



Laugh 'N' Learn Nursery Curriculum and Progression map.

Intent;

At Laugh 'N' Learn Nursery we pride ourselves in ensuring the very best start for our children. We have high expectations for all children to reach their potential and strive to lay strong foundations for all our children to be successful learners ready for school and later life.

We provide a safe, happy and nurturing learning environment that supports holistic development and promotes creative exploration. Our children feel secure to try new things, make their own choices and take risks in their learning that empowers them to become emotionally aware, self-motivated and independent learners.

Our curriculum is designed to ensure that ambitious and developmentally appropriate knowledge and skills are taught in a progressive and sequential way. Our curriculum is rich in language and vocabulary is taught and modelled by staff to ensure children can communicate effectively.

We meet our children's unique needs by the careful balance of play-based and planned focused learning opportunities that engages and motivates our children to achieve their very best, in line with our motto; *Inspire, Challenge and Achieve*.

Our children's development is at the heart of our curriculum and PSED skills are strongly supported and developed through the setting values; *Pride, Resilience, Ambition, Togetherness and Respect*.

Implementation;

➤ The Statutory Framework for Early Years Foundation Stage (EYFS 2024)

In our Nursery provision we are guided by 'The Statutory Framework for the Early Years Foundation Stage (EYFS).

In particular, we are led by the four overarching principles of the framework:

- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.

➤ Areas of Learning and Development

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

- **Prime Areas**

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the **prime areas**, are:

- communication and language
- physical development
- personal, social and emotional development

Practitioners working with the youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school.

- **Specific Areas**

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The **specific areas** are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

➤ **Characteristics of Effective Learning**

In planning and guiding children's activities, we reflect on the different ways that children learn and reflect these in our practice. Three characteristics of effective teaching and learning are:

- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

➤ Individualised Learning, development and Assessment

Children learn and develop at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities. Our highly skilled practitioners provide the best for every child, ensuring that all children are given an equal chance to succeed, regardless of their starting point. We recognise that all children are unique and we celebrate individual differences and skills to enable all children to feel valued and have pride in their achievements.

Practitioners consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

Practitioners closely observe what the children can do, what their next steps in development are and where their interests lie.

Practitioners quickly identify children that need support in any area of learning and provide focused intervention that is targeted and age-appropriate to support individuals to make expected progress. This information is shared with their team and enables the planning of appropriate learning activities.

Accurate and proportionate assessment ensures our practitioners make informed decisions about what a child needs to learn and be able to do next.

➤ English as an Additional Language

For children whose home language is not English, we take steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. We also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS. Children are immersed in a language rich environment to support the development of English language.

➤ **Special Educational Needs**

If a child's progress in any prime area gives cause for concern, we will discuss this with the child's parents and/or carers and agree how to support the child. We will consider whether a child may have a special educational need or disability which requires specialist support. We will link with, and help families to access, relevant services from other agencies as appropriate. Children's individual needs will be planned for as part of the curriculum. See SEND Policy.

➤ **Cultural and Religious Diversity**

Through our planning, we will take account of the different religious and cultural groups represented in both the Nursery and the wider community. For example, children will have the opportunity to explore music and books from different cultures and in different languages and they will celebrate different religious and non-religious festivals.

➤ **British Values**

In planning our curriculum, we take account of the need to promote British Values of **democracy, the rule of law, individual liberty, mutual respect and tolerance**.

➤ **Partnership with Parents and Key Worker**

Parents and carers are regularly updated on their child's learning and progress through an online profile, Class Dojo, which allows parent feedback and contributions, and through regular interactions with staff. Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents and/or carers. They should also help families engage with more specialist support if appropriate.

➤ Development Matters

In our Nursery we implement 'Development Matters' for Birth to Three years, which outlines what we expect children to learn, experience and be able to do within each stage of their development. We know that skills can be learnt through observation, experience and instruction and our curriculum provides opportunities for all three elements of acquisition as well as lots of independent practice.

We recognise that learning also takes place when children are engrossed in their own play through personal fascinations or interests. Staff use their expert knowledge about child development to support, scaffold and facilitate learning by extending the children's thinking, skills and vocabulary.

Resources are carefully chosen to meet the needs of all children and to promote learning. Children are given time to discuss their learning and interests with staff and each other.

Our day is carefully mapped out to ensure age appropriate routines which encompass discreet opportunities to acquire skills and knowledge.

Our provision allows the children to be active learners, take managed risks in their play, explore environments and think critically and creatively.

