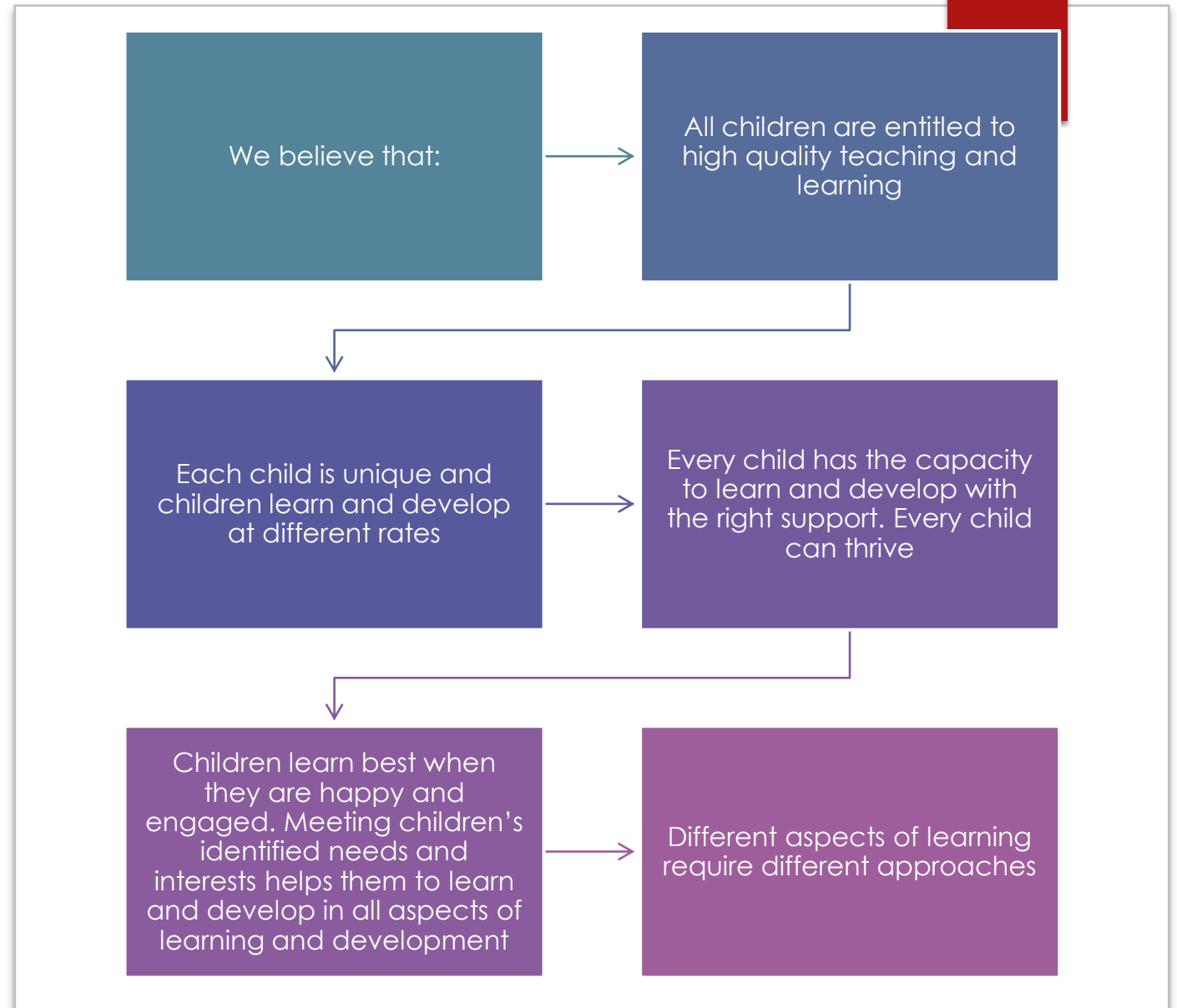


Becoming a Coin Street Champion

A group of children and an adult are gathered for a party. The children are wearing colorful paper hats (pink, red, white) and blue capes. One child is wearing a white tiara. The adult is smiling and hugging a child. The background shows other children and a person holding a smartphone.

