



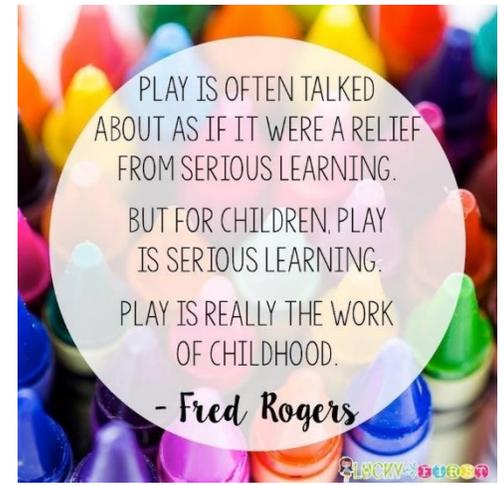
# Pinewood Infant School and Foundation Unit

The roots to grow and the wings to fly

Responsibility Resilience Independence Curiosity Respect Kindness Honesty Self-belief

## The Early Years Foundation Stage at Pinewood

At Pinewood, we want our children to get off to the best possible start to their school life in our EYFS. We aim to 'Make Learning Irresistible'. This runs through everything we do, from lessons, our learning environment both indoors and outdoors to visits and visitors. Our Foundation classes are an amazing place to be and the staff and children are all very proud to be part of the Pinewood Pride!



### Our aims are:

- To give all children the best possible start in life to enable them to fulfil their potential.
- To value children as individuals and for them to feel loved and cared for.
- To embed the Pinewood Values.
- For our practise to be shaped by the 4 principles: The Unique Child, Positive Relationships, enabling environments and learning and development.
- To provide children with a happy, caring, stimulating environment both indoors and outdoors.
- To provide a curriculum driven by giving children opportunities, ensuring engagement, and developing a sense of responsibility.
- To deliver a high quality, carefully thought out curriculum which serves as a progression model.
- To ensure we have a focus on improving speech and language, including broadening children's vocabulary.
- To make sure our children experience high quality texts that are revisited.
- To provide high quality opportunities for children to be inquisitive, curious, creative, critical thinkers and to give them the chance to consolidate, rehearse and develop their skills and knowledge.
- To teach phonics systematically through an accredited scheme
- To be committed to the arts including drama.
- To nurture the characteristics of effective learning





We understand the importance of a play based curriculum and acknowledge that play is a vehicle for learning. Play allows children to express themselves in a developmentally appropriate way "Children in the Early Years are in the Early Years because they develop best with this type of Early Years experience, play based, adult supported, unique child initiated, developmentally appropriate learning" (Alistair Bryce Clegg, 2021). Careful thought and planning is put in place not only for our curriculum but also our environment. We want our indoor and outdoor environment to have the maximum impact on children's potential. We strive to provide high quality opportunities for children to be inquisitive, curious, creative, critical thinkers and to give them the chance to consolidate, rehearse and develop their skills and knowledge. Our pedagogy is varied and is a balance of direct teaching and play based learning. We are constantly reflecting on our practise, attending training, reading books to ensure we are providing the best possible education for our children. CPD is crucial.

“ PLAY BUILDS THE KIND OF FREE-AND-EASY, TRY-IT-OUT, DO-IT-YOURSELF CHARACTER THAT OUR FUTURE NEEDS ”

James L. Hymes, Jr.



# Our Curriculum

Our curriculum is driven by giving children opportunities, ensuring engagement, and developing a sense of responsibility. We have given great consideration to the knowledge that we want the children to learn during the EYFS which all feed into our curriculum. We are committed to the whole child and to the characteristics of effective learning, we want to make sure that our children have the learning behaviours they need to succeed not only in school, but in life. We chose our curriculum by thinking about the children's starting points in our school and their needs. We used the Development Matters (2021) and Birth to 5 Matters (2021) non-statutory guidance and our knowledge about the children to devise our curriculum as an EYFS team. We also met with all subject co-ordinators in school to go through each area of learning to ensure there is clear knowledge progression overviews through year group groups for each area of learning. We received extensive training around curriculum planning.

