



Curriculum vision and mission

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.



Curriculum Aims

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



Characteristics of Effective Learning

Playing and Exploring

Active Learning

Creating and Thinking Critically

Approaches to learning

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

Curriculum Areas

Communication and Language

Personal, Social and Emotional Development

Physical Development

Literacy

Mathematics

Expressive Arts and Design

Understanding of the World

Areas of need

Communication and Interaction

Sensory and Physical

Social, Emotional and Mental Health

Cognition and Learning

Health and Social Care

Personalisation

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

Essentials for learning and life

Health education, independence, routines, communication, play



Assessment fit for purpose: Formative and Summative

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