

# Pinewood Infant and Nursery school – curriculum Document

**Vision Statement:** Together we give children the roots to grow and the wings to fly

**Mission Statement/Daily Aim:** To make learning irresistible

**Curriculum principles:** providing children with the roots to grow

**Our School Values permeate through our whole curriculum:** Responsibility Resilience  
Independence Curiosity Respect Kindness Honesty Self-belief



**We are Pinewood...**

**P**inewood, a place where learning is

**I**rresistible, where children are

**N**urtured to achieve great things, full of

**E**xcitement and smiles with resilience to meet the challenges of the

**W**orld around them, with a love of the great

**O**utdoors and all its creatures and a love of each

**O**ther, showing care and respect and the

**D**etermination and drive to reach for the stars!



Providing children with the roots needed to grow underpins the curriculum we offer.



# Our Curriculum at Pinewood

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## Remembering

Ensuring our curriculum is age appropriate, sequential and that sticky knowledge is appropriate; A curriculum that pays careful attention to cognitive load

A curriculum that incorporates approaches to remembering such as dual coding, worked examples and retrieval practice ;

A curriculum showcased in learning journeys/floor books

Opportunities for knowledge retrieval; Links to previous learning

Reflection of learning to support commitment to long term memory; Wall displays and working walls to aid recall

Quizzes used for retrieval practice over time; Commitment to continuing to further our work in this area

Provide real hands on experiences and enrichments; Sparking the interest, enthusiasm and curiosity in our children

Providing our children with an amazing learning environment both inside and out (exceptional outdoors, library bus, wildlife pond, stimulating classrooms, woodland drama area, EYFS provision

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## Opportunities

Opportunity to receive a broad and balanced curriculum; Commitment to giving opportunities in the arts from Take One Picture work to our art exhibition, work with local artists, dancers, drummers, authors etc; opportunity to be undertake the activities in the Pinewood Promise; opportunity from EYFS onwards to take on school responsibilities; frequent opportunities for children to be celebrated for achievements

Opportunity to be taught a meaningful curriculum; Visits, visitors, extra-curricular activities, reading camps, residential to enrich learning ; Cultural capital-the opportunities, resources and experiences that we provide ; Opportunity to play an active part in how we run our school (councils, assemblies, responsibilities, relationships) –working in partnership; Opportunity to play a part in the local community

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## Outcomes

Outcomes and progress driven in all areas; Responsive targeted intervention; High expectations of all

Development of the whole child as well as characteristics that can be measured; Excellent reading skills to be able to access KS2 and a love of reading and of quality texts

Confidence, self-belief, well being and care for each other; Pride in own achievements

A curriculum that works hand in hand with parents to achieve high outcomes with outstanding communication;

Children fully equipped for KS2 curriculum

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## Talk

Language and communication are at the centre of our curriculum; we provide much opportunity for talk oral rehearsal and vocabulary enrichment

Vocabulary development and word aware; Talk for writing; Drama techniques and conventions; Quality texts drive discussion about texts

Language intervention; Communication friendly spaces; Let's interact principles employed in early years

Key vocabulary used on working walls, writing frames, floor books, knowledge organisers

School values embedded through everything -Responsibility Resilience Independence Curiosity Respect Kindness Honesty Self-belief –celebrations of values

Our curriculum educates our children to be 'good people' who care for others and the community, Care for living things (care for animals, wildlife in the school grounds, sponsored animal charities, care for other children

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## School values

We ensure children are exposed to the 'bigger picture' including global and environmental issues which are part of all our lives and which we care about –eco council & school council

British values (democracy, rule of law, individual liberty, tolerance and musical respect)

Culture of growth mindset, aspiration, quality, diversity and inclusivity

A curriculum built on relationships-children learn in an environment where they are valued and loved












