

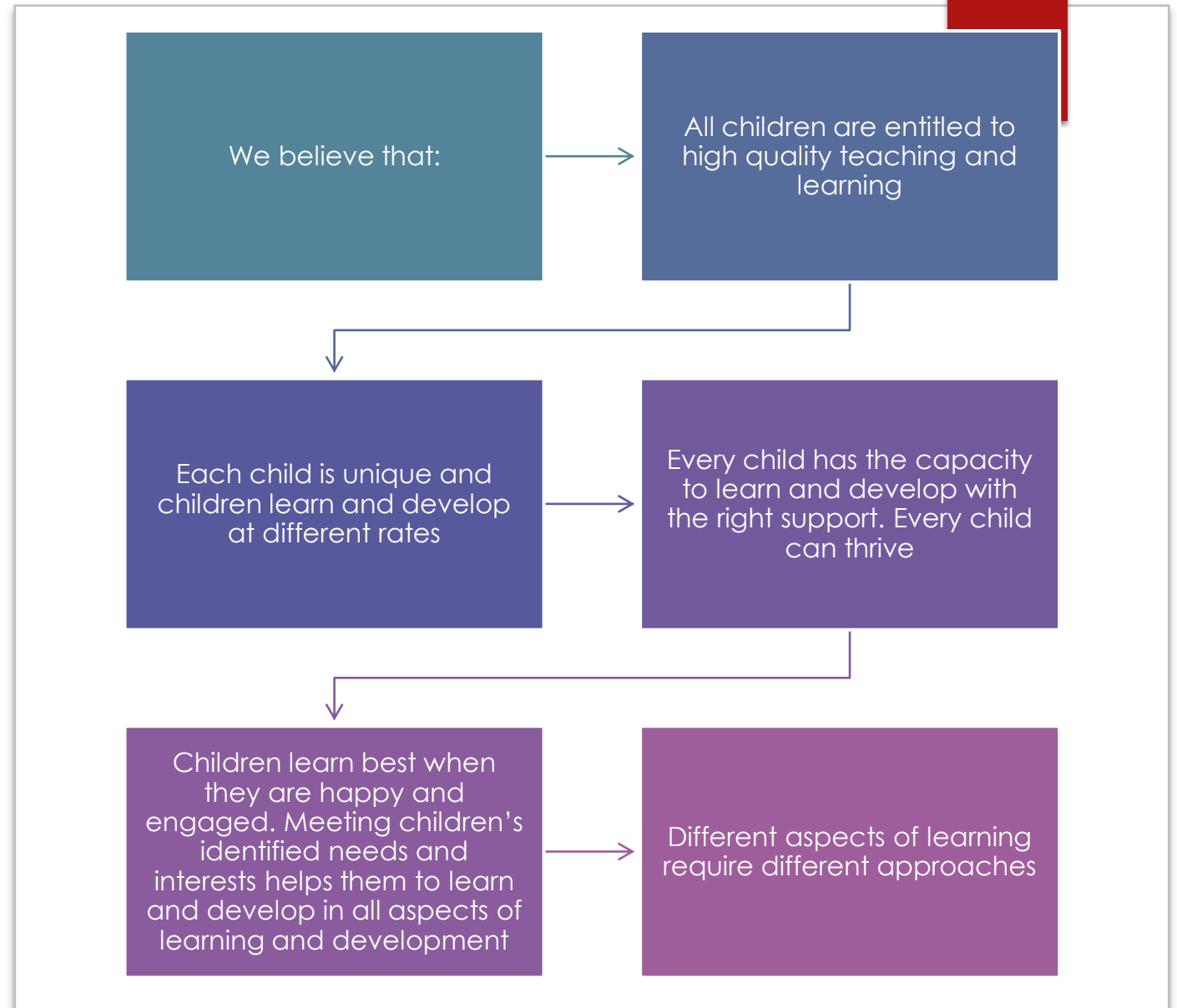
# Becoming a Coin Street Champion

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 red hat with gold tinsel. Another child is wearing a pink hat with floral decorations. 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 Explorer



# By the time our Explorers transition to Investigators they will...

## Communication and language

- Listen and respond to simple instructions like "Adam put your shoes on"
- Can use a range of speech sounds and at least 50 clear words
- Understands lots more words than can be said (around 200-500) but will use some two word phrases such as "Give me" and "Shoes on" and can put two or three words together such as "More milk"
- Be starting to show interest in other children's play
- Ask questions such as names of objects or people
- Be starting to use pronouns (he/she) but not necessarily in the correct context

## Personal social and emotional development

- Be increasingly curious about their world
- Be beginning to see themselves as a separate person and will be able to decide what to play with, what to eat, what to wear

## Physical development

- Be able to run, kick a ball and jump with both feet off the ground at the same time

# And will...

## Literacy

- Love listening to songs and rhymes and enjoy joining in
- Be able to copy sounds, rhythms, tunes and tempo
- Be able to say some of the words in songs and rhymes, and begin to copy finger movements and other gestures

## Mathematics

- Play with stacking blocks and cups and spend time putting objects inside others and taking them out again
- Enjoy taking part in finger rhymes with numbers
- React to changes of amount in a group of up to three items. For example if a tower is built with three blocks and one is taken away, they will notice
- Be able to compare amounts, saying 'lots', 'more' or 'same'
- Start to show an interest in counting by making sounds, pointing and saying some numbers in order

## Understanding the world

- Explore objects with different textures, sounds, smells and tastes
- Explore natural materials, indoors and outdoors; such as wet and dry sand, water and paint

## Expressive arts and design

- Enjoy mark making and will be starting to make marks intentionally
- Enjoy exploring paint, using their fingers and other parts of their body, as well as brushes and other tools
- Express ideas and feelings through mark making, sometimes give meaning to their marks
- Enjoy taking part in action songs, such as 'Twinkle, Twinkle, Little Star'



