

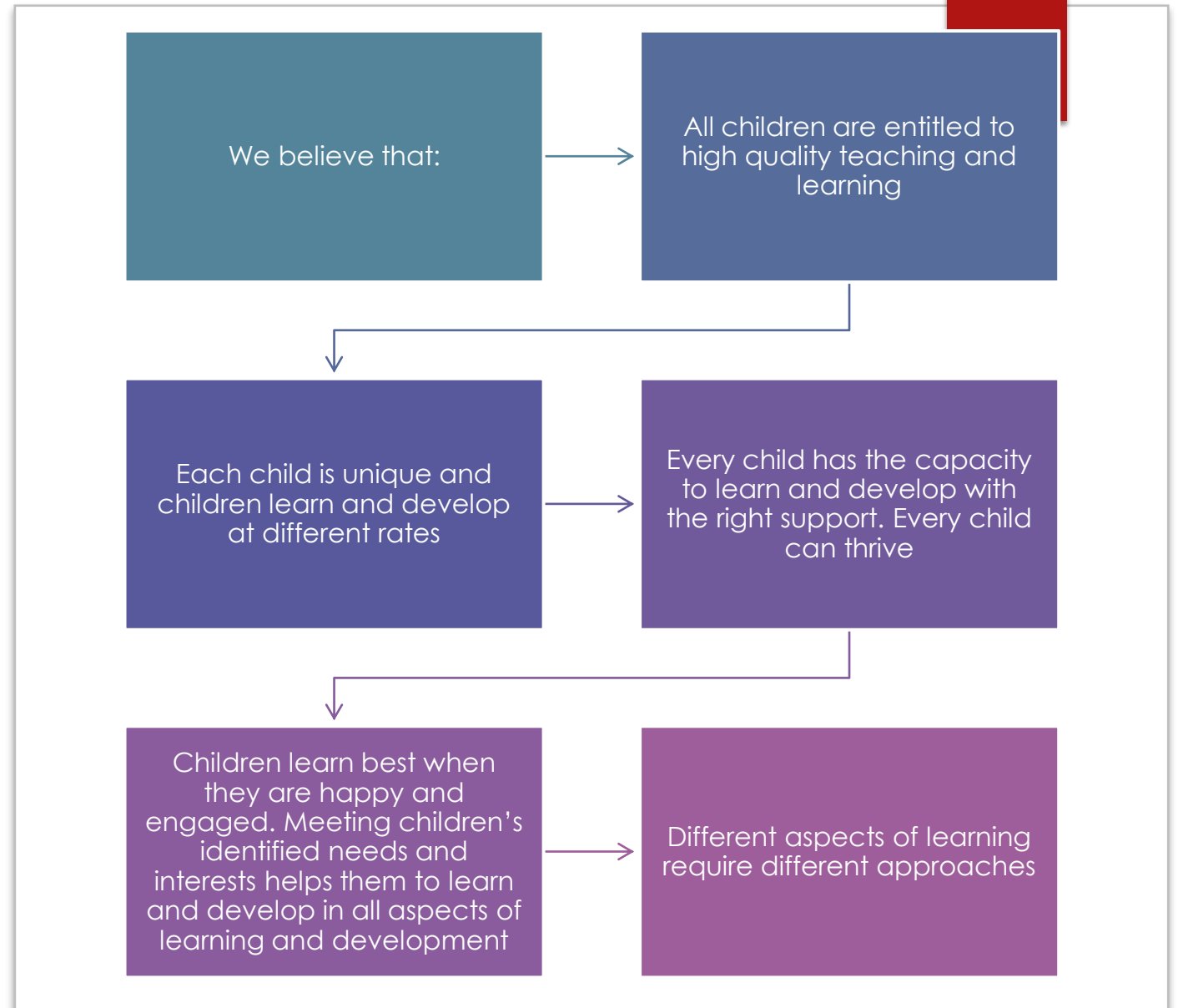
# Becoming a Coin Street Champion

A group of children and an adult woman are gathered for a party. The children are wearing colorful paper hats (pink, red, white) and blue capes. The woman is smiling and hugging a child. The background shows other children and a bright indoor setting.

WHAT TO EXPECT WHEN:  
FOR CHILDREN AT  
COIN STREET NURSERY



# Our Ethos



# Our Approach to...

## Learning

- Most of our learning is play based, taking place both inside and outside
- Our starting point is the interests and needs of the child
- There is a balance between adult-initiated and child-initiated activities
- Collaboration with parents to get a rounded understanding of the child, their interests and strengths

## Providing a broad & balanced curriculum

1. Teaching learning based on children's interests
2. A regular cycle of learning
3. Core experiences
4. Our curricular goals for children

We have 8 curricular goals that are ambitious. These goals cover all the things we would like the children to know and be able to do. These goals are adaptable. We provide individualised learning and support to ensure that every child can access the curriculum and make progress. We are an inclusive nursery, and all children will participate in the same curriculum and every child will make progress from their starting point. Some children will move more quickly than others and for those children we will deepen their learning, rather introduce new skills.

