

Aquila's curriculum – April



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 on 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	
3 main areas –	
CL- Understand simple instructions	
PSED- Thrive as they develop self-assurance	
PD- Gradually gain control of whole body- such as, walking, running, kicking, throwing etc.....	

Date	Intent (what we are planning to teach)	Impact (what we want from the activity) Learnt outcomes
20 th April 2026	Understand simple instructions	Listening & Recognising Instructions
27 th April 2026		Following One-Step Instructions Independently
4 th May 2026		Introducing Two-Step Instructions
11 th May 2026		Consistency & Application in Daily Routines
Planned learning opportunities – ideas:		
Week 1: Listening & Recognising Instructions		

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- Action imitation: Zaynab gives a clear instruction (“Touch your head”, “Stamp your feet”) while modelling—children copy.
- Song-based instructions: use action songs where children follow simple directions (e.g., clap, jump, turn around).

Week 2: Following One-Step Instructions Independently

- “Simon Says” game: children follow one-step instructions without modelling.
- Tidy-up challenge: give individual children one clear instruction (“Put the blocks in the box”).

Week 3: Introducing Two-Step Instructions

- Treasure hunt: “Find a car and bring it to the table.”
- Role-play tasks: “Put the cup on the table and sit down.”

Week 4: Consistency & Application in Daily Routines

- Helper of the day: child follows and carries out instructions for small tasks (“Give out books and sit down”).
- Obstacle course: “Step over the hoop and crawl under the table.”

Safeguarding:

Settling – Use simple, consistent instructions during arrival (e.g., “Hang your coat”, “Sit on the carpet”) to help children understand expectations and routines.

Mealtimes –Provide clear one-step instructions (e.g., “Sit down”, “Hold your spoon”) to support understanding during structured routines.

Toileting –Use simple, step-by-step instructions (e.g., “Pull trousers down”, “Wash your hands”) to guide children through the routine.