<p><b>Settle in</b></p> <p><b>Settle in and become a confident learner</b></p>	<p>Children make a strong relationship with their key person. Increasingly, they separate confidently from their parent at the start of the session and become involved in their play. They use their key person as a 'secure base' throughout the session, 'touching base' as/when needed</p>
<p><b>Follow</b></p> <p><b>Follow a recipe to bake a bread roll</b></p>	<p>With adult support, children take part in role play using a variety of resources</p>
<p><b>Make</b></p> <p><b>Make a model at the woodwork table</b></p>	<p>Children handle books, toys, knives and forks confidently. Children explore using one-handed tools such as knives to spread/cut and wooden spoons to stir/pour, rollers for paint</p>
<p><b>Ride</b></p> <p><b>Ride a balance bike</b></p>	<p>Children sit on a trike with good balance and scoot along.</p>
<p><b>Create</b></p> <p><b>Create your own dance to a piece of music</b></p>	<p>Children respond by moving their whole bodies to sounds they enjoy, such as music or a regular beat.</p>
<p><b>Sew</b></p> <p><b>Sew using a running stitch</b></p>	<p>Children pull themselves up into a standing position. Children use upper body strength to hang on A frame or ropes etc.</p>
<p><b>Make up</b></p> <p><b>Make up your own story</b></p>	<p>Children listen to rhymes and stories with interest. Children take part in pretend play, making up or developing a story.</p>
<p><b>Write</b></p> <p><b>Write the first two letters of your name</b></p>	<p>Children can use the muscles in their hands and arms to pick up things. Children make big movements and bring together hand and eye movements to fix on and make contact with objects</p>

# Explorers Curriculum Goals

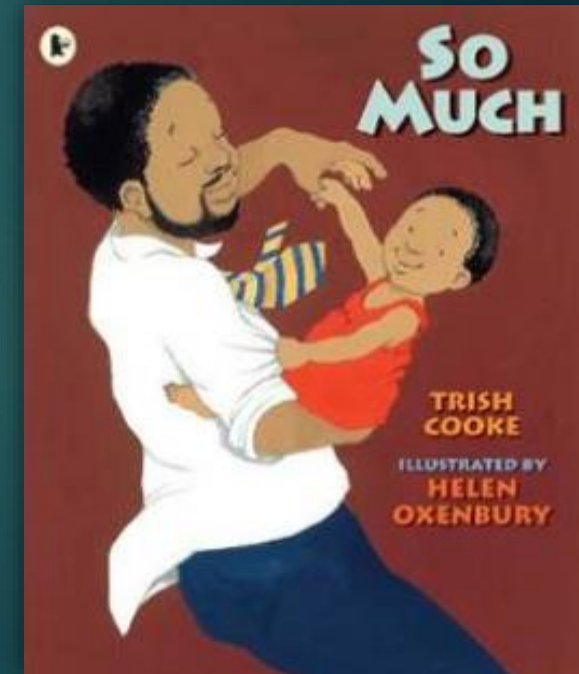
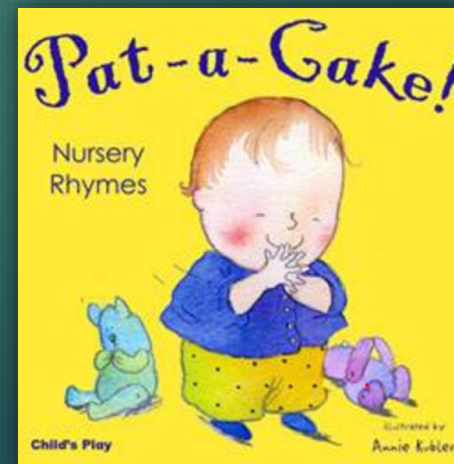
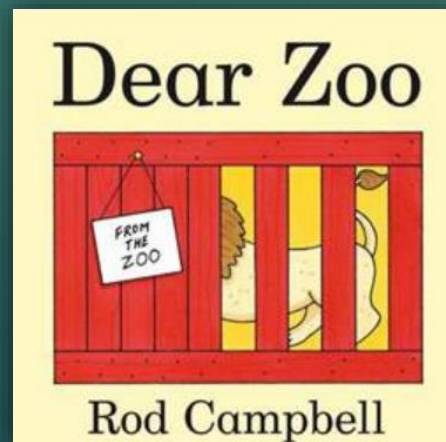
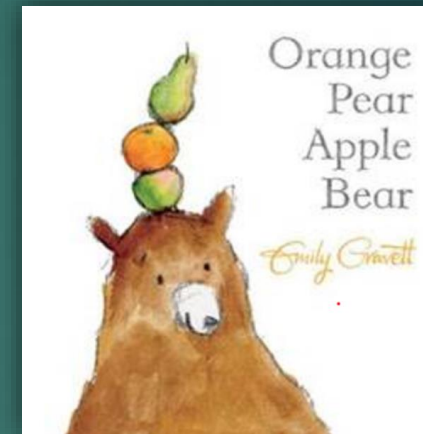
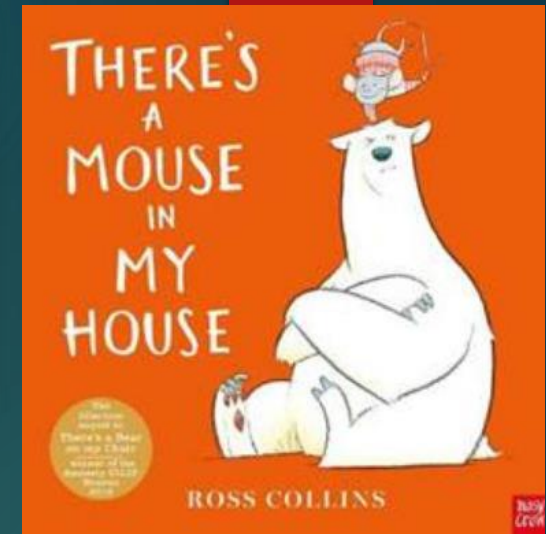
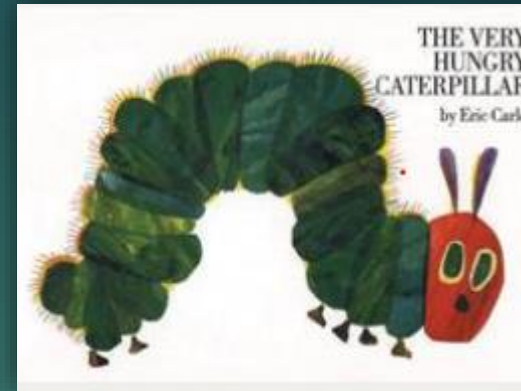
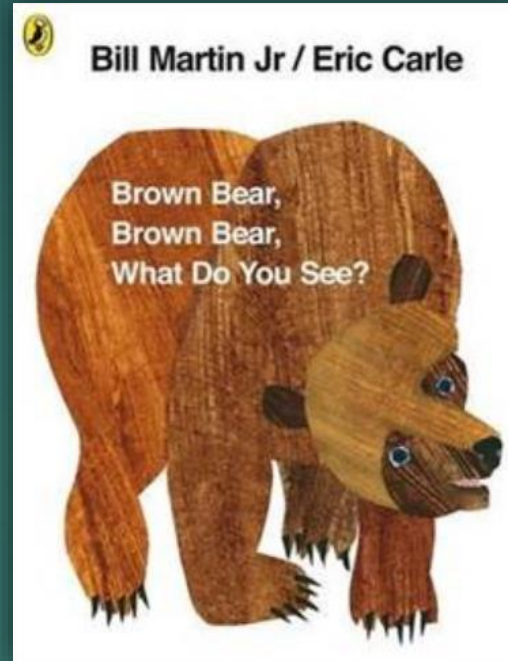
# Explorers – Core books

