



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 The Beacon 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 Rebound therapy 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		Personal learning intention maps Curriculum areas adapted to meet individual needs One to one and small group sessions Highly motivating activities		MAST support and WBT Highly trained support staff Access to specialist equipment Onsite Nursing Team Healthcare plans	
Health education, independence, routines, communication, play										
Formative Assessment: photos and written observations	Formative Assessment: Observations and EfL	Formative Assessment: Friday reflections	Formative Assessment: Planning meetings	Formative Assessment: Learning walks	Summative Assessment: Reception Baseline Assessments	Summative Assessment: VBMAPP Baselines	Summative Assessment: Evidence for Learning Birth to 5	Annual Reviews and MAST Meetings to inform ongoing provision	Continual family involvement and family learning	