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 an Investigator



By the time our Investigators transition to Discoverers they will...

Communication and language

- When reading a book with an adult, they can show an understanding of action words by pointing to the right picture. For example: "Who's jumping?"
- Pay attention when hearing their name e.g. "Jason, please can you stop now, we're tidying up."
- Be able to use around 300 words. E.g. words to describe things and how they are used (a sponge is for washing), words to talk about time (now, later), and space (over there)
- Be able to link up to 5 words together and use pronouns ('me', 'him', 'she') and plurals
- Use prepositions ('in', 'on', 'under') – (may not always be used correctly to start with)
- Follow instructions with three key words like: "Can you wash dolly's face?"
- Switch attention from one activity to another if asked by an adult using their name

Personal social and emotional development

- Be starting to enjoy being with other children and wanting to play with them
- Sometimes share or take turns with others (with guidance from adults)
- Be able to show an understanding of 'yours' and 'mine'
- Settle to some activities for a while

Physical development

- Be a confident climber who can catch a large ball and pedal a tricycle
- Be able to sit on a chair comfortably
- Be able to use a scooter, sit down trikes without pedals, and can jump

And will...

Literacy

- Be able to sing songs and say rhymes independently
- Enjoy sharing books with adults, looking at and responding to the pictures and words in the book
- Have favourite books, and can share favourite books with adults and their friends
- Like to look at books on their own, repeat words and phrases from their favourite stories and talk about books
- Share ideas and ask questions
- Use props to act out familiar stories
- Be interested in familiar print and notice the first letter of their name, bus or door numbers, and logos.
- Love to draw and give meaning to marks they make and make marks on their pictures for their name

Mathematics

- Count in everyday routines and play but sometimes skip numbers – '1-2-3-5.'
- Like to climb and squeeze into different types of spaces
- Enjoy building with lots of different resources such as blocks and boxes
- Do inset puzzles
- Use words and gestures to compare size and weight: 'bigger/little/smaller', 'high/low', 'tall', heavy'
- Notice patterns and arrange things in patterns

Understanding the world

- Enjoy exploring the natural world such as splashing in puddles, looking for worms and minibeasts
- Be learning to make connections between the features of my family and other families and notice differences

Expressive arts and design

- Be beginning to take part in pretend play and can pretend one object represents another, e.g. holding a wooden block to my ear and pretending it's a phone.
- Like to explore different materials, using all of their senses to investigate them
- Manipulate different play materials like play-dough
- Use their imagination when they think about what they can do with different materials
- Express ideas through making simple models

Settle in Settle in and become a confident learner	Children take part in pretend play, communicating and negotiating with their friends
Follow Follow a recipe to bake a bread roll	In a small group, children follow the steps in making playdough. The adult draws children's attention to the recipe card as they use measures (teaspoon, tablespoon, cup etc.) and tip in the ingredients. With adult help, they knead the flour until it becomes soft and cover it. They roll the dough into small balls and flatten and help to cook these and reflect on the process
Make Make a model at the woodwork table	Children confidently use one-handed tools to create changes in materials e.g., Use a peeler to peel a carrot or a knife to cut a banana
Ride Ride a balance bike	Children pedal and steer their trike.
Create Create your own dance to a piece of music	Children enjoy joining in with dancing and ring games. They can follow simple instructions such as "Clap your hands" or "Let's turn around."
Sew Sew using a running stitch	Children will begin their interest in sewing by looking at examples and designs. Adults will model the process and they will observe. Children will select their colour of thread and continue practicing threading the thread through the eye of the needle
Make up Make up your own story	Children take part in interactive reading. They respond to the features of the story. Children engage in number rhymes with props and join in with the actions.
Write Write the first two letters of your name	Children can make random marks with their fingers and some tools. Children will engage in a variety of ways to make marks e.g. making marks in dough/clay/sand, holding a paint brush to make marks or using chalk on the ground in the garden etc.

