



Comet Nursery School & Children's Centre

Comet's Core Curriculum





Curriculum Intent

At Comet Nursery School, children's learning is based around the seven areas of learning outlined in the Early Years Foundation Stage Curriculum. Teaching and learning is thoughtfully and carefully planned, based on our knowledge and understanding of the children's interests, needs and stage of development and Development Matters. Our curriculum is focused around child centred learning, where communication and language developed is threaded throughout the provision.

We offer an inclusive environment and a dedicated SEND team which supports children with the highest needs. This is complemented by a specially built sensory room complete with sensory equipment. Children's learning and development is at the heart of all we do at Comet. We provide and celebrate a diverse, inclusive and integrated provision where practitioners have high aspirations for all our children, regardless of their starting points.

At Comet, we are proud of our Natural Explorers programme, where children who are entitled to Early Years Pupil Premium are offered rich life experiences supporting cultural capital. In addition to this, we have devised and implemented Comet's 5 by 5, which consists of five things we want our children to do by the age of 5. We have a green flag award celebrating Comet as an Eco-School and we continue to encourage children to be actively involved in their understanding of how we can be kind to our planet. Our Eco-Warriors take an active role in contributing to Comet's Eco-code.

At Comet, we believe:

- Children require space and time to repeat, practice and consolidate their learning.
- Children learn actively and use their senses to develop an understanding of the world around them.
- All children' have 'funds of knowledge' and experience which we embrace and build upon.
- The process of learning should be valued over the end product.
- Open ended questions and comments promote shared, sustained thinking.
- Opportunities for speaking and listening and developing vocabulary are paramount for learning.
- Children deserve to access continuous provision and play.
- Children need opportunities to work collaboratively, share ideas and negotiate with others.
- In the importance of developing children's self-confidence and self-esteem.
- Children require opportunities to be curious, imaginative and develop their creativity.
- Children's voices are important in shaping their learning and making it truly reflective of them.



1.
Settle in and
become a
confident
learner

2.
Self-regulate
and manage
emotions

3.
To make a 3D
model or
sculpture

8.
Carry out a
simple sci-
ence investi-
gation

Comet's Curriculum Goals

At Comet, we have devised eight curriculum goals that we want all of our children to aspire towards before they transition to primary school. Our curriculum goals are embedded into our daily practice and planning, complementing the EYFS framework. Each goal has sequential stepping stones which support our practitioners in delivering our curriculum. We ensure that adjustments are made for individual children to make this an inclusive curriculum offer. These goals and progress towards them are evidenced in termly spotlights and children's special books, commented on in our termly pupil summaries and discussed with parents/carers.

4.
To write my
name

7.
Take part in a
performance

6.
Make up a
story

5.
Ride a bike or
trike



Comet is a Silver: Rights Aware School. We have embedded the UN convention on the Rights of the Child into our everyday practice to support our children, staff and parents in understanding children's rights. The convention is a key part of our curriculum. We cover 12 articles that we believe are most important for our children. We work with the children to empower them in understanding their rights and deliver support for parents to ensure the children's rights are being upheld at home. We encourage the children to build their awareness of every child's rights and to develop their personal and social skills through supporting rights around the world.