To help me settle into Nursery...

Pre-visits with
my parents and
carers to stay
and play.

A consistent key
worker to care
for me.

Comforting
objects in my
environment,
that I recognise
from home.

Photographs of
my family
within
my
environment.

A consistent
routine for all
my
care needs.

A special place
to
keep my own
belongings.

In the provision my teachers will..

Practitioners carefully ensure that the environment and provision directly reflects my needs, with a focus on the Prime Areas of Learning. Practitioners engage in high quality interactions to support the children's learning and development.

Throughout the day I will..

Enjoy stories
and
rhymes that I
know and enjoy.

Experience rich
talk with
adults to expand
my vocabulary.

Enjoy outdoor
play
with a range of
resources to
help me to
develop.

Enjoy indoor play
with
lots of new
experiences to
explore.

Eat healthy
snack
and lunch
to develop my
independence.

Engage in
squiggle and
squirm
sessions to
strengthen my
body.

➤ Little Movers and Big Movers

Our focus for both Little Movers and Big Movers is in the three prime areas of learning, with the specific areas being woven into the learning. We understand the importance of safe physical care routines for toddlers and children. We ensure that feeding, dressing and nappy changing are carried out sensitively and we pay close attention to each child to ensure that all needs are met. We know that developmentally these care routines are a vital part of the learning process for young children and we pride ourselves in ensuring that they are undertaken successfully. Throughout the provision we highlight the importance for our children to enjoy free body movement, developing physical skills naturally with plenty of space to move and understand their bodies which supports muscle control, hand eye coordination and communication skills.

➤ Little Movers (9 months to 2 Years)

Our Little Movers practice is rooted in child development and provides age-appropriate opportunities to allow our youngest children to thrive and prepare for the next step in their early learning journey.

➤ Big Movers (2 years to 3 years)

Big Movers develop independence and build on the skills that the children have developed as Little movers as they prepare for preschool.

➤ Concept themes

Concepts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Seasons and seasonal changes throughout the year	Autumn (sunny, rainy, windy, cold)	Winter (cold, snow, ice)	Spring (sunny, rainy, cloudy)		Summer (sunny, hot)	
Celebrations Ramadan/Eid Diwali Holi festival Chinese New Year	Halloween/ Harvest festival	Christmas	Shrove Tuesday Mother's Day Valentine's day	Easter	Father's Day	
Food and drink	Healthy eating and exercise, food tasting and cooking activities linked to celebrations and key events throughout the year.					
Sensory	Developing sensory experiences/ treasure baskets/ soft play opportunities throughout the year.					
CYLCE A	Ourselves and Family	In the woods	Safari animals	In the Garden	Transport and Travel	Under the sea
CYLCE B	People who Help us	Once upon a time	Dinosaurs	Minibeasts	On the Farm	Pirates
Enrichment trips/outings Throughout the year: Forest school/pond	Library	Church			Park trips	

Little Movers

Personal, Social, Emotional	Communication & Language	Physical Development	Literacy	Maths	Understanding The World	Expressive Art & Design
I can find ways to calm myself through being calmed and comforted by my key person. I can have a sense of self. I can express my own preferences and decisions. I can try new things and my own wants and needs I can engage with others through gestures, gaze and talk. I can use engagement with others to achieve a	I can copy what adults do, taking 'turns' in conversations (through babbling) and activities. I can try to copy adult speech and lip movements. I enjoy singing music and playing with toys that make sounds. I can recognise and are calmed by a familiar and friendly voice. I can listen and respond to a simple instruction.	I can sit without support. I can begin to crawl in different ways and directions. I can pull myself upright and bounce in preparation for walking. I can reach out for objects as my co-ordination develops. I can pass things from one hand to the other. I can let go of things and hand them to	I enjoy songs and rhymes, tuning in and paying attention. I can join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. I can say some of the words in songs and rhymes. I can copy finger movements and other gestures. I can sing songs and say rhymes independently, for example, singing whilst playing.	I can combine objects like stacking blocks and cups. I can put objects inside others and take them out again. I can take part in finger rhymes with numbers. I can react to changes of amount in a group of up to three items. I can compare amounts, saying 'lots', 'more' or 'same'. I can develop counting-like	I can repeat actions that have an effect. I can explore materials with different properties. I can explore natural materials, indoors and outside.	I can show attention to sounds and music. I can respond emotionally and physically to music when it changes. I can move and dance to music. I can anticipate phrases and actions in rhymes and songs, like 'Peepo'. I can explore their voices and enjoy making sounds. I can join in with songs and