Investigators Curriculum Goals

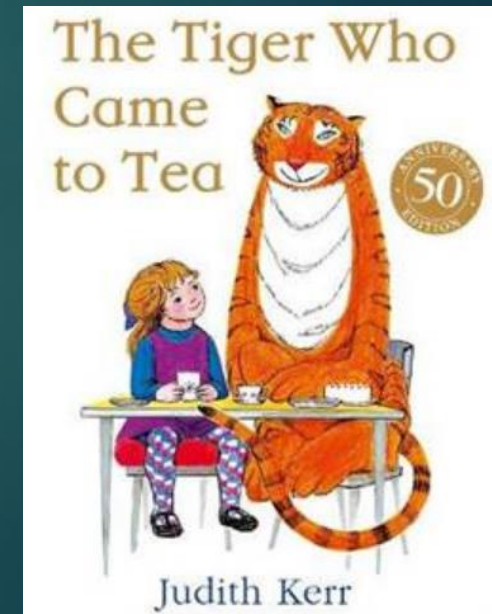
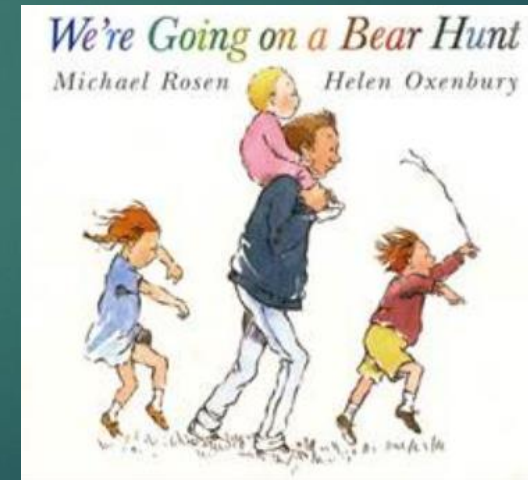
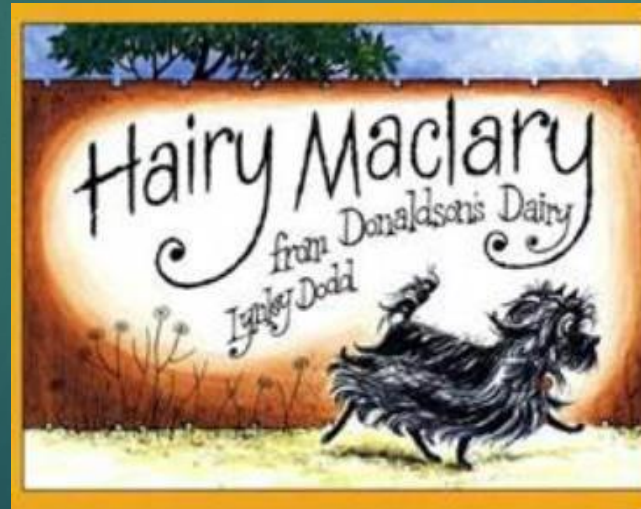
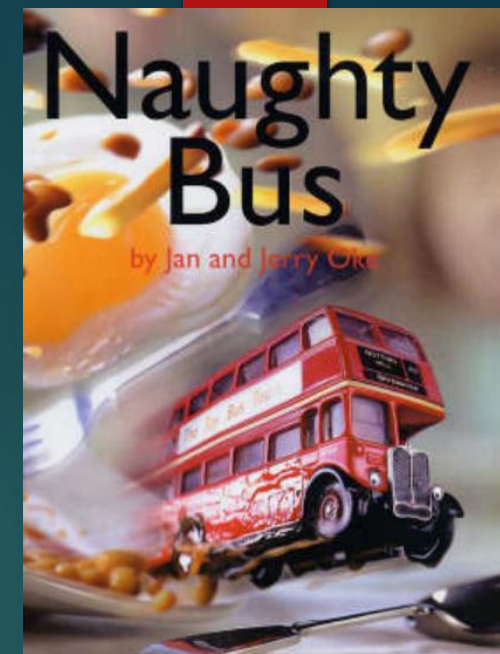
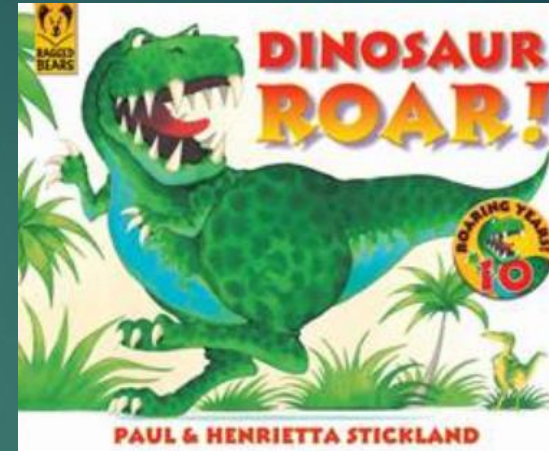
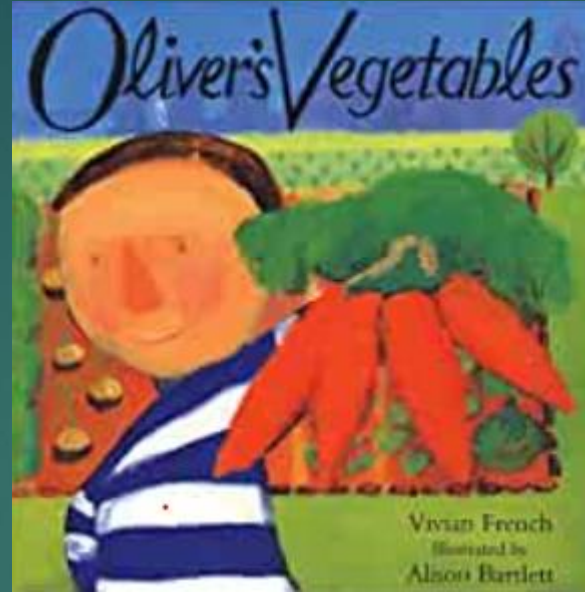
Investigators – Core books