15 I have the right to meet with friends and to join groups



31 I have a right to relax and play



12 I have the right to be listened to, and taken seriously



8 I have a right to an identity



34 Nobody should touch me in ways that make me feel uncomfortable, unsafe or sad



14 I have the right to have my own thoughts and beliefs and to choose my religion, with my parents' guidance



6 I should be supported to live and grow



23 If I have a disability, I have the right to special care and education



3 Adults must do what's best for me



28 I have the right to an education



24 I have the right to good quality health care, to clean water and good food



39 I have the right to help if I have been hurt, neglected or badly treated



1. Settle in and be a confident learner

EYFS Links: C&L, PSED

Intent	Implementation	Impact
<p>First stepping stone: Children make strong relationships with their key person/ preferred adult. They separate with growing confidence from their parent, becoming involved in their play.</p>	<p>Adults will support children to be increasingly independent by providing a warm and stimulating learning environment. They encourage them in their play whilst identifying additional support required.</p>	<p>I can manage my emotions with support and settle in happily to my nursery routine.</p>
<p>Second Stepping Stone: Children confidently play and explore in their learning environment. They develop a 'have a go' attitude.</p>	<p>Adults will support children through quality interactions, scaffolding their learning.</p>	<p>I can attend an adult-led activity for 5 minutes or more.</p>
<p>Third Stepping Stone: Children persevere with challenges in their play and make comments about their learning.</p>	<p>Adults will support children to play and learn more collaboratively, giving opportunities for sustained shared thinking. They will offer challenges and help children to reflect on their learning.</p>	<p>I can talk about or express my own thinking and learning</p>
<p>Final outcome: <i>Children reflect on their learning by sharing their special books with their key person, celebrating their achievements and what they found hard. Children will make links between their own learning and develop ideas. Children talk about the processes they have engaged with and what they and their peers are learning and thinking.</i></p>		

Key vocabulary: thinking, learning, sustained shared thinking, persevere, challenge, meta-cognition



2. Self- regulate and understand my emotions

EYFS Links: C&L, PSED, UW

Intent	Implementation	Impact
<p>First stepping stone:</p> <p>Children begin to understand predictable routines and procedures of the nursery to help them feel safe and settled.</p>	<p>Adults will model predictable routines for participation and norms for engagement in activities are established or co-constructed with children so they can carry out tasks independently. Adults will provide emotional warmth and a sense of trust, showing an interest and enjoyment of children’s natural playfulness.</p>	<p>I can begin to understand the routines of the day and feel safe at nursery.</p>
<p>Second Stepping Stone:</p> <p>Children will begin to recognise that they have feelings and use words, gestures or signs to express this. They will begin to understand that some emotions may result in a physical feeling e.g. crying or upset tummy.</p>	<p>Adults will create opportunities to speak about feelings and emotions through small group sessions. They will use a range of resources including books, zones of mutual regulation cards and emotion pebbles. They will encourage children to express their feeling through visual supports and vocabulary.</p>	<p>I can begin to understand and express the different emotions I might be feeling.</p>
<p>Third Stepping Stone:</p> <p><i>Children will begin to manage their own emotions and feelings and understand the different zones of mutual regulation.</i></p>	<p>Adults will refer to the zones of mutual regulation discussing different strategies to help the child when they feel a certain emotion. During carpet sessions adults will explore feelings and emotions through the use of persona dolls.</p>	<p>I can talk/communicate my feelings and ask for help when I need it.</p>
<p>Final outcome: <i>Children are secure in understanding and identifying their emotions. They start to understand and respond to the feelings of others, offering help and being kind.</i></p>		
<p>Key vocabulary: happy, sad, worried, angry, self-regulate, feelings, feelings den, emotions, help, routines, safety</p>		



3. Make a 3D sculpture or model		
EYFS Links: C&L, EAD, M, PSED, UW		
Intent	Implementation	Impact
<p>First stepping stone:</p> <p><i>Children will explore various materials and textures with their hands.</i></p>	<p>Adults will introduce a range of stimulating textures in a fun and engaging way.</p>	<p>I can confidently feel and explore a range of textures.</p>
<p>Second Stepping Stone:</p> <p><i>Children will manipulate materials to create simple sculptures.</i></p>	<p>Adults will support children to use a variety of tools/resources and help them create a model with a purpose.</p>	<p>I can use some single-handed tools.</p>
<p>Third Stepping Stone:</p> <p><i>Children will use materials to represent a familiar object/landmark.</i></p>	<p>Adults will provide an opportunity for children to create their chosen idea using a range of materials. They will be able to combine tools to help make their models and showcase their models</p>	<p>I can design and create a simple model.</p>
<p>Final outcome: <i>Children can confidently showcase their designs and models and speak confidently about their learning process</i></p>		
<p>Key vocabulary: create, design, touch, explore, make, model, material, tool, showcase</p>		