Settle in	Settle in and become a confident learner
Follow	Follow a recipe to bake a bread roll
Make	Make a model at the woodwork table
Ride	Ride a balance bike
Create	Create your own dance to a piece of music
Sew	Sew a running stitch
Make up	Make up your own story
Write	Write the first two letters of your name



# Being a Discoverer



# By the time our Discoverers leave Coin Street they will...

## Communication and language

- Use sentences with 4-6 words
- Use sentences with joining words such as 'because', 'or', 'and'? E.g. "I like ice cream because it makes my tongue shiver."
- Use different tenses: "I am going to the park." and "I went to the shop."
- Can answer simple 'why' questions

## Personal social and emotional development

- Play alongside others
- Take part in pretend play (e.g. being 'mummy' or 'daddy') and in other pretend play with different roles, such as being the Gruffalo, for example
- Be able to generally solve conflicts in their play
- Be reliably dry during the day
- Understand why rules are important and can follow rules most of the time. They can remember the rules without an adult to remind them
- Use different words to explain how they are feeling and are developing an understanding of how other people might be feeling
- Use fine motor skills to do up buttons, zips and to pour drinks
- Be becoming independent, especially around dressing and feeding themselves
- Be beginning to eat independently, and learning to use a knife and fork
- Be becoming more and more independent looking after themselves, brushing teeth and washing and drying hands thoroughly.
- Understand about how important it is to brush teeth and can make healthy choices about food drink and exercise

## Physical development

- Have developed a range of physical skills - balancing, riding, ball skills and can walk up steps and stairs and climbing equipment using alternate feet
- Be able to skip, hop, stand on one leg and hold a pose for a game like musical statues
- Be able to wave flags and streamers using large muscle movements and paint and make marks on a big scale
- Join in with group and team activities and sometimes make these up with their friends
- Use and remember sequences and patterns of movements which are related to music and rhythm
- Think carefully their movement for example whether to crawl, walk or run across a plank, depending on its length and width
- Choose the right tools for what they need to do and can use one handed tools such as scissors
- Work with friends to move and carry large objects such as big wooden blocks.
- Hold pens and pencils with a comfortable grip and good control and beginning to showing whether they are left or right-handed



# And will...

## Literacy

- Understand important things about print: print has meaning; print can have different purposes; we read English text from left to right and from top to bottom
- Know the names of the different parts of a book and that we read pages in story books one at a time
- Be learning to tune into the different sounds in English
- Be developing phonological awareness, so that they can: spot and suggest rhymes; count or clap syllables in a word; recognise words with the same initial sound, such as money and mother
- Enjoy having long conversations about stories and learning new words
- When playing use their knowledge of sounds and letters in my early writing
- Write some or all of the letters of their name, with some letters written accurately

## Mathematics

- Quickly recognise groups of up to 3 objects, without having to count them
- Say numbers in order past five and say one number for each item in order: 1,2,3,4,5
- Know that the last number reached when counting a small set of objects tells them how many there are in total
- Show 'finger numbers' up to 5 and match the correct numeral to the right amount, up to 5, e.g. point to the number 3 when counting 3 snails
- Experiment with making my own marks and symbols as well as numerals and use mathematical words to compare amounts 'more than', 'fewer than'.
- Explore 2D and 3D shapes and talk about shapes using everyday words like 'pointy' and mathematical words like: 'sides', 'corners', 'straight', 'flat', 'round'
- Understand position through words alone, e.g. "The bag is under the table." with no pointing
- Describe a familiar route; talk about routes and locations, using words like 'in front of' and 'behind'
- Make comparisons between objects relating to size, length, weight, and capacity
- Choose the right shape when building, e.g. triangular prism for a roof and can combine shapes to make new ones - an arch, a bigger triangle etc.
- Talk about and identify patterns, e.g. stripes on clothes, designs on wallpaper and use everyday language like 'pointy', 'spotty', 'blobs' etc.
- Make and extend ABAB patterns – stick, leaf, stick, leaf
- Spot an error in a repeating pattern and correct it, using words such as 'first', 'then' 'after' to describe a pattern of events