**Reception Curriculum 2025-2026**

Together We Grow Children  
The Seeds in How and The Wings to Fly

"At Pinewood, we aim to 'Make Learning Irresistible'. This runs through everything we do, from our learning environment both indoors and outdoors to visits and visitors. Our school is an amazing place to be and the staff and children are all very proud to be part of the Outstanding 'Pinewood Prides'!

Children feel valued and loved in school and staff pride themselves on building strong relationships with both parents/carers and children. We teach literacy and maths to a high standard and children make excellent progress throughout the EYFS. We treat every child as an individual and are committed to the development of the 'whole child'. We want children to enter KS1 happy, self-assured, independent learners with a thirst to learn and the confidence to know that they can do anything they want to do and that we will support them on their journey.

The EYFS Team at Pinewood

**PRIME AREAS**

- A UNIQUE CHILD**
- POSITIVE RELATIONSHIPS**
- ENABLING ENVIRONMENTS & ADULT SUPPORT**
- LEARNING & DEVELOPMENT**

**The New Early Years Framework 2021**

**Communication and Language**

- Listening, Attention & Understanding
- Speaking

**Personal & Social Development**

- Self-Regulation
- Managing Self
- Building Relationships

**Physical development**

- Gross Motor Skills
- Fine Motor Skills

**Specific Areas**

- LITERACY**
  - Comprehension
  - Word Reading
  - Writing
- MATHS**
  - Number
  - Numerical Patterns
- UNDERSTANDING THE WORLD**
  - Past & Present
  - People, Culture & Communities
  - The Natural World
- EXPRESSIVE ARTS AND DESIGN**
  - Creating with Materials
  - Being Imaginative & Expressive

**Active Learning**

**Playing and Exploring**

**Reception Curriculum Plan 2025-2026**

General Themes	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<i>NB: These themes may be adapted at various points to allow for children's interests</i>	<b>Magical Mail</b> Starting school / my new class New Beginnings People who help us / Carers My family / PEED Focus: Relationships/Feelings What am I good at?	<b>Fantastic Festivals!</b> Bonfire night celebrations Diwali Halloween Little Red Hen - Harvest The Nativity at Christmas Letters to Father Christmas	<b>George and the Dragon</b> Arts & Design Focus: Saint George and the Dragon (Scotts) 6 weeks	<b>Come Outside!</b> Plants & Flowers Light rights Planting beetroot Where do we live in the UK / world? Farm Fairytales 5 weeks	<b>Amazing animals!</b> What lives in our pond? Insects Light rights Mushrooms Fairytales 6 weeks	<b>British Spanish Spanish!</b> Under the sea theme Looking after our senses Fairytales Looking at old seaside photographs 8 weeks 1 day
<b>High quality texts</b>	1. (D) deep 2. The Colour Monster 3. The story to be different 4. The big book of 5. Family 6. I want a Pet 7. In a ditch your teddy has been in trouble today 8. Top and the flying doctors 9. Superstar!	1. Guy Fawkes: Remont/London 2. Home and Sky(Scotts) 3. Room on the Broom 4. S. Little Red Hen (2 weeks) 5. Star 6. Water/Non Fiction 7. Christmas cards and letters to Santa	1. George and the Dragon 2. Finding the dragon egg 3. How to catch a Dragon (Eastenders) 4. A & S There's a Dragon in your book 5. Zig	1. Jack and the Beanstalk 2. A & S The Billy Goats Gruff 3. How to catch a Dragon (Eastenders) 4. What the Ladybird heard/Dave 5. Re-count Whiteout Farm	1. On Frog (non-fiction) 2. A & S The Billy Goats Gruff 3. How to catch a Dragon (Eastenders) 4. How About Mushrooms 5. Non-fiction books about Caterpillars (making a diorama) 6. Spider Sandwiches	1. Billy's Bucket 2. Conversation in the Ocean 3. Somebody Swallowed Shooting 4. Sharing a Shell 5. What the Ladybird heard at the Seaside 6. Home for a Pirate 7. Pirate Pete 8. Transition week letters to new teachers
<b>'Wow' moments / Experiences</b>	Family photos Baby photos Nurse / police officer visit	Guy Fawkes / Bonfire Night/Spooky visit Remembrance Day Making bread (Little Red Hen) EYFS Nativity Some visit Lu to organise Hobbies trip	Art exhibition Choose New Year	Living chick eggs in (week 7) Planting beetroot Mother's Day World Book Day (Hobby) Farm trip Easter basket parade/egg rolling/according to Lu to organise Hobbies trip	Caterpillars in Progress in classroom or garden visits Hobbies (Miniboot week)	Map work - Find the treasure End of year family picnic Lu to organise Hobbies trip