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

They have been chosen as they have repetitive texts and rhyming words that children will enjoy reading aloud and taking part in doing the actions.

The subjects support children to learn about families, relationships problem solving, healthy eating, dinosaurs, numbers, reflect on their play, the world around them, animals and differences.

These stories will support children to learn new words and start to want to repeat and re-enact stories in their play.



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



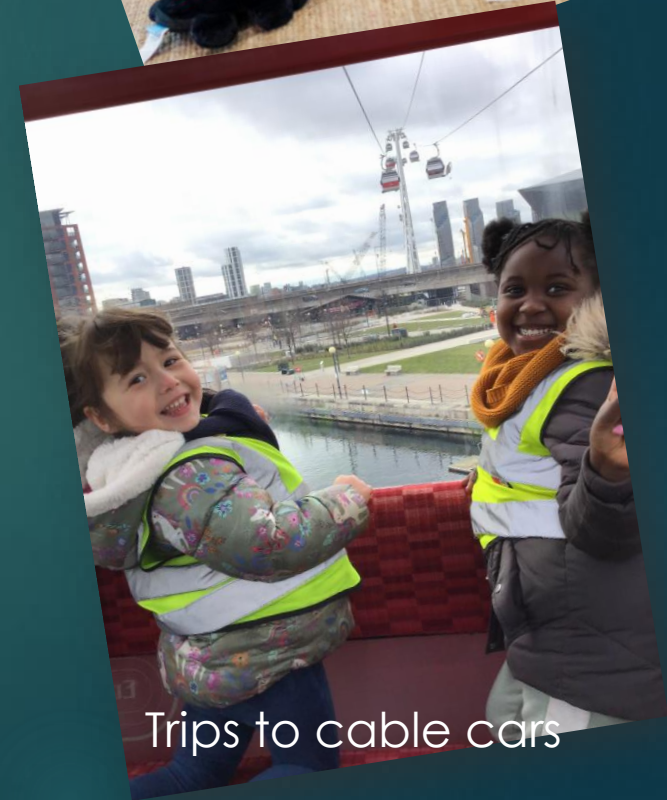
Trips to Tate



Sensory room



Trips to cable cars



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