4. Write my name

EYFS Links: C&L, M, UW, LIT

Intent	Implementation	Impact
<p>First stepping stone:</p> <p><i>Children will participate in a range of activities to develop their fine and gross motor skills, use small and large muscle movements and begin to develop hand/eye coordination.</i></p>	<p>Adults will plan for and provide opportunities for children to explore a range of activities to develop their motor skills and muscle movements such as malleable materials, balance bikes, waving flags and steamers, holding paintbrushes and gripping a pencil, throwing and catching balls, pushing and pulling objects.</p>	<p>I can use my hands to coordinate movements.</p>
<p>Second Stepping Stone: <i>Children will make marks with their fingers and tools using a range of materials and media.</i></p>	<p>Adults will provide opportunities for children to make marks with a range of mark making tools, malleable materials both inside and outside. Adults will encourage children to start talking about the marks they make and what it represents.</p>	<p>I can make marks using my hands and tools and begin speaking about my marks I have made</p>
<p>Third Stepping Stone: <i>Children will become more confident in their mark making and begin to use more controlled movements to make lines, circles, zig zags and emergent writing.</i></p>	<p>Adults will an opportunity for children to see print, shapes, patterns and familiar logos. Adults will plan for emergent writing activities such as themed lined paper for writing letters, postcards for celebrations, invitations, shopping lists and name cards.</p>	<p>I can copy some letters, shapes and patterns</p>
<p>Final outcome: Children can hold their pen or pencil in a comfortable grip and make a good attempt at writing their name. Some children will start to use the correct letter formation using their name card for support.</p>		
<p>Key vocabulary for : name, grip, fine motor, gross motor, muscle movements, emergent writer, writing, control, pen, pencil, marks, logo</p>		



5. Ride a balance bike or tricycle		
EYFS Link: C&L, PD		
Intent	Implementation	Impact
<p>First stepping stone:</p> <p><i>Children sit on a tricycle with good balance and can scoot themselves along.</i></p>	<p>Adults will support children to get on and off a trike independently and support them in maneuvering their trike.</p>	<p>I can move on a trike.</p>
<p>Second Stepping Stone:</p> <p><i>Children can pedal and steer their trike.</i></p>	<p>Adults will support children learn to use the pedals with greater confidence in steering around objects. Adults will set up obstacles to teach children how to ride in different directions.</p>	<p>I can steer around obstacles.</p>
<p>Third Stepping Stone:</p> <p><i>Children ride and steer balance bike with their feet on the ground.</i></p>	<p>Adults will support children to use balance bikes so they are confident in scooting along with one or both feet on the floor.</p>	<p>I can confidently ride a balance bike.</p>
<p>Final outcome: <i>Children can ride a balance bike with confidence, and both feet off the ground to glide along. They are able to go up and down a ramp, balancing safely</i></p>		
<p>Key vocabulary: balancing, pedal, steer, ride, navigate, stop, start</p>		



6. Make up a Story

EYFS Links: C&L, LIT, PSED, UW, EAD

Intent	Implementation	Impact
<p>First stepping stone:</p> <p><i>Children will take part in pretend play and begin to role play using props and small world resources.</i></p>	<p>Adults will provide stimulating resources, reading stories using props, puppets and pretend play modelling how to develop stories and story language. Adults will ensure book corners have high quality resources to support children's love of books and storytelling.</p>	<p>I can use props and puppets in my role play.</p>
<p>Second Stepping Stone:</p> <p><i>Children will be involved in shared reading, engaging with features of the story which will support them to develop a story or narrative in their play.</i></p>	<p>Adults will provide a differentiated shared story using resources that encourage children to ask questions, make links between their experiences and the story and predict what might happen next.</p>	<p>I can listen and respond to questions about a story, becoming familiar with characters, predicting what might happen next.</p>
<p>Third Stepping Stone:</p> <p><i>Children will use Tales Toolkit resources to contribute to making up a story with a character, setting, problem and solution.</i></p>	<p>Adults will train in Tales Toolkit so that they can adapt their resources to meet the needs of the children. They will facilitate tales toolkit sessions so that children become independent in using the resources to create their own story.</p>	<p>I can begin to understand components of a story e.g. the character, problem, setting and solution using the tales toolkit resources.</p>
<p>Final outcome: I can contribute to the group story, and talk about aspects of the character, setting, problem or solution to my group or another friend.</p>		
<p>Key vocabulary: character, setting, problem, solution, problem-solving, story, puppets, listening, reading, responding, predicting, feelings, role play</p>		