## Understanding the world

- Talk about what they explore and investigate using a wide range of words
- Be learning about my own life-story and my family's history
- Be interested in the different jobs people do and exploring how things work
- Enjoy planting seeds and caring for growing plants and can understand the important parts of life cycles of both plants and animals, e.g. a bean, a caterpillar or a chick
- Be learning that it is important to respect and care for the natural environment and all living things
- Be learning about different forces they can feel, e.g. how the water pushes up when I try to push a plastic boat under it
- Talk about the differences between materials and changes they notice, e.g. when cooking
- Be learning to develop positive attitudes about the differences between people and know that there are different countries in the world
- Talk about differences they have experienced or seen in photos

## Expressive arts and design

- Take part in simple pretend play, using an object to represent something else even though they are not similar
- Enjoy making up complex and imaginative 'small worlds' using animal sets, dolls and dolls houses, blocks, construction kits, such as a city with different buildings and a park.
- Enjoy exploring different materials freely, learning to develop ideas about how to use them and what to make
- Join different materials together and explore the textures of different materials
- Create closed shapes with continuous line and learning to use these shapes to represent objects
- Draw with increasing complexity and detail, such as representing a face with a circle including details
- Use drawings to show ideas like movement or loud noises
- Show different emotions in drawings and paintings, like happiness, sadness, fear etc.
- Enjoy exploring colour and colour mixing
- Listen to sounds with increased attention, respond to what is heard and express their thoughts and feelings
- Remember and sing entire songs and sing the pitch of a tone sung by another person
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs
- Enjoy creating their own songs and can make up a song around one that they already know
- Play instruments with increasing control to express feelings and ideas

<p><b>Settle in</b></p> <p><b>Settle in and become a confident learner</b></p>	<p>Children persevere with difficulties. They make comments about their learning and play in their 'Special Books' and show pleasure/pride in what they have done.</p>
<p><b>Follow</b></p> <p><b>Follow a recipe to bake a bread roll</b></p>	<p>In small group cooking activities, children follow the steps in making a bread roll with an adult. They independently fill measures carefully to the top (teaspoon, tablespoon, cup etc.). They recognise the numerals in the recipe card. When they count out quantities (e.g. 3 teaspoons of salt) they say the numbers in the correct order (1-2-3) and they know that the last number they say (3) is the total number of spoonfuls they have added.</p>
<p><b>Make</b></p> <p><b>Make a model at the woodwork table</b></p>	<p>Children have repeated experiences at the woodwork bench. They think about what they are creating and how they want it to look e.g., "I'm making a car, it has four wheels." They are introduced to more tools and how to use these safely.</p>
<p><b>Ride</b></p> <p><b>Ride a balance bike</b></p>	<p>Children sit on a Balance Bike with good balance, with both feet on the ground.</p>
<p><b>Create</b></p> <p><b>Create your own dance to a piece of music</b></p>	<p>Children explore a wide range of music from different cultural backgrounds and can describe the sudden changes they hear e.g. Loud, fast, slow etc.</p>
<p><b>Sew</b></p> <p><b>Sew using a running stitch</b></p>	<p>Children will thread the needle through the aida/binka cloth using the desired coloured thread. Children will think about the size of the aida/binka cloth that they need as part of the design and can cut it out themselves. Children are thinking about how their design will fit into a space.</p>
<p><b>Make up</b></p> <p><b>Make up your own story</b></p>	<p>Children take part in telling a story using Tales Toolkit with adult help or can create their own story of their day using a visual timetable. They begin to become familiar of the way stories are structured</p>
<p><b>Write</b></p> <p><b>Write the first two letters of your name</b></p>	<p>As children's mark making develops they make more small controlled movements and can draw lines and circles. They can distinguish between these marks e.g. 'line, circle, zig zag' etc. They begin to use anticlockwise movements and retrace vertical lines. Children are familiar with language of directionality such as 'up, down, round and round.'</p>