**Our Curriculum at Pinewood**

**R** Remembering

**O** Opportunities

**O** Outcomes

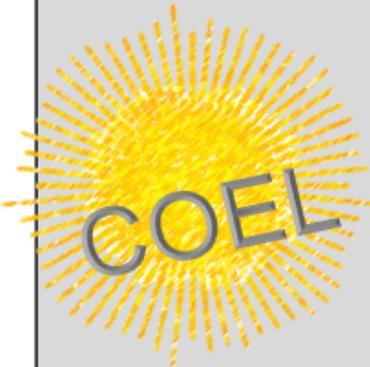
**T** Talk

**S** School values

# Characteristics of Effective Learning



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME!	LETS CELEBRATE!	TAKE ONE PICTURE!	GROWING!	AMAZING ANIMALS!	UNDER THE SEA!



## Characteristics of Effective Learning

**Playing and exploring:** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

**Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

**Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.

**Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

**Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

**Learning and Development:** Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

*PLAY: Pinewood, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'. EYFS Team*

***We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.***



## The EYFS is based upon four overarching principles:

- A unique Child
- Positive Relationships
- Enabling Environments
- Learning and Developing in different ways

There are 7 areas of learning, with 17 Early Learning Goals which are a review of where children are at the end of the FoundatiOn Stage. There a 3 prime areas of learning and 4 specific. The prime areas are Personal, Social and Emotional Development, Communication and Language and Physical Development. These prime areas are fundamental, link together and move through to support development in all other areas.

### Personal, Social, Emotional Development

The Early Learning Goals are broken down into self-regulation, managing self and making relationships. PSE is crucial for children to lead healthy and happy lives

Children feel valued and loved in school and staff pride themselves on building strong relationships with children. We support children to form friendships with their peers and teach them the importance of being a good friend.

We want our children to be confident, to take pride in their achievements and to know what makes them special.

We have high expectations for behaviour and the children know what these are. Class rules are set in September and the children know what it means to be a 'Super Cat Learner'. We also follow a Coram SCARF programme for PSE.

### Communication and language

The Early Learning Goals are broken down into listening, attention and understanding and speaking.

We understand the importance of communication and language and we want our children to be able to converse by listening, understanding and answering appropriately. Improving children's vocabulary is of great importance and we use the 'Word Aware' programme to support broaden our children's word banks.

Interacting in play and modelling good communication with children is crucial. Staff receive 'Lets Interact' and 'SHREC' training every year to ensure interactions with children are supporting them with their communication and language skills.

### Physical Development

The Early Learning Goals are broken down into gross motor and fine motor skills.

Throughout the EYFS, children experience a range of activities, both indoors and outdoors. Areas inside and outside are planned for and dedicated to improving children's fine motor skills to support writing development. The outdoor area has activities planned to support gross motor skills such as riding scooters, climbing and building on a large scale. In both F1 and F2 a PE coach delivers a weekly session covering fundamental skills, games, gymnastics and dance. Our children's mental health is a priority. We run an ELSA programme for children who may need extra support in this area.

children are also taught the importance of a healthy diet. In the EYFS, children are taught explicitly how to keep their hands, bodies and teeth clean.

