twinkle twinkle puppets.</p> <p>Wheels on the bus puppets.</p> <p>Garden play:</p> <p>Exploring the sand pit</p> <p>Bikes</p> <p>Car races</p> <p>Ball games</p> <p>Arts and crafts:</p> <p>Creating decorations for firework day using their handprints</p> <p>Creating poppies for Remembrance Day.</p> <p>Free play:</p> <p>Sea world tuff tray</p> <p>Colour tuff tray</p> <p>Soft play</p> <p>Safeguarding:</p> <p>Meal and snack times: to feed themselves independently using a spoon/hands</p> <p>Toileting and intimate care:</p> <p>Settling and soothing children if sleepers:</p> <p>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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