



FANS recovery curriculum – Autumn term focus Prime Areas

(Personal, Social, Emotional Development 30-50m) Our intent

I am happy to come to Nursery
I know the nursery rules and routines
I am confident to speak to familiar adults and children
I have made friends
I can share
I can take turns
I can adapt my behaviour when something in my routine changes

Personal, Social and Emotional Development – how adults help me learn

Good relationships are the key to my future. I build a good relationship with my key person who supports me to feel confident in myself and make good friendships. They help me to solve problems by finding a solution. Adults model how to share and resolve conflicts.
They plan for my play from my interests and starting points, especially if I am a child with SEND. They model kindness and being gentle.

Recovery Curriculum

I may feel unsettled for longer as I have been at home for so long. Adults will help me to adjust to this change by being kind, comforting and consistent. My Key Person will spend time settling me and working with to my parents to help me settle.

I may demonstrate that I don't feel secure in a variety of ways. Adults will support these feelings through listening to what I say or the behaviours that I display and comfort me, supporting me to feel safe and secure.

I may need longer to settle as I adjust to larger groups of children. Adults will support me to play alongside others and begin to make friends. They will model sharing. My routine will be different and my day will be longer. I may get very tired. Adults will support me to become resilient at these times, working through challenges with consistent care and comfort.

My well-being will be the greatest priority at nursery.

Physical Development 30-50m) Our intent

I can move in lots of ways inside and outside
I can balance
I can eat and drink independently
I can usually use the toilet by myself
I can help put my own clothes on
I can confidently use equipment
My pencil grip is improving
I can use one-handed tools

Physical Development – how adults help me learn

Adults help me to try new things during my play. This helps me to stay safe but also take risks. Once I have control of my body and tools I take risks and make judgements on how to keep safe while I explore with my friends.

Through a rich play environment my large and small movements are developed through challenge. The adult-guided snack table ensures I can make healthy choices, discuss hygiene and healthy practices. I explore new healthy foods with adult support

Recovery curriculum

I may not have had much outdoor experience, so being outside in all weathers will be really important for me. Staff will plan activities for my gross and fine motor skills to challenge me and help me take risks encouraging me to be outside often. If adults are concerned that I have physical delays they will talk to my parents and refer me to ask for advice on how to develop these skills quickly.

I may need support to use the toilet and feed myself after a long period at home. My key person will work with my family to ensure that we are all doing the same things to support my independence. I may still be using a bottle and a dummy. My family will be encouraged to use a cup and wean me off the dummy to help my speech and tooth development. At nursery I will be supported to feed myself and use a cup. I may not have had many creative resources at home so staff will plan lots of things for me to do with paint and drawing resources to develop my pencil grip and use of tools.

(Communication & Language 30-50m) Our intent

I can listen and work as part of a small group
I can speak to a small group
I can follow directions
I can speak in complex sentences (asking questions, connecting ideas, past and present tense).

Communication and Language – how adults help me learn

Adults are genuinely interested in what I say and think, and look for non-verbal cues that I may use to communicate. They use new language and vocabulary to extend my thinking and knowledge. They teach me vocabulary through new skills and experiences. Instead of correcting my language, staff model my talk back to me using the correct grammar so I can hear my language in the correct form. They teach me new vocabulary which is slightly beyond my current understanding.

They use technical terms. They have high aspirations for me.

Recovery curriculum

I may have had less conversation with a variety of people over the last six months. I may find it challenging to communicate with the new people in my life. Staff will welcome me and listen carefully to what I say and watch for other ways that I communicate. They will model new language and vocabulary to me through new experiences and stories. If I have developed no language an adult may refer me to [HENRY](#) to get support for my delayed speech.

I may find listening to people challenging in the new environment. Adults will model listening skills to me and listen carefully to me to help me build this skill.

I may find following directions challenging in a new environment and find this overwhelming at times. Staff will ensure that I have a regular routine at nursery to help me make sense of what happens when and why it is happening.

Staff will always talk to me in a kind way to help me feel safe and secure.