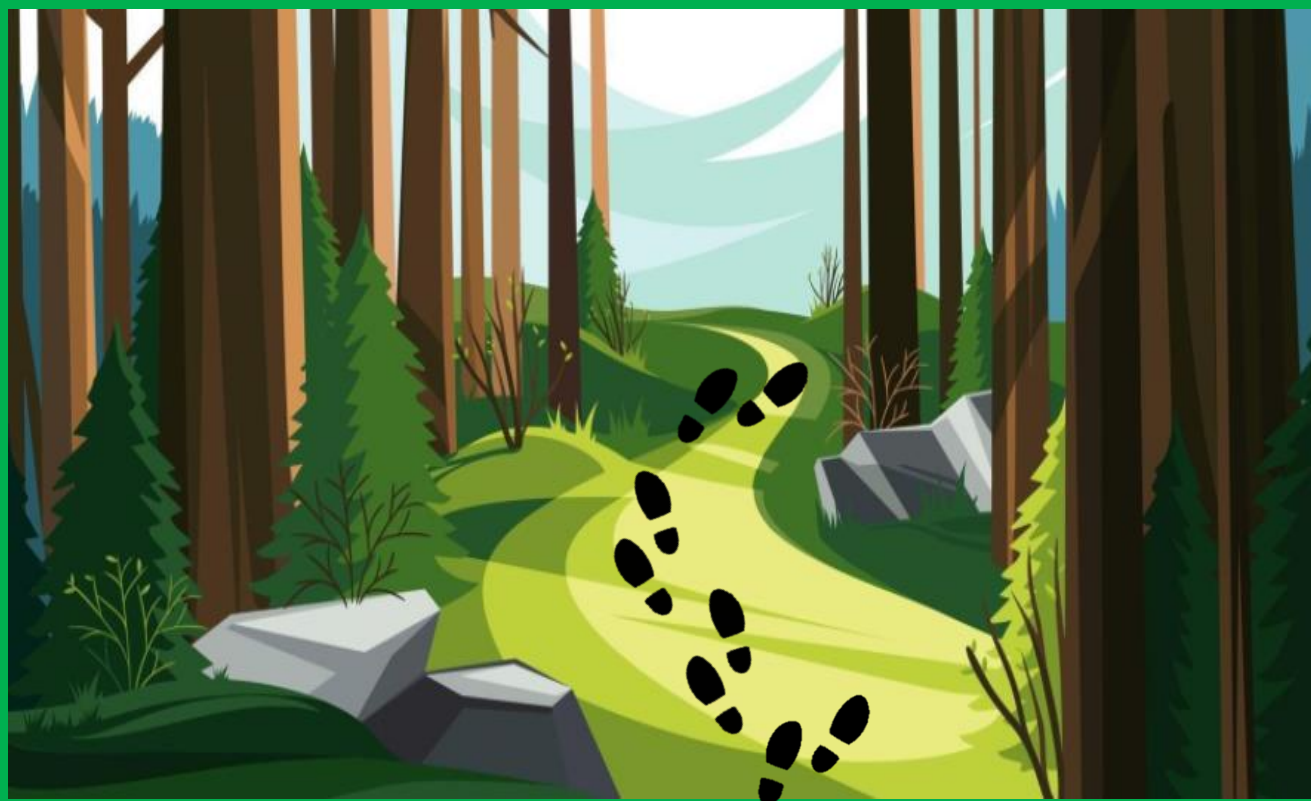
## Pinewood Infant and Nursery school – curriculum Document – the 4 C's

Coverage	Chronology	Content
<ul style="list-style-type: none"><li>•EYFS Statutory Framework</li><li>• National Curriculum</li><li>•Development matters/birth to 5</li><li>•Checkpoints in the EYFS</li><li>•Pinewood Knowledge Progression Document</li><li>•Reading book band objectives</li><li>•Nottinghamshire RE syllabus</li><li>•Scarf PSHE and relationships education</li><li>•White Rose Maths</li><li>•Mastering Number</li><li>•Progression through genres</li><li>•Next Level PE</li><li>•Pinewood Phonics</li></ul>	<ul style="list-style-type: none"><li>• Knowledge progression maps</li><li>• Curriculum overviews</li><li>• A long term plan is created using the knowledge progression maps</li></ul>	<ul style="list-style-type: none"><li>•Medium term plans-the progressions are then broken down into a granular steps that inform our learning objectives and sequence of work- lessons are planned in fine detail to ensure excellent learning outcomes</li><li>•Lessons link to school intent of providing 'roots'</li><li>•Key vocabulary and lesson sequencing is identified on medium term planning</li><li>•Sticky knowledge is identified and Knowledge organisers are used where appropriate</li><li>•Curriculum leads oversee plans and input into MTP where required.</li><li>•Lessons are planned in fine detail with the IWB and knowledge organisers and vocabulary mats are used when appropriate.</li><li>•Work is displayed and recorded in the floor books / learning journeys and on display as well as in individual folders where appropriate</li></ul>
<div><div></div><div>Cohesion</div><div></div></div> <ul style="list-style-type: none"><li>•Our curriculum is aligned and organised into logical, age appropriate progressions</li><li>•We connect purpose and classroom experiences through well planned and specific progression of learning</li><li>•We ensure a consistent approach to instruction, use of standardised resources across school, to assessment and our key principles</li><li>•We make links and encourage retrieval over time</li></ul>		

Join us every day on an educational journey where learning is made 'irresistible' in our lessons



Lesson Journey	
	Retrieval
	Teach
	Modelling/ Guided practice
	Independent practice
	Reflect
	Revisit over time
	Make connections





## **The Journey of our Pinewood curriculum**

It has been a journey ensuring our curriculum is the best it can be which has been ongoing for many years. However, the real unpicking of what we do and why we do it, the evaluations and adaptations started in 2017. Our experienced staff team worked hard on deciding what themes engaged and inspired our children at different ages throughout school, how themes built throughout the year groups, what the teachers liked to teach and what themes created excellent outcomes for children whilst encompassing quality age appropriate texts.

Our senior leadership team in 2018 visited other schools out of the county with a reputation of providing an outstanding curriculum which not only led to the quality assurance of our own curriculum but gave us ideas to make tweaks and adaptations along the way. We looked at curriculum intent as a whole and within subjects. We reviewed what we would expect to see within excellent lessons in all subjects and the progress in knowledge and skills that we would expect from our children along the way.