# Discoverers Curriculum Goals



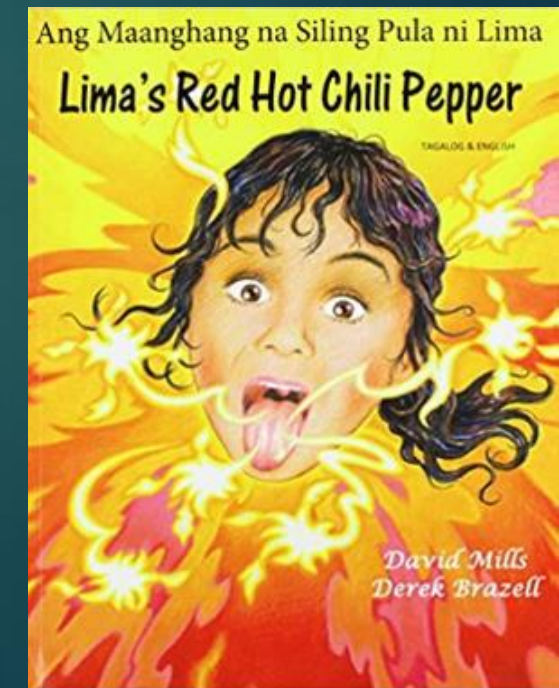
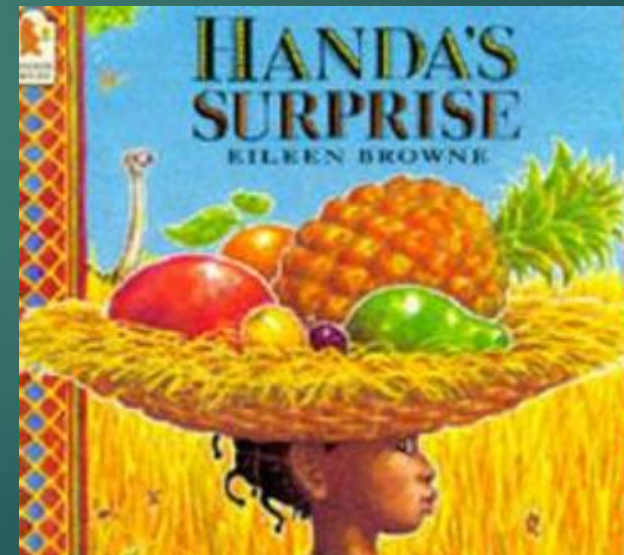
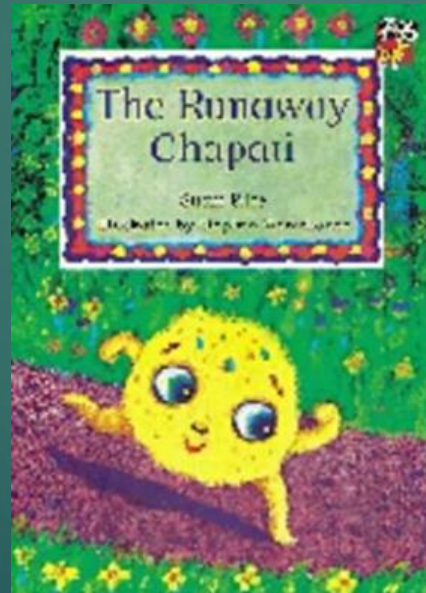
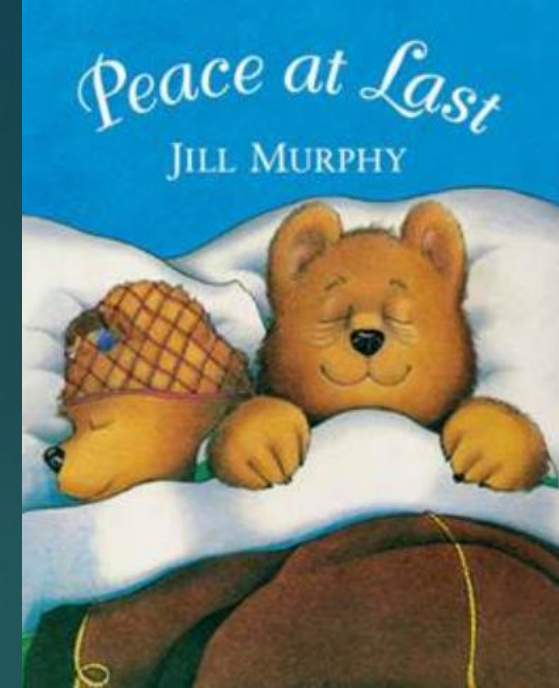
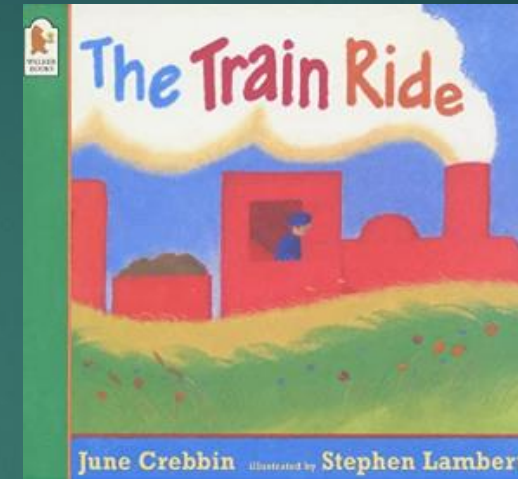
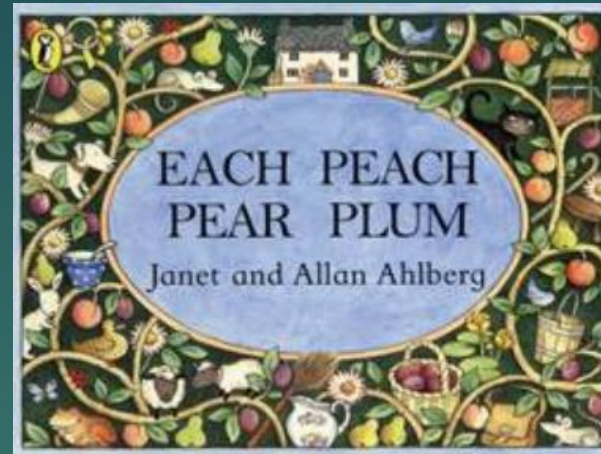
# Discoverers – Core books