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

They have been chosen as they have easy sing, song rhythms, rhythmic text and repetitive patterns.

The subjects chosen support children to learn about families, cultures, colours, numbers, days of the week and animals.

These classic stories are ones that the children will want to read again and again and will support them to develop a love of reading.





# 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

<b>Settle in</b>  <b>Settle in and become a confident learner</b>	Children take part in pretend play, communicating and negotiating with their friends
<b>Follow</b>  <b>Follow a recipe to bake a bread roll</b>	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
<b>Make</b>  <b>Make a model at the woodwork table</b>	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
<b>Ride</b>  <b>Ride a balance bike</b>	Children pedal and steer their trike.
<b>Create</b>  <b>Create your own dance to a piece of music</b>	Children enjoy joining in with dancing and ring games. They can follow simple instructions such as "Clap your hands" or "Let's turn around."
<b>Sew</b>  <b>Sew using a running stitch</b>	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
<b>Make up</b>  <b>Make up your own story</b>	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.
<b>Write</b>  <b>Write the first two letters of your name</b>	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



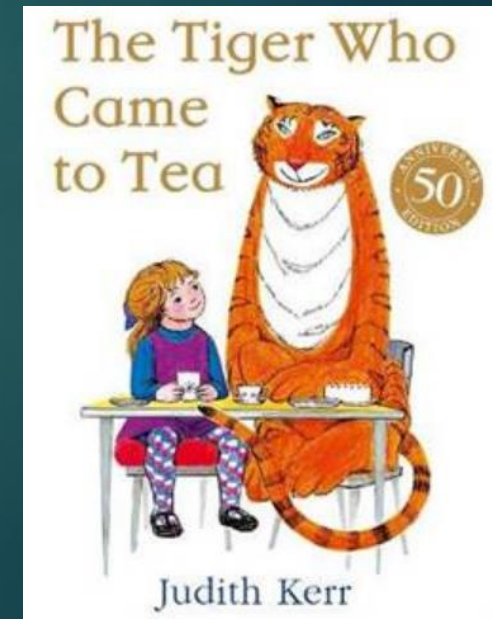
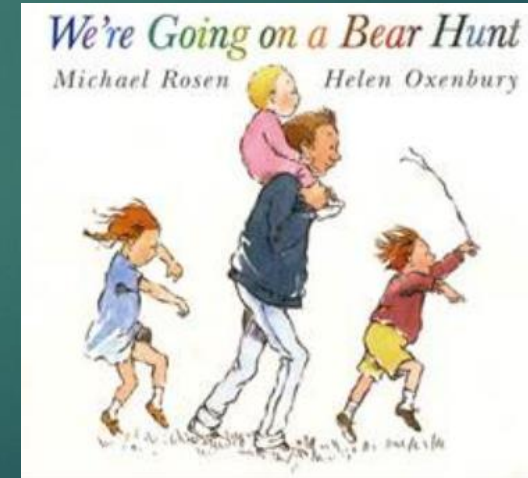
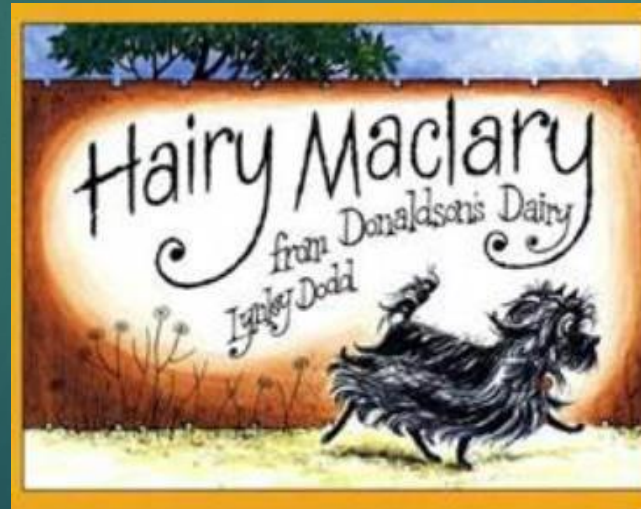
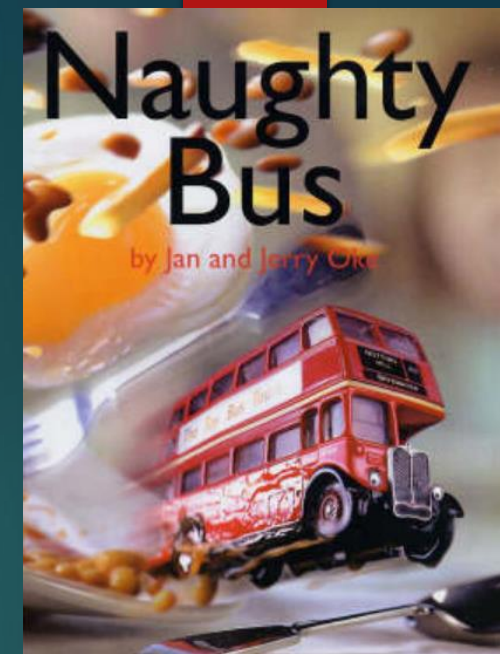
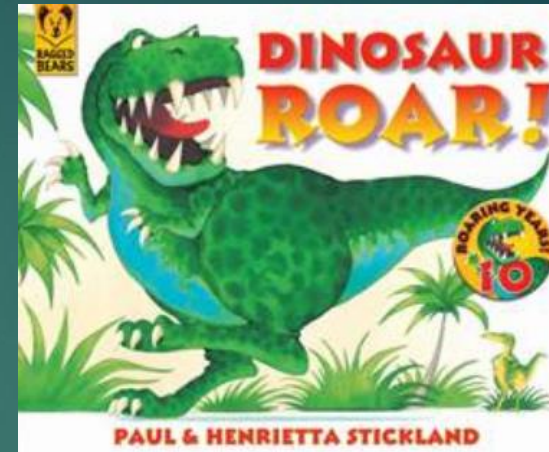
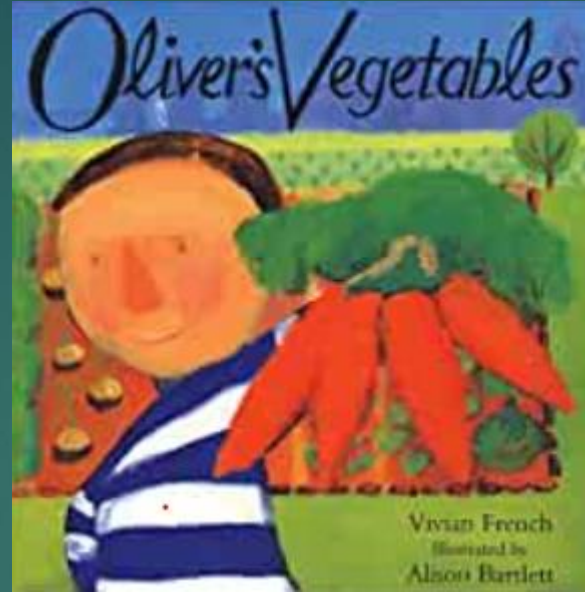
# Investigators – Core books

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.