# Literacy & Maths

- The Literacy Early Learning Goals are split into comprehension, reading and writing
- The Mathematics Early Learning Goals are split into number and numerical patterns

## Literacy

### **Comprehension**

Children are taught to read for meaning.

To discuss events/characters, etc...

To join in with stories and poems

To check that reading makes sense and to self-correct

To ask and answer questions about the text.

### **Reading**

Phonics is taught systematically throughout the EYFS through the Little Wandle scheme.

We take into account what comes before phonics before moving onto teaching letter sounds when children are ready.

In F2, children who need extra support with their reading are heard 3 times a week on a 1-1 basis.

High quality texts are used to link in with our themes.

Parents/carers are made fully aware of the importance of reading from their first visit and continually throughout their time here. They are supported through booklets, letters, meetings and targets sent home in reading diaries.

Classes have a reading track incentive

For more details, see the 'Reading at Pinewood' guide.

### **Writing**

Writing is made meaningful and purposeful for our children. They write every day for many reasons, in many ways! For example, writing letters, lists, making posters, writing instructions, writing outside in chalk or on giant paper with chunky pens. The opportunities are endless! Children are assessed regularly and extra target groups are put in place if needed.

## Mathematics

### **Maths**

Maths is taught in a practical, hands on way in the EYFS. We want our children to be confident with number.

We follow a mastery approach to mathematics and use the White Rose guidance to support our lesson planning.

We want our children to have a deep understanding of number of the so we explore numbers in depth so that the children can recognise and represent it in different ways such as by counting, in a part whole model, on a 10 frame, my drawing objects etc.

Our indoor and outdoor environments are organised to support mathematical development such as building with different shapes, exploring water play with different length tubes and games involving counting up to keep scores. Each classroom has a well resourced maths area which is enhanced daily, linking to the area of maths the children are learning about so that they have the chance to explore the skills and knowledge they have been taught during the direct teaching times.



# Expressive Arts & Design

## Understanding the world

### Expressive Arts and Design

The Early Learning Goals are broken down into creating with materials and being imaginative and expressive.

We are committed to the arts at Pinewood. We want our children to be creative and to use their imaginations. We promote this through stirring texts and topics which engage and motivate children. We achieved the silver arts mark in 2021. We value speaking and listening and use drama and performance as part of our curriculum. Children can often be found dressed up as a variety of different characters, as can the staff!

We have a set of knowledge progressions that we want the children to have achieved by the end of the EYFS, linking to the National Curriculum. We want them to explore a wide range of materials, to work in 2D, 3D, to print, to collage, to colour mix. We want children to be able to express themselves and their individuality. We hold a whole school art exhibition annually.



### Understanding the World

The Early Learning Goals are broken down into past and present, People, Culture and Communities and The Natural World.

We want our children to have an understanding of the past and now and also talk about the lives of people around them.

We want our children to talk about the world around them and how to look after it. We explicitly teach the children how to recycle and the importance of being an Eco Warrior!

Children have the opportunity to grow vegetables, learn about (and meet) animals, recognise the changes in seasons and explore the local environment.

We want children to recognise and value difference and grow up to be respectful of others. We want our children to be able to explain some similarities and differences between life in this country and life in other countries and have an understanding of maps.



# Parents as Partners

We believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what we do with their child at school. We want parents to feel they can speak to us about their child at any time and feel comfortable in our setting. We have an 'open door policy'. Parents are invited in when they drop off and collect their children.

We endeavour to invite parents into school on a regular basis.

# Forest Schools

We are lucky to have Miss Cox who implemented forest schools into F2. We spend 2 afternoons a week with our lucky children in our beautiful forest school area.



# Our Amazing Outdoor Areas



We are so lucky to have such an fantastic outdoor environment to learn in!

We are able to choose whether we would like to play inside or outside during free play time.





Learning at Pinewood  
really  
is irresistible!