7. Take part in a performance EYFS Links: C&L, PSED, EAD, PD, UW		
Intent	Implementation	Impact
<p>First stepping stone:</p> <p><i>Children are encouraged to participate in group situations. They begin to discuss/participate in singing or sport. They experience collaborative working.</i></p>	<p>Adults will encourage children to participate in group situations. They will support children join in actions, movements and singing.</p>	<p>I can happily join in and take part in a small group by responding to what I have heard and express my thoughts and feelings.</p>
<p>Second Stepping Stone:</p> <p><i>Children learn a repertoire of songs, dances and use instruments.</i></p>	<p>Adults will teach children songs, (ensuring they are familiar with our core rhymes) playing instruments. They will repeat key songs and dances and teachers will refer to our visual song boards and props to promote fun and engagement.</p>	<p>I can choose a song, play an instrument and know some of the words to a particular song/dance.</p>
<p>Third Stepping Stone:</p> <p><i>Children are willing to 'have a go' and take part in solo or group performance, performing to other children or adults.</i></p>	<p>Adults will praise children on their efforts, encouraging them to perform. They will celebrate children's attempts and willingness to perform.</p>	<p>I can try my best to perform in a solo or group performance to an audience and have fun.</p>
<p>Final outcome: <i>Children will take part and enjoy performing to an audience of children and/or adults. They will be able to talk confidently about their performance</i></p>		
<p>Key vocabulary: Fun, engagement, motivation, feelings, perform, teamwork, singing, dancing, actions, movement, music</p>		