We then spent 2 years in KS1 on a rolling 2 year cycle of theme ideas to bring the key stage together with the knowledge learnt differing between Year 1 and Year 2. In 2021 we evaluated our curriculum again and ascertained the best learning outcomes over the past 2 years.

This review led to a further tweak in our curriculum and we took the best themes for each year group to meet the progressional knowledge expected and made Year 1 and Year 2 annual cycles. There is often an overriding subject focus in the term e.g. a strong history focus, art focus, whole school quality text focus. Much work also took place in the academic year 2020-21 on our EYFS curriculum within the new framework.

We had always looked at ensuring there was complete continuity and progression in key knowledge and the skills expected from the EYFS to KS1 but this year saw our EYFS lead and subject coordinators working closely together to ensure 'tweaks' to our key knowledge maps.

We are really happy with the stage we are at with our curriculum but we will continue our constant professional dialogue and continue to tweak and adapt along the way to meet the needs of our children and our differing cohorts and to keep up to date with educational research.



## **How do we know that our curriculum is ambitious for our children?**

As well as being clearly sequenced, building towards end points in each subject in each year group, we ensure our curriculum is ambitious by:

- Ensuring we meet fully the expectations of the National Curriculum, EYFS framework and other statutory guidance such as the RE syllabus and ensuring all children are taught a full range of subjects
- To increase coherence and ambition further we have ensured the ambitions of our Year 3 at the junior school have been woven into our exceeding expectations
- We have identified key sequential knowledge throughout year groups which is ambitious as meets the NC requirement 'in depth' and
- We ensure high expectations in outcomes which can be demonstrated through the children's work in art for example and the breadth and depth of content
- Ensuring that our children make excellent progress from often low starting points in the few years that the children are with us
- Ensuring that our knowledge expectations are aspirational for our children and that we ensure a range of content and experiences are delivered within each subject
- Ensuring that our SEND children do not have a restricted curriculum
- Ensuring that our disadvantaged children have additional support/intervention when required but not at the expense of being taught a full range of subjects
- Ensuring that we teach to the top as much as possible whilst making adaptations for pupils who need adaptations to support their cognitive load
- Ensuring we have extremely high expectations, for example in behavior of all, high expectations of reading and comprehension skills, high expectations of parental engagement and high expectations in the cultural capital and extra curricular opportunities we offer for all
- Ensuring that we do not put a lid on a child's learning regardless of any additional need or attainment level
- We have ensured that books chosen encourage thought and help develop enquiring minds



# How do we know that our curriculum is having the desired impact?

*\*The curriculum is the progression model, and is pitched to be appropriately challenging. Therefore, if teachers know that children are coping well and are able to demonstrate their understanding, then we know it is working and that children are making progress.*

## Teachers

- Teachers are knowledgeable across all curriculum areas and are supported by subject leaders in areas that they are less confident.
- Deliver all areas of the curriculum with confidence and enthusiasm.
- Can give senior leaders and subject leads feedback about what is working well and what needs to be adapted and improved to meet the children's needs.
- Are acutely aware of how children are coping with the taught content.\*
- Teach consistently well; applying sound pedagogical practices in all lessons.
- Continuity in the practices of teachers across all year groups and classrooms.
- Plan coherent learning journeys based on the unit overviews.
- Are not asked to do anything that does not lead to a positive impact on children's progress and attainment.
- Teachers do not feel overloaded with the delivery of the curriculum.

## Children

- Can talk with confidence about what they have learned, using correct terminology.
- Are enthused and interested in a wide range of curriculum areas.
- Can talk about the specific characteristics of subjects and the disciplines associated with them especially as they move up through school.
- Can show adults examples of their learning and describe the work they have produced.
- Demonstrate good learning behaviours.
- Are able to explain how their learning within a subject builds on previous learning at an age appropriate level.
- Can articulate what they are working on and how they could improve especially as they move higher up through school.
- Are able to make thoughtful links between subjects.
- Can all access, enjoy and make progress within the curriculum - regardless of their starting points, or any additional needs they may have.
- Are well motivated and love coming to school.
- Leave us to go to Junior school with a love of learning and the right skills and knowledge to succeed in KS2

## Children's work

- Demonstrates that they take pride in what they produce across all subject areas.
- Captures their increasing understanding of key concepts within each subject.
- Illustrates their developing understanding of the disciplines of each subject, as well as the declarative knowledge content.
- Progress the children are making is evident over time.
- Shows that a coherent teaching sequence has taken place within each unit of work.
- Demonstrates our curriculum's emphasis on subject-specific terminology.
- Children can talk through their work and become more able to talk about what they have done well as they move through school.

## Visitors and Governors

- Give us positive feedback about pupil engagement and behaviour in lessons.
- Comment on the high-quality work that they see.
- Report that leaders are clear about strengths and weaknesses, and have clear plans to address areas for development.
- That teachers are managing workload and that their wellbeing is considered.

## Parents and Carers

- Give us positive feedback about their children's attitudes to school through questionnaires, SeeSaw, social media.
- Share examples of when their children have been enthused by the curriculum (e.g. they've been talking about learning at home, or carrying out their own research because of their interest).
- Play an active role in school events e.g. art exhibitions