# 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 thm 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

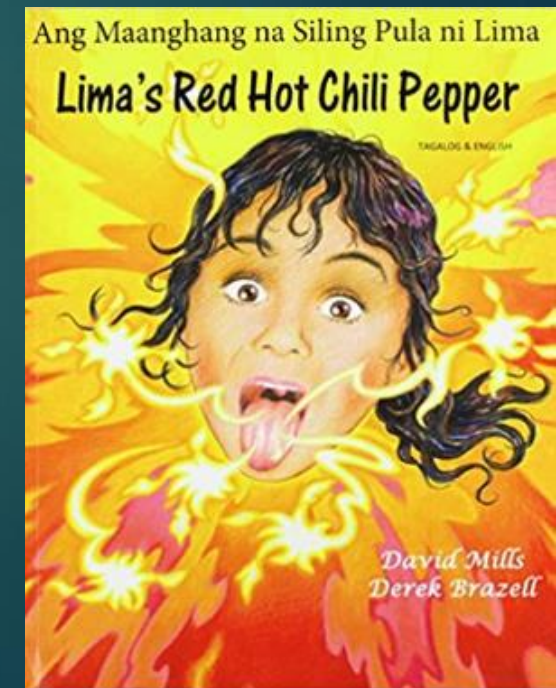
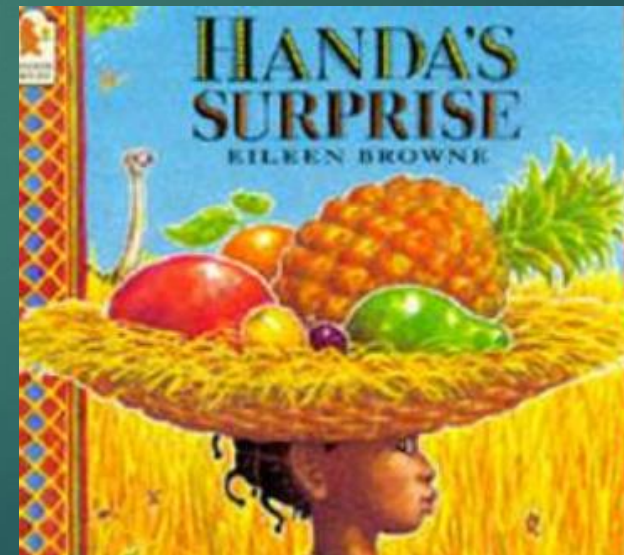
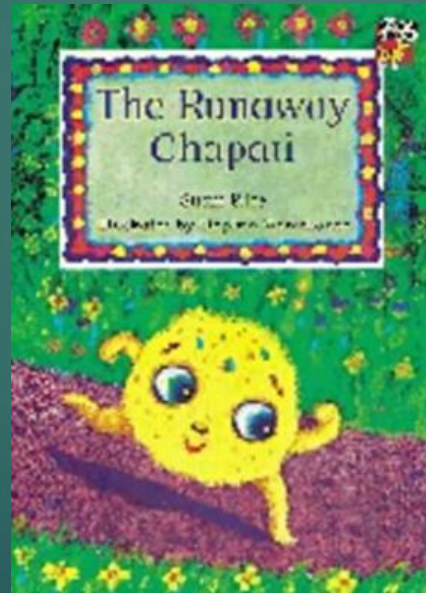
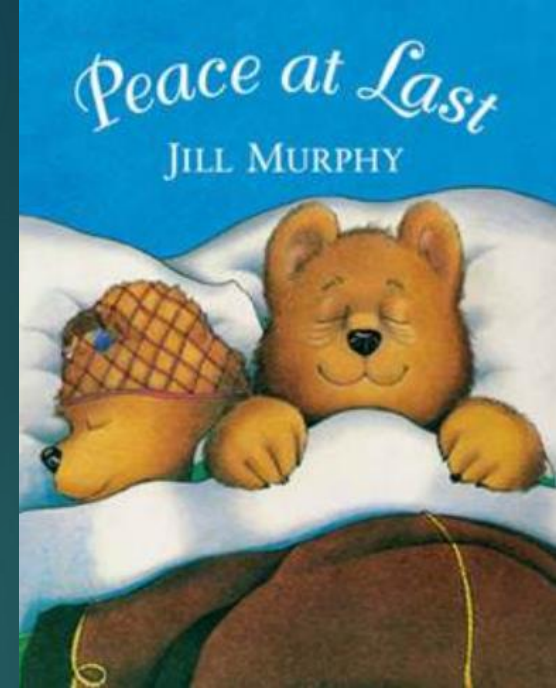
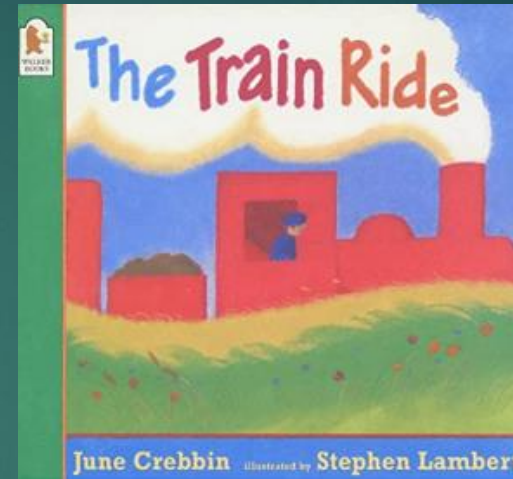
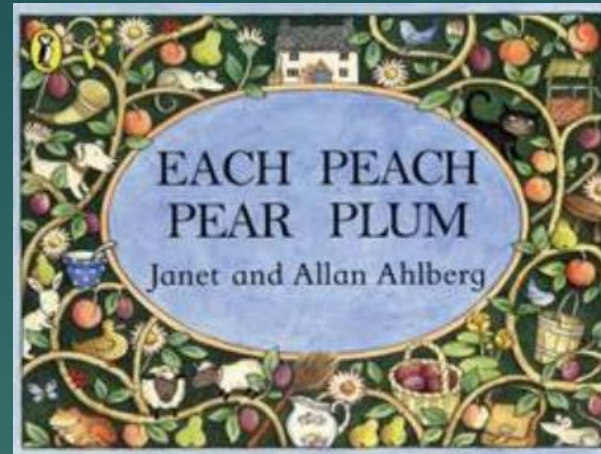
# Discoverers – Core books

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.

