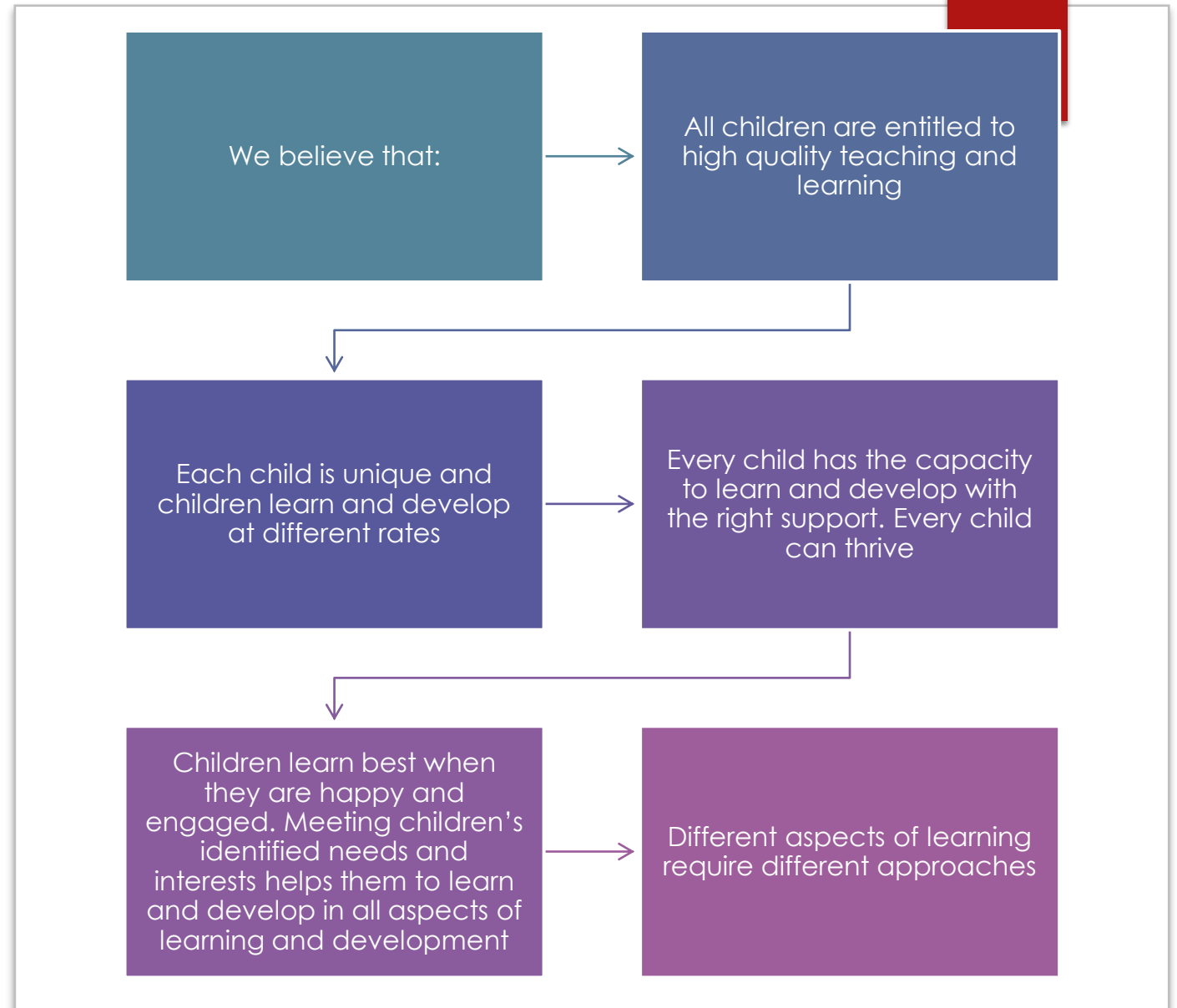


# Becoming a Coin Street Champion

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

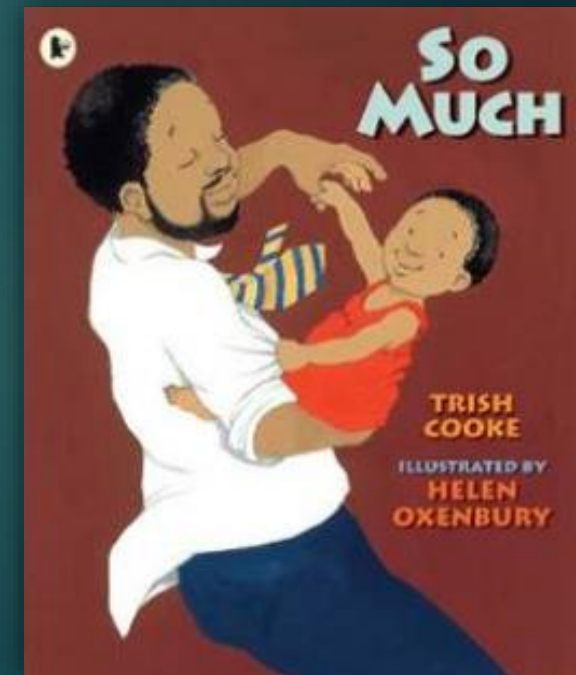
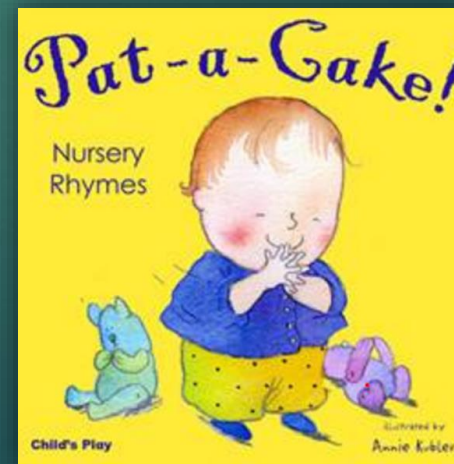