This is a selection of core books we will be sharing with the children throughout their time in Discoverers.

They have been chosen as they have strong rhythmic and rhyming texts using lots of high frequency words, and have fun actions for the children to join in with.

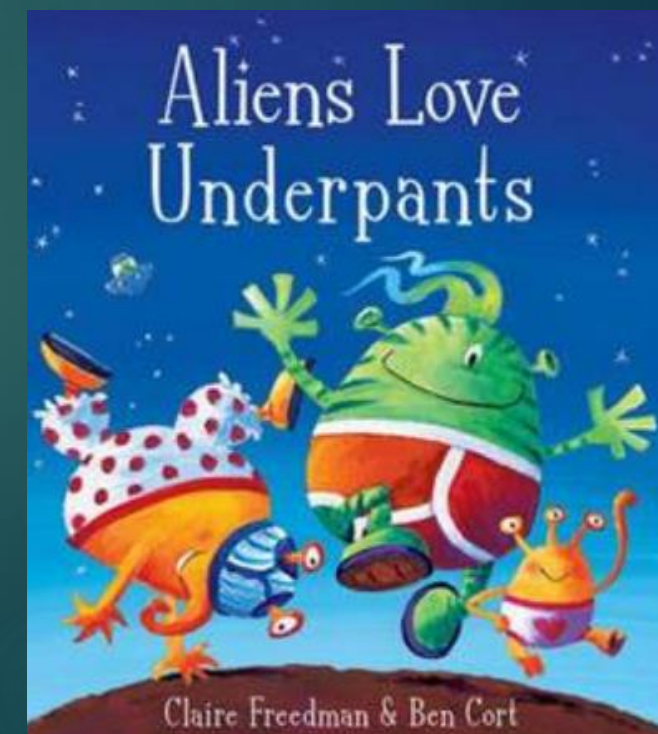
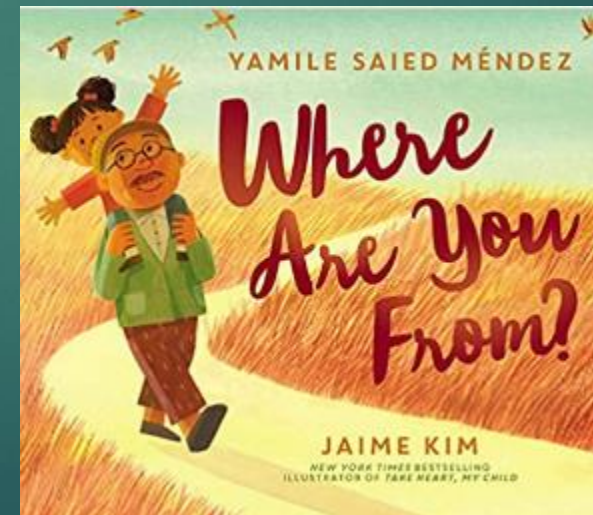
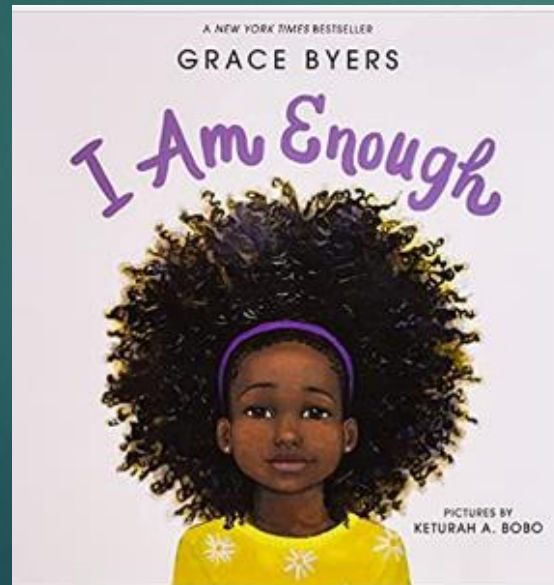
