



Curriculum vision and mission
Curriculum Aims
Characteristics of Effective Learning
Approaches to learning
Curriculum Areas
Areas of need
Personalisation
Essentials for learning and life
Assessment fit for purpose: Formative and Summative

At Swiss Cottage School in the Early Years, we believe in providing our children with the best possible start to their education and that we will establish the building blocks for their future learning. We have high expectations of all children within Early Years and understand the vital role that early intervention has in providing aspirational outcomes into adulthood.														
To provide a stimulating, fun and supportive learning environment			To maximise children's capabilities for independence				To prepare children for the next stage in their education by developing the skills, knowledge and understanding they will need to progress into their next pathway							
For children to develop effective and functional communication and social skills			Recognising and valuing the contributions of families and a multi agency support team				For children to feel valued, value others and understand strengths and differences							
Playing and Exploring			Active Learning				Creating and Thinking Critically							
Showing curiosity about objects, events and people		Engaging in open-ended activity	Initiating activities		Maintaining focus on their activity for a period of time		Persisting with activity when challenges occur		Thinking of ideas		Developing ideas of grouping, sequences, cause and effect			
Using senses to explore the world around them		Representing their experience in play		Seeking challenge		Showing high levels of energy, fascination		Showing a belief more effort or a different approach will pay off		Finding ways to solve problems	Planning, making decisions and how to approach a task, solve a problem and reach a goal			
Showing particular interests		Acting out experiences with other people		Showing a 'can do' attitude		Paying attention to details		Showing satisfaction in meeting their own goals		Making links and noticing patterns in their experience	Changing strategy as needed			
Communication and Language		Personal, Social and Emotional Development		Physical Development		Literacy		Mathematics		Expressive Arts and Design	Understanding of the World			
Communication and Interaction			Sensory and Physical			Social, Emotional and Mental Health			Cognition and Learning		Health and Social Care			
Augmentative and Alternative communication systems Language rich environments Total communication approach Speech and Language therapy input			Access to sensory and soft play rooms Hydrotherapy PE lessons with PE specialist Physiotherapy and Occupational therapy input			Opportunities to participate in a range of social activities both in school and the wider community After school clubs and lunchtime clubs CAHMS support			Personal learning intention maps Curriculum areas adapted to meet individual needs One to one and small group sessions Highly motivating activities		Family Inclusion Team support Highly trained support staff Access to specialist equipment Onsite Nursing Team Healthcare plans			
Health education, independence, routines, communication, play														
Formative Assessment: Note-taking		Formative Assessment: Observations and EfL		Formative Assessment: Friday reflections		Formative Assessment: Planning meetings		Formative Assessment: Learning walks		Summative Assessment: Reception Baseline Assessments	Summative Assessment: MAPP Baselines	Summative Assessment: PLIMs	Annual Reviews and MAST meetings to inform ongoing provision	Continual family involvement and family learning