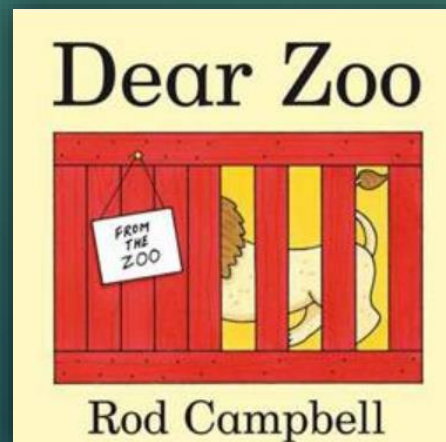
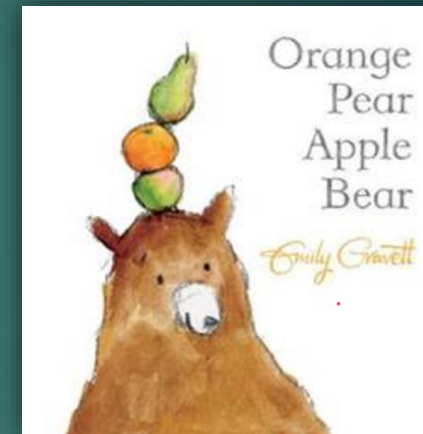
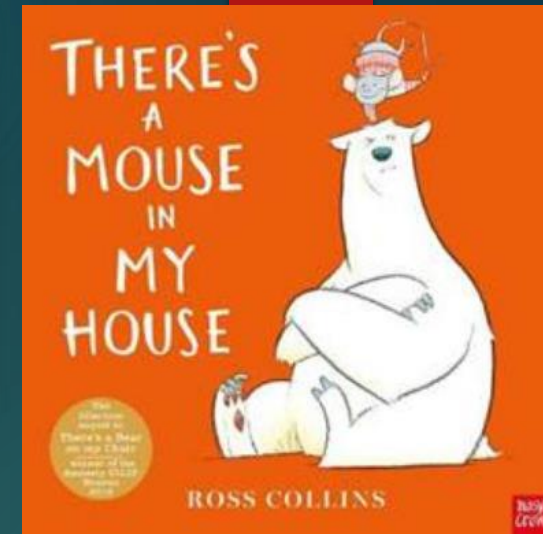
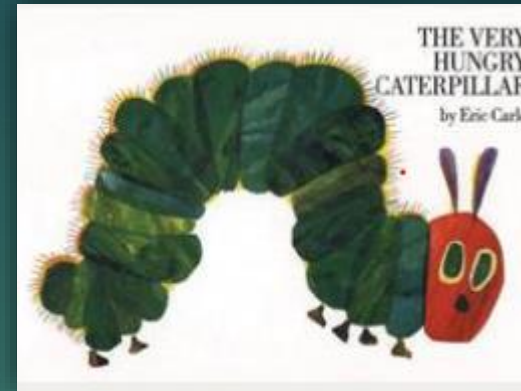
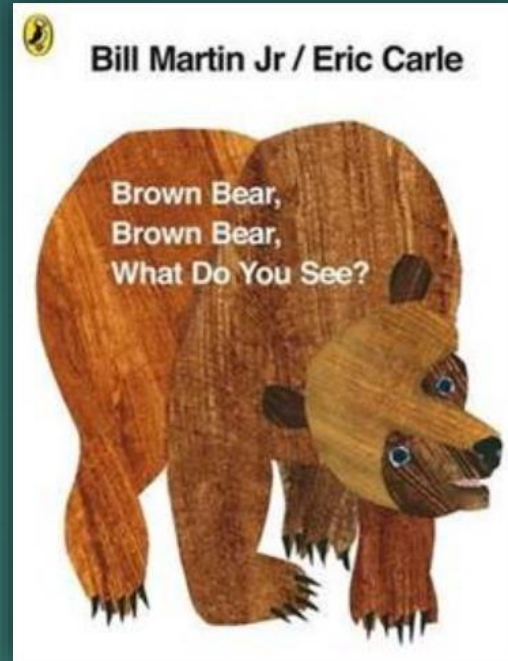
# Explorers – Core books