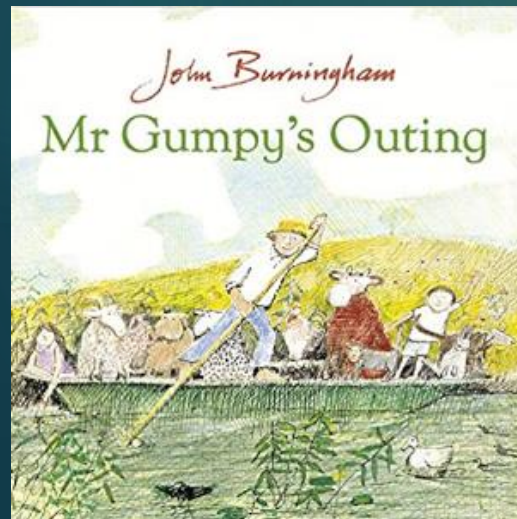
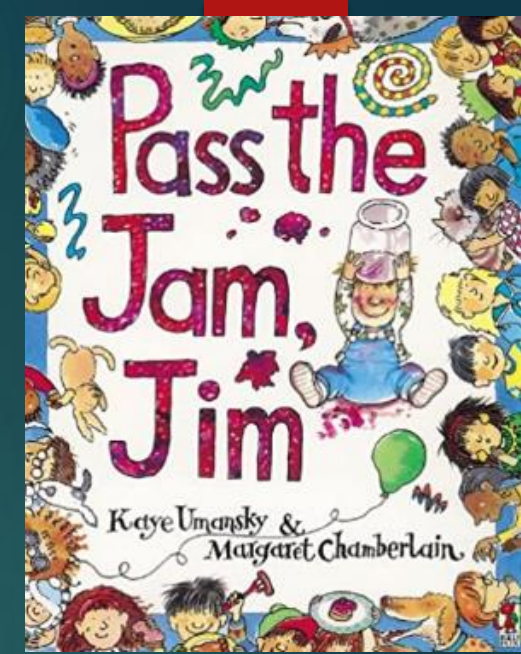
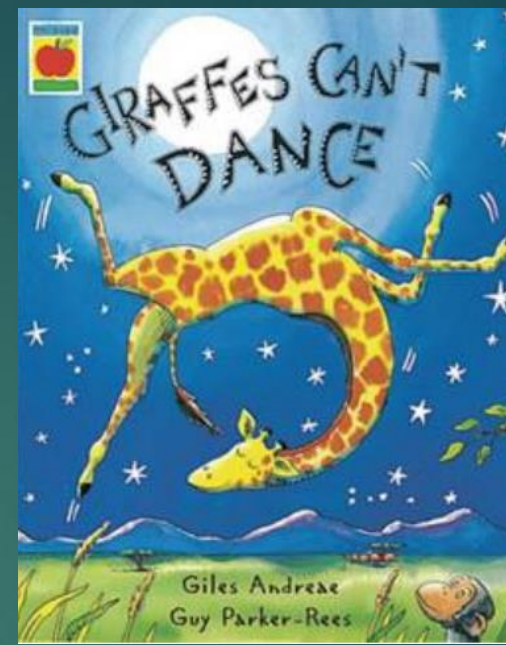
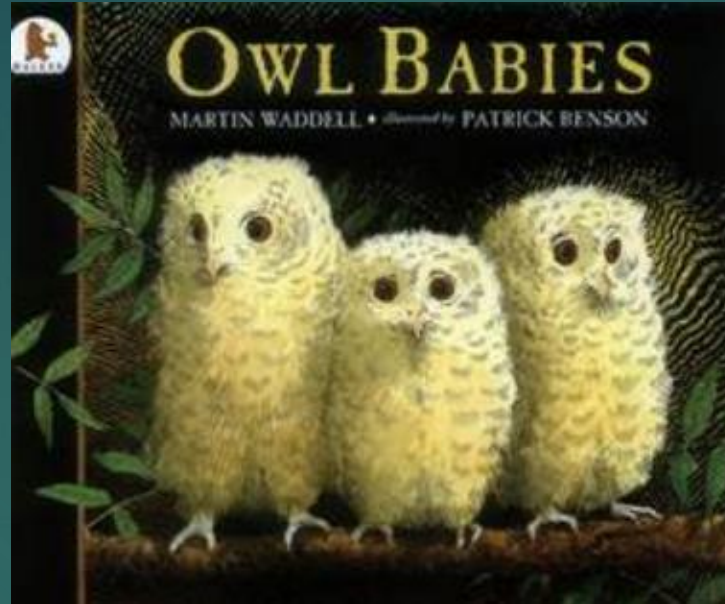
The subjects support children to learn about families, cultures, empathy, being kind, celebrating difference, problem solving, colours, numbers, coping with challenges, humour, new baby siblings, counting and positive role models.