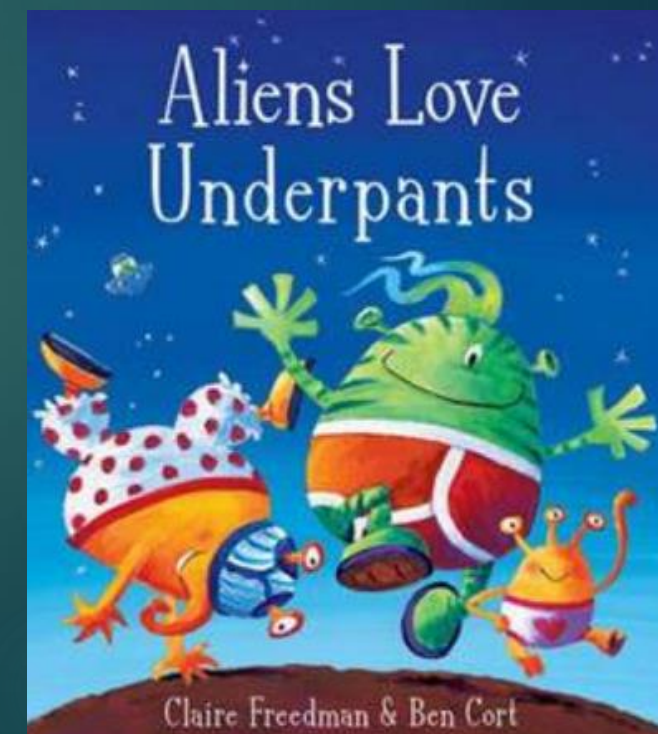
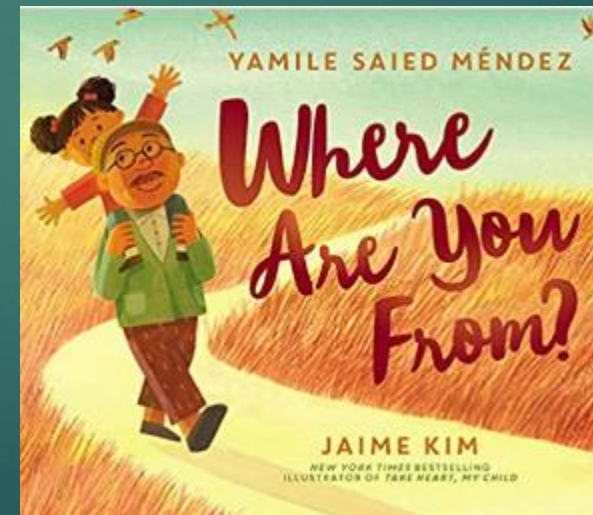
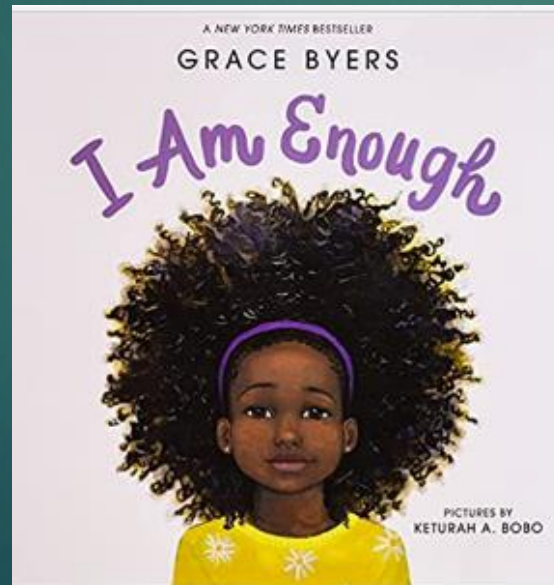
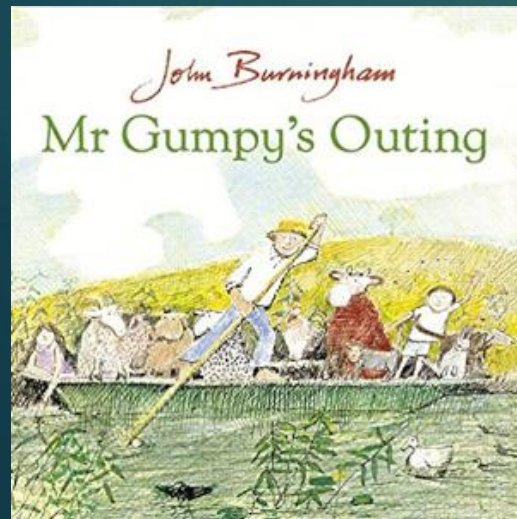
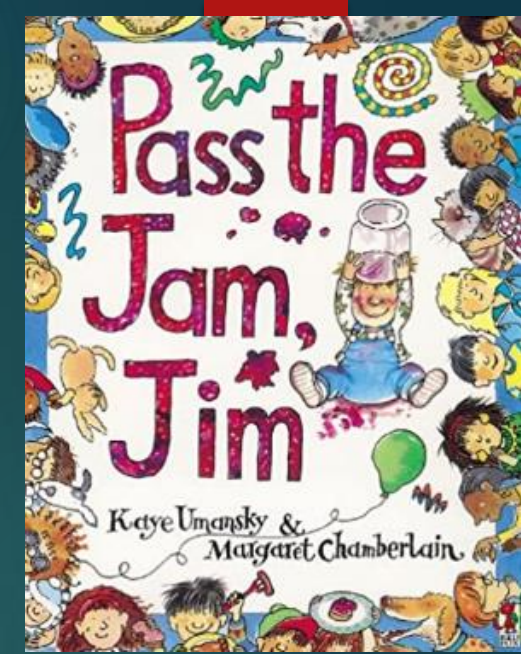
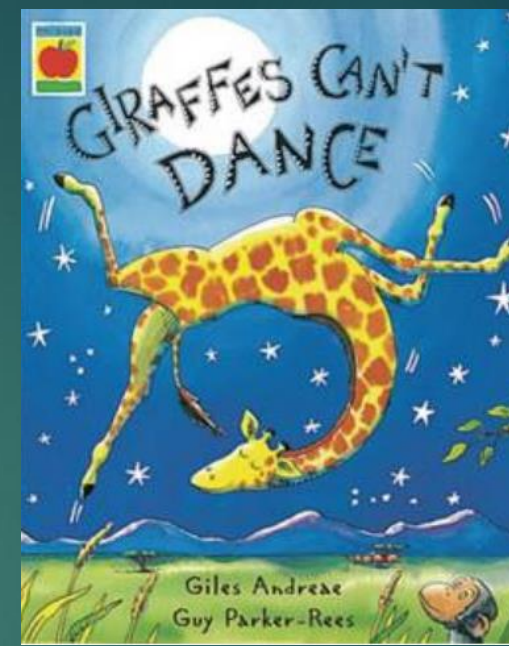