8. Carry out a simple science investigation

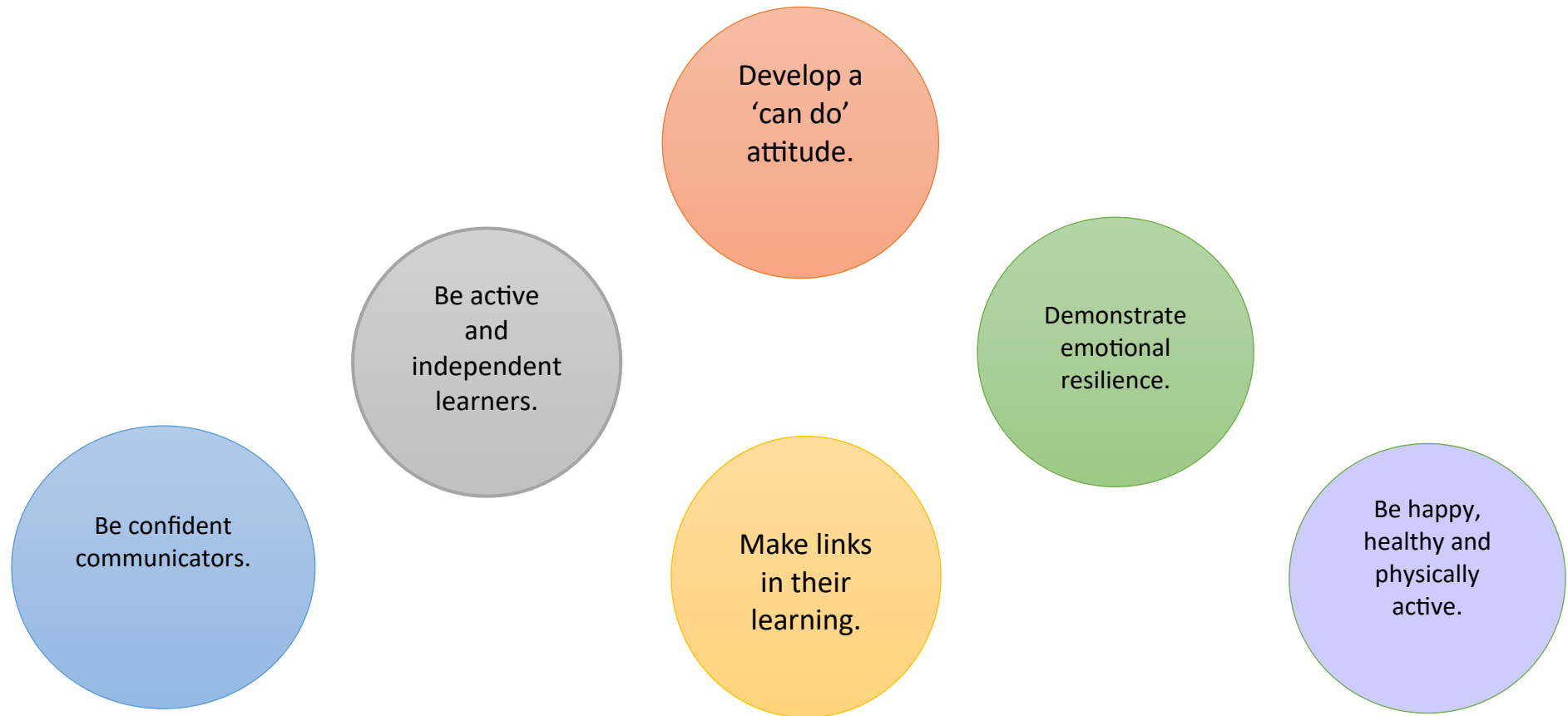
EYFS Links: C&L, M, UW, LIT

Intent	Implementation	Impact
<p>First stepping stone:</p> <p><i>Children will begin to show an interest in the environment around them using their senses.</i></p>	<p>Adults will provide a variety of sensory items and/or ingredients. They will add smells, textures and visual aids to everyday activities such as playdough making.</p>	<p>I can use my senses to explore the things around me and my environment.</p>
<p>Second Stepping Stone:</p> <p><i>Children start to ask questions or use gestures and body language to communicate about objects/materials through simple experiments such as making playdough or making toast</i></p>	<p>Adults will plan for simple experiments that involve changing one substance to another drawing attention to the changes that are taking place. Adults will encourage children to respond, react (non-verbally) or talk about what is happening.</p>	<p>I can notice changes that take place in simple experiments.</p>
<p>Third Stepping Stone:</p> <p><i>Children can predict, ask questions or show interest about what might happen during an experiment. They will use scientific vocabulary or gestures appropriate to the activity.</i></p>	<p>Adults will provide engaging and challenging STEM activities, giving opportunities for sustained shared thinking. They will refer to the STEM handbook for teachers.</p>	<p>I can react, predict or question why some things happened using appropriate vocabulary or gestures and actions.</p>
<p>Final outcome: Children ask questions, predict and make links in their learning through a range of STEM activities and experiences. They are confident in recording their ideas and experiences on paper</p>		
<p>Key vocabulary: experiment, predict, hypothesis, questions, STEM, science, recording, ingredients, materials, problem- solving, sustained-shared thinking</p>		



Impact

Our Comet Core Curriculum provides a broad and consistent approach to support children's learning and achievements. Our curriculum is inclusive and provides adjustments to individual children's needs. Our Natural Explorers and children with additional needs acquire the knowledge they need to succeed in life. The children's special books celebrate their learning journey throughout their time at Comet and parents/carers are able to cherish these. The staff team get to know the children well which means that they are able to support their transition and readiness for the next stage of their learning. The impact our curriculum has on our children is that they learn to...





Comet's Seasonal Events

Autumn Term

Celebrations/ Festivals

Diwali, Christmas, Bonfire Night

Seasonal Events

Black History Week

Road Safety Week

Charity Events

Macmillan Coffee Morning

Christmas Present Collection

Natural Explorers

Museum of the Home Winter Festival, Conker collecting, library visits, Forest School

Cultural Capital

Storyteller visit

Parent Workshop

Communication and Language: Sock puppets

Showcase

Black History

Spring Term

Celebrations/ Festivals

Lunar New Year, Easter, Mother's Day, Ramadan, Holi, Pancake Day

Seasonal Events

Valentine's Day

Big Bird Watch Day

Book Week

Maths Week

Global Recycling Day

Charity Events

Rights Respecting Schools WBD costume give-away

Natural Explorers

Hoxton Gardens, Britannia Soft Play, library visits, Forest School

Cultural Capital

Chickenshed Theatre

Parent Workshop

Maths Ten Frames

Summer Term

Celebrations/ Festivals

Eid

Seasonal Events

Earth Day

Art Week

Olympic Week

Leaver's Trip to the Farm

Leaver's Party

Comet's Got Talent

Charity Events

Soccer Aid

Natural Explorers

Forest school/gardening, library visits, Canal walks, café visits

Cultural Capital

Ducklings

Donkey Day

Parent Workshop

Art