These stories will encourage the children to think about developing their own stories through their play and in their tales toolkit sessions.



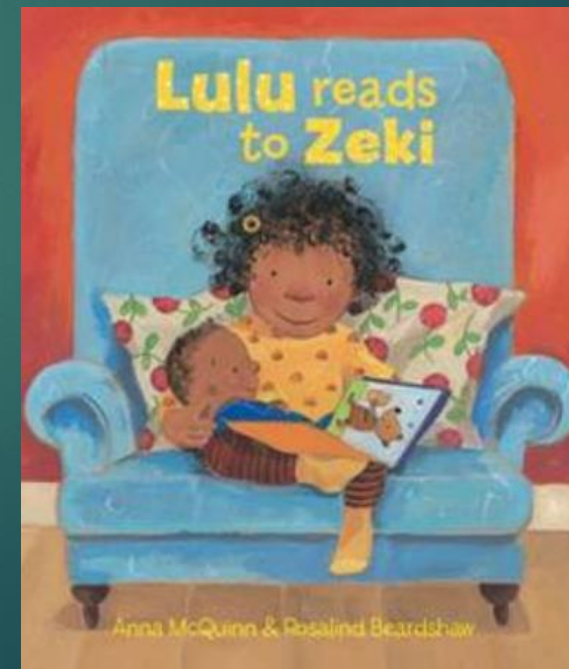
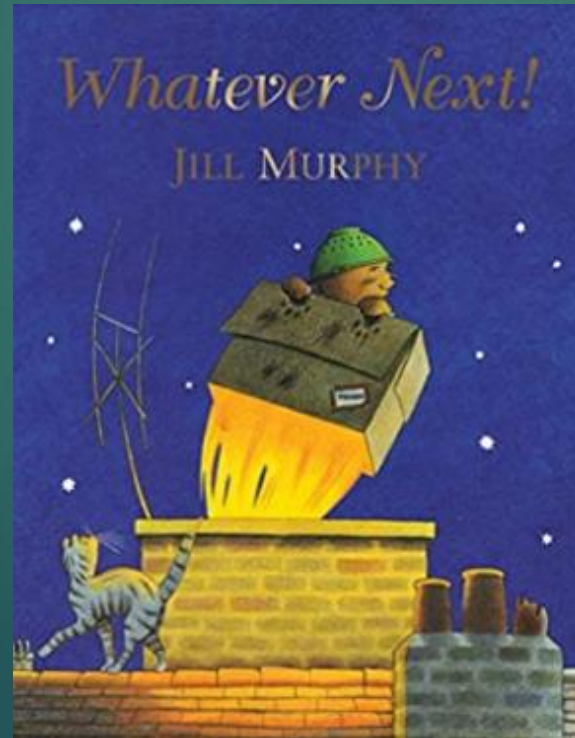
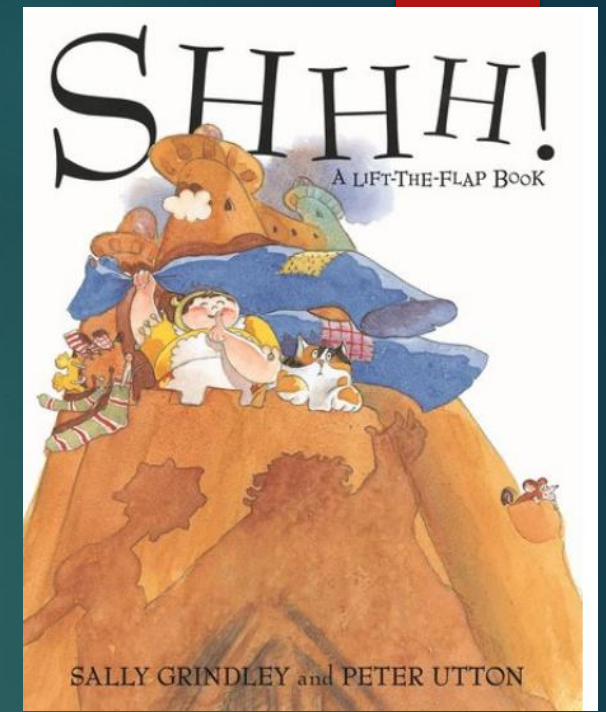
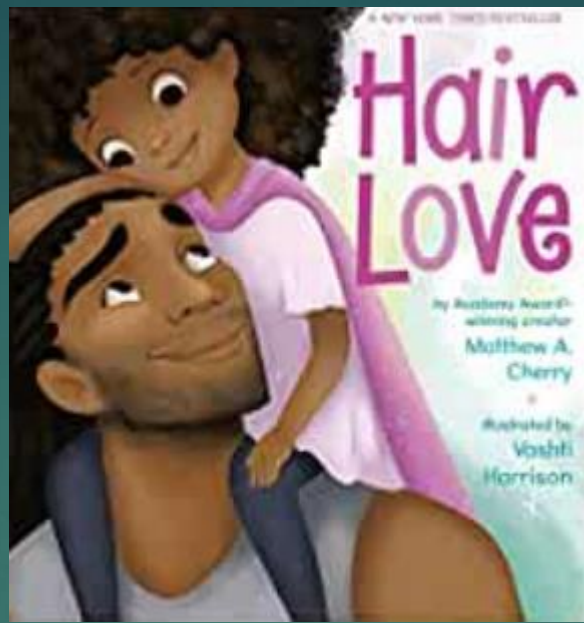
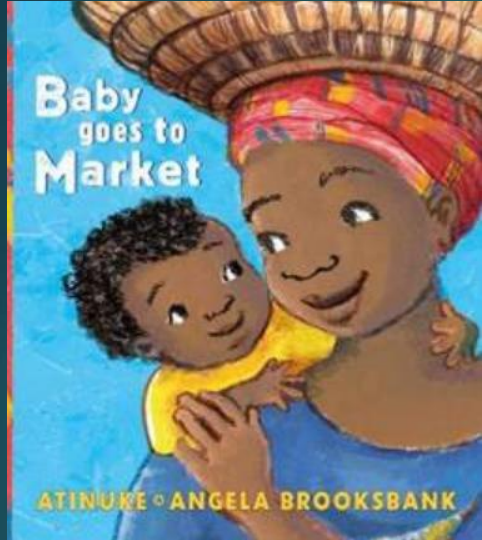