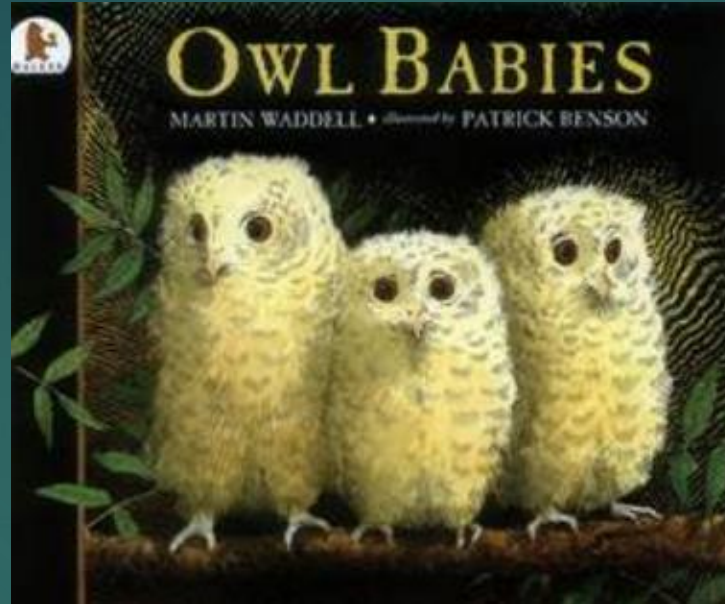
The subjects support children to learn about families, cultures, empathy, being kind, celebrating difference, problem solving, colours, numbers, coping with challenges, humour, new baby siblings, counting and positive role models.