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.





# 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



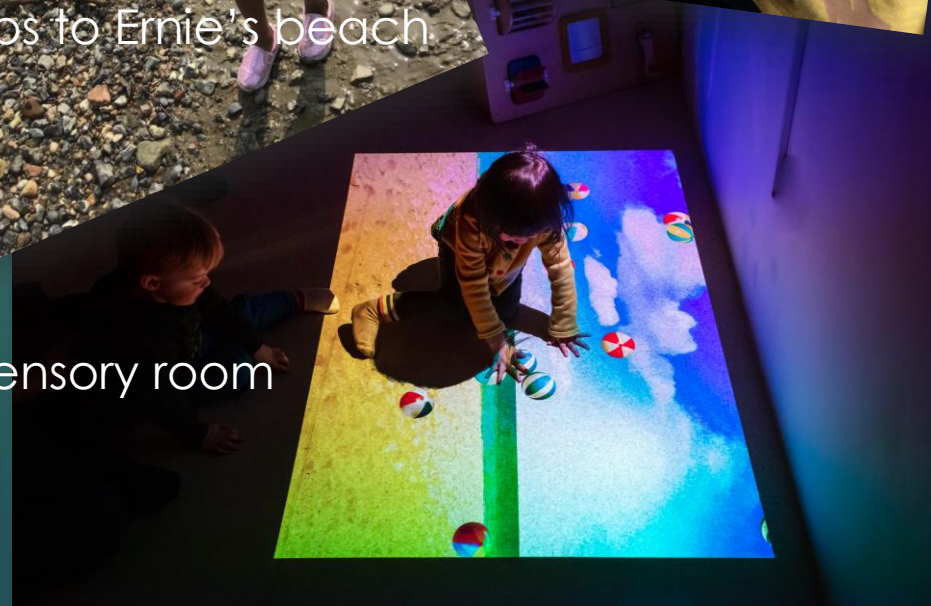
Trips to Ernie's beach



Trips to Tate



Sensory room



Trips to cable cars





Coin Street Champions

Ready for the next learning adventure