# Discoverers – Core books





# Discoverers – core books





# Being a Coin Street Champion





# Our Core Experiences

Trips to Bernie Spain gardens



Local parks

Book Club



Mud Kitchen



Columbo Sports Pitches



# Our Core Experiences



Dancing at Rambert



Leavers ceremony



Musical visitors – Royal Philharmonia and Southbank Sinfonia



Trip to the London Eye



# And more...

Tale's Toolkit

Hatching chicks and ducklings



Trips to Ernie's beach



Trips to Tate



Sensory room



Trips to cable cars





<p><b>Settle in</b></p> <p><b>Settle in and become a confident learner</b></p>	<p>children reflect on their learning, through their Special Books. They comment on their 'thinking' and the ways they go about their learning. They reflect on what helps them to persevere through difficulties and what helps them when they find things hard. Children show they are developing their metacognition.</p>
<p><b>Follow</b></p> <p><b>Follow a recipe to bake a bread roll</b></p>	<p>children follow the steps of a recipe independently. They measure ingredients, mix them and create their own bread roll by placing the mixture onto a greaseproof tray ready to be baked.</p>
<p><b>Make</b></p> <p><b>Make a model at the woodwork table</b></p>	<p>children decide on the model they will make. They choose the materials they want to use, shape materials with tools, and join materials together.</p>
<p><b>Ride</b></p> <p><b>Ride a balance bike</b></p>	<p>children ride a Balance Bike, balancing with both feet off the ground, and maintaining control by steering and being able to slow down or speed up. They can ride a Balance Bike safely along the pavement.</p>
<p><b>Create</b></p> <p><b>Create your own dance to a piece of music</b></p>	<p>children choose a piece of music individually or in a small group. They create their own dance routine, moving in time to the pulse of the music being listened to and physically responding to changes in the music, e.g. jump in response to loud/sudden changes in the music.</p>
<p><b>Sew</b></p> <p><b>Sew using a running stitch</b></p>	<p>children think about the pattern or design they want to create. They cut out the binka or aida cloth they need, choose the colour thread they want, and thread the needles. They use running-stitch to create their pattern or design.</p>
<p><b>Make up</b></p> <p><b>Make up your own story</b></p>	<p>children use the Tales Toolkit materials to develop the character, setting, problem and solution for their story. They tell their story to one or more people</p>
<p><b>Write</b></p> <p><b>Write the first two letters of your name</b></p>	<p>children hold their pen or pencil with a comfortable grip. They write the first two letters of their name clearly and with correct directionality.</p>

# Our Coin Street Champions



Coin Street Champions

Ready for the next learning adventure