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



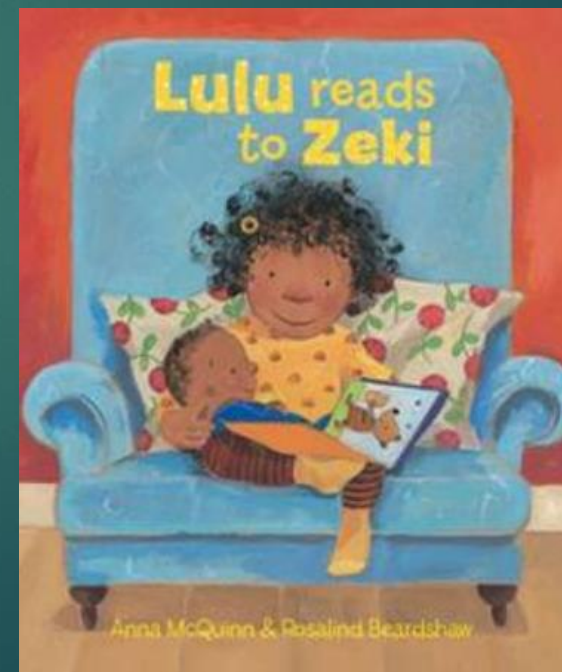
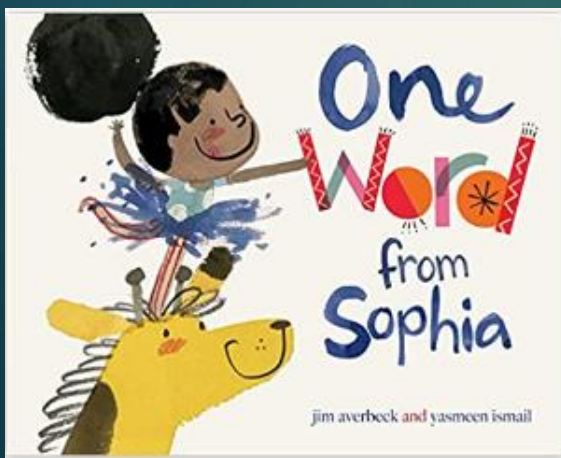
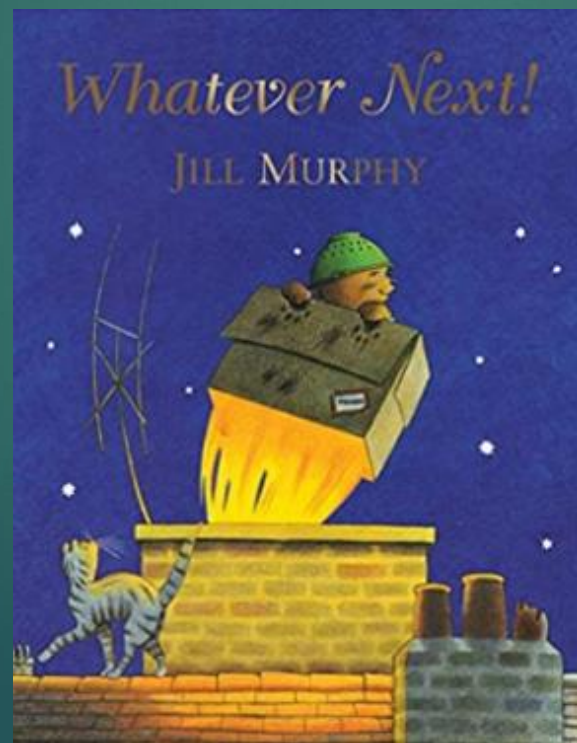
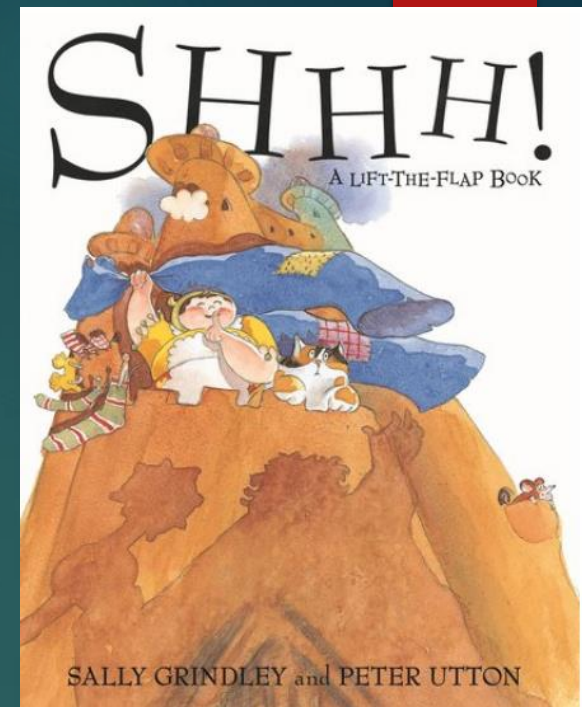
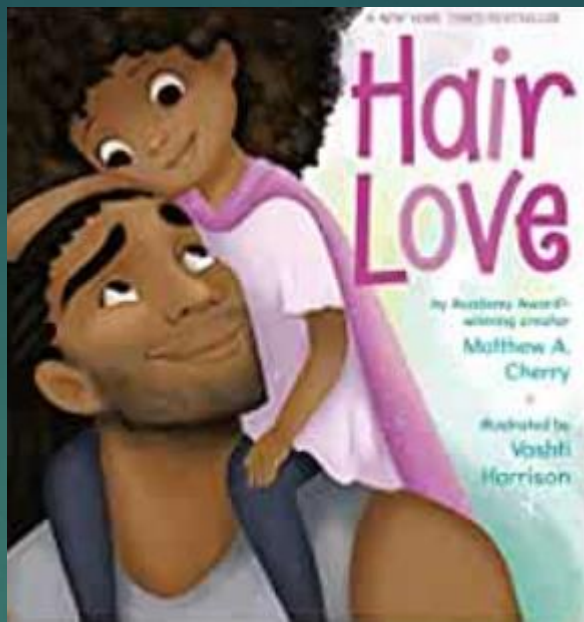
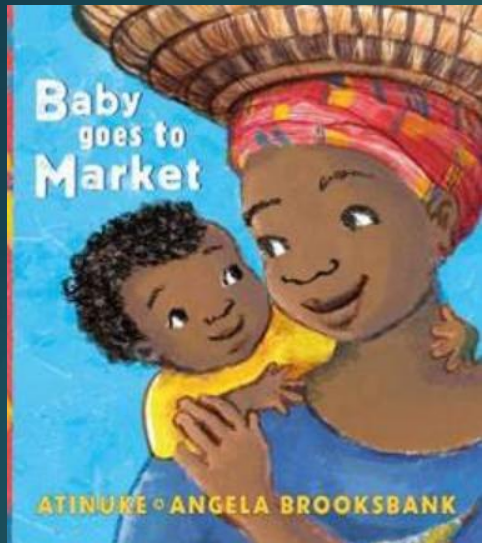