goal. For example, gesture towards their cup to say I want a drink. I can find ways of managing transitions, for example from my parent to my key person. I can thrive as they develop self-assurance. I can look back as I crawl or walk away from my key person. I can look for clues about how to respond to something interesting. I can play with increasing confidence on my own and with other children, because I know my key	I can make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). I can babble, using sounds like 'baba', 'mamama'. I can use gestures like waving and pointing to communicate. I can reach or point to something I want while making sounds. I can copy gestures and words. I can constantly babble and use	another person, or drop them. I can gradually gain control of my whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. I can clap and stamp to music. I can fit myself into spaces, like tunnels, dens and large boxes, and move around in them. I can enjoy starting to kick, throw and catch balls. I can build independently with a range of appropriate resources.	I can enjoy sharing books with an adult. I can pay attention and respond to the pictures or the words being read.	behaviour, such as making sounds, pointing or saying some numbers in sequence.	rhymes, making some sounds. I can make rhythmical and repetitive sounds. I can explore a range of soundmakers and instruments and play them in different ways.
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person is nearby and available. I feel confident when taken out around the local neighbourhood and enjoy exploring new places with my key person. I feel strong enough to express a range of emotions. I can be increasing independent by rejecting help (“me do it”), even if this leads to feelings of frustration and tantrums.	single words during play. I can use intonation, pitch and changing volume when ‘talking’. I understand single words in context – ‘cup’, ‘milk’, ‘daddy’. I understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’. I understand simple instructions like “give to nanny” or “stop”. I can recognise and point to objects if asked about them.	I can begin to walk independently – choosing appropriate props to support at first. Walk, run, jump and climb – and start to use the stairs independently				
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Big Movers

Personal, Social, Emotional	Communication & Language	Physical Development	Literacy	Maths	Understanding The World	Expressive Art & Design
I can begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what I want or push my way to the front. I can increasingly be able to talk about and manage their emotions. I can notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.	I can generally focus on an activity of my own choice and find it difficult to be directed by an adult. I can help toddlers and young children to focus their attention by using my name: "Fatima, put your coat on". I can listen to other people's talk with interest but can easily be distracted by other things. I can make myself understood and can become	I can spin, roll and independently use ropes and swings (for example, tyre swings). I can sit on a push-along wheeled toy, use a scooter or ride a tricycle. I can use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. I can show an increasing desire to be independent,	I have favourite books and seek them out, to share with an adult, with another child, or to look at alone. I can repeat words and phrases from familiar stories. I can ask questions about the book. I can make comments and shares their own ideas. I can develop play around favourite stories using props	I can count in everyday contexts, sometimes skipping numbers – '1-2-3-5' I can climb and squeeze myself into different types of spaces. I can build with a range of resources. I can complete inset puzzles. I can compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. I can notice patterns and arrange things in pattern	Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families Notice differences between people	I can notice patterns with strong contrasts and be attracted by patterns resembling the human face. I can start to make marks intentionally. I can explore paint, using fingers and other parts of their bodies as well as brushes and other tools. I can express ideas and feelings through making marks, and sometimes give a meaning to the marks I make.

I can develop friendships with other children. I can safely explore emotions beyond my normal range through play and stories. I can talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". I can learn to use the toilet with help, and then independently.	frustrated when I cannot. I can start to say how I am feeling, using words as well as actions. I can start to develop conversation, often jumping from topic to topic. I can develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. I can use the speech sounds p, b, m, w. I can pronounce: • l/r/w/y • f/th • s/sh/ch/dz/j • multi-syllabic words such as 'banana' and 'computer'	such as wanting to feed myself and dress or undress. I can start eating independently and learning how to use a knife and fork.	I can notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. I can enjoy drawing freely. I can add some marks to my drawings, which I give meaning to. For example: "That says mummy." I can make marks on their picture to stand for their name			I can enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. I can start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. I can explore different materials, using all their senses to investigate them. I can manipulate and play with different materials. I can use their imagination as I
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	I can listen to simple stories and understand what is happening, with the help of the pictures I can identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. I can understand and act on longer sentences like 'make teddy jump' or 'find your coat'. I can understand simple questions about 'who', 'what' and 'where' (but generally not 'why').					consider what I can do with different materials. I can make simple models which express my ideas
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