# Discoverers – Core books





# 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



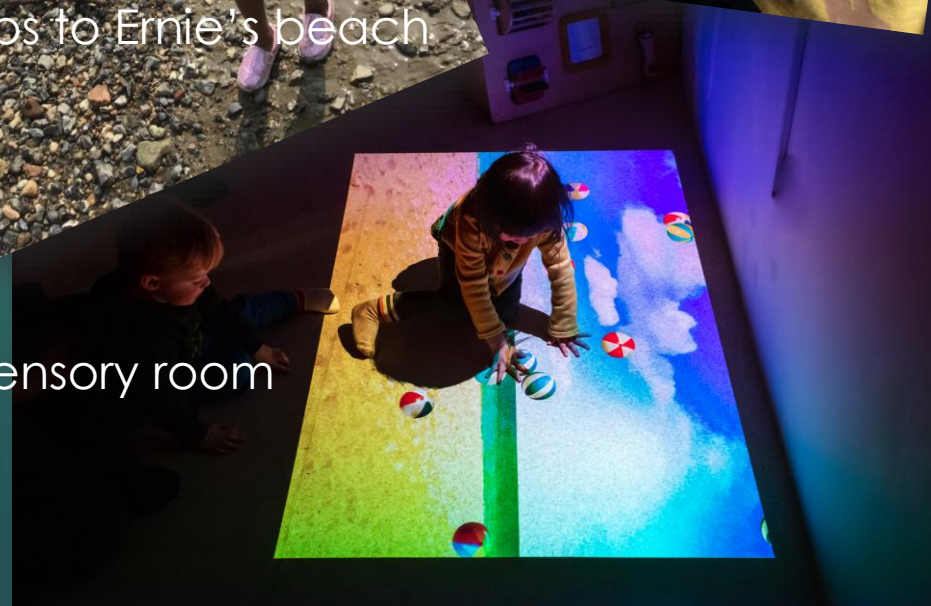
Trips to Ernie's beach



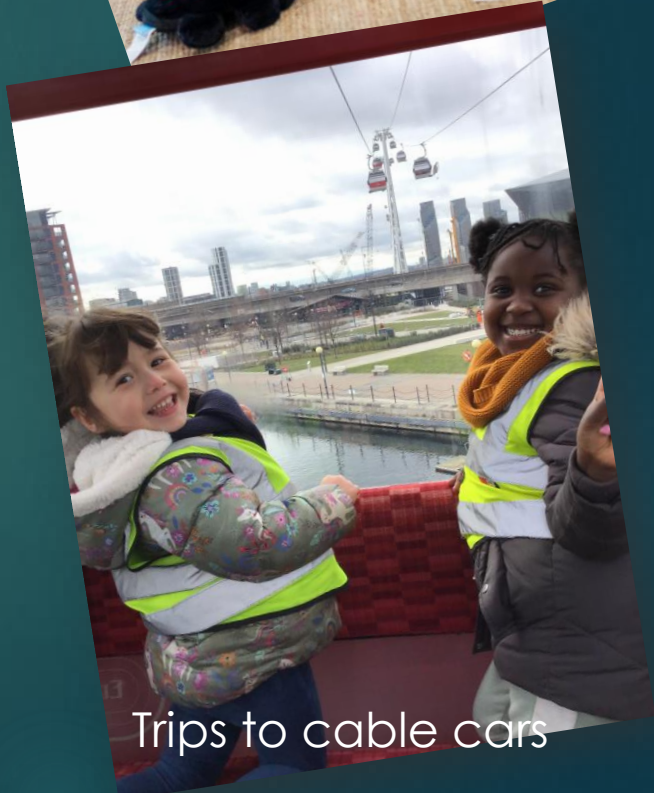
Trips to Tate



Sensory room



Trips to cable cars





<p>Settle in</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>Follow</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>Make</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>Ride</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>Create</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>Sew</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>Make up</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>Write</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