



PARKLANDS INFANT AND NURSERY SCHOOL

CURRICULUM POLICY

Approved by the Governing Body of Parklands Infant & Nursery School

Date: Tuesday 22nd September 2026

Signed: _____

Mrs S Evitts (Chair of Governors)



Parklands Infant and Nursery School Curriculum Statement

September 2026

Intent: The curriculum at Parklands Infant and Nursery School is designed to raise achievement and aspiration. We strive to 'establish a life-long love of learning within a caring environment, in which we encourage all children to fulfil their potential through enjoyable and enriching experiences.' At the heart of our curriculum we want pupils to understand why they come to school; why it is important to learn what they learn, to 'grow their brain', to belong to a community with a strong ethos and values. We want them to understand that they are going to be a part of and make a contribution to society and school is the key to this. The 'Parklands Person' provides learners with a set of values and they strive to achieve these.

<u>Implementation - Experiences</u>	<u>Implementation - Design</u>	<u>Impact</u>
Will be: • Inclusive • Challenging • Exciting • Real and experiential • Current • Driven by pupil voice • Progressive • Embed retrieval of previous learning • Culturally diverse • Led by the development of the 'Parklands Person' through which children learn to be safe, kind, polite, positive, respectful and important	Will include: • A clearly articulated plan using an overarching question and component parts to promote enquiry skills within each subject. • Clearly mapped progression of substantive knowledge and disciplinary skills • Key Vocabulary and need to know knowledge • Use of pupil voice • Real experiences • Quality outcomes • Clearly mapped opportunities for memory and retrieval tasks to promote learning more and remembering more • Reflection and evaluation • Application of basic skills • Cross-curricular links where they add value • Exploration of British values, British culture and other cultures • Opportunities to promote social, moral, spiritual and cultural opportunities	Measured by: • Good level of basic skills • Good standards and achievement in a range of subjects • Pupils who enjoy and value learning • Pupils who know how to use their learning • Pupils who remember more of their learning and can recall this confidently • Pupils who understand self, their relationship with others, society and the environment • Pupils who have an understanding of British values, British culture and other cultures. • Pupils who know how to be a 'Parklands Person' – safe, kind, polite, positive, respectful and important.

The curriculum at Parklands Infant and Nursery School is underpinned by an understanding and proactive response to:

- the school's ethos of developing the 'Parklands Person'; and
- the culture and diversity of the school population, the local community and the global community.

EYFS – Curriculum Overview 26/27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Topic Focus	Incredible me in my World	Let's Celebrate	Once Upon a Time	Down at the Bottom of the Garden	Wheelie Good Fun	At the Seaside
Reception Topic Focus	Marvelous me /Autumn exploration	Festive Fun	Winter Wonderland	Toy Time Travellers	Fields and Forests	Commotion in the Ocean

Year 1 – Curriculum Overview 26/27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Classification of animals How are animals classified?	Seasonal Change 1 How do seasons change?	Everyday Materials What are the materials that are around us called?	Animals – knowing seen parts of human bodies What are our seen body parts called and what do we mean by the five senses?	Plants What are the names of different parts of plants?	Seasonal Change 2 How do seasons change?
Art	Drawing How are lines and shapes used in drawing			Painting What are Primary and Secondary colours?	Sculpture How can we manipulate malleable materials?	
DT	Food technology How can we ensure that our sandwich is healthy?	Mechanisms How can we create a picture with moving parts?	Textiles How can we use textiles to make a 3D fabric collage?			Structures How can we create a simple structure?
Music (Kapow)	Keeping the Pulse (My favourite things)	Tempo (Snail and Mouse)	Dynamics (Seaside)	Sound patterns (Fairytale)	Pitch (Superheroes)	Musical Symbols (Under the Sea)
PE (Get Set 4 PE)	Fundamentals Team Building	Gymnastics Ball Skills	Fitness Sending and Receiving	Striking and Fielding Neat and Wall games	Athletics Target Games	Dance Invasion Games
Computing (Teach Computing)	Computing Systems and Networks – technology around us	Data and Information – grouping data	Creating media – digital painting	Programming A – moving a robot	Creating Media – digital writing	Programming B – programming animations
Online Safety	Health, well-being, and Lifestyle	Health, well-being, and Lifestyle	Copyright and Ownership	Privacy and Security	Online Relationships	Self-Image and Identity
PSHE (1decision)	Keeping Safe Being Healthy Relationships/Growing and Changing		Being Responsible Feelings and Emotions Computer/Online Safety		Our World/The Working World A World Without Judgement Fire Safety/First Aid	
RE (NATRE/Derbyshire Agreed Syllabus)	Who do Christians say made the world? (Christianity)	Why does Christmas matter to Christians? (Christianity)	Who is Jewish and how do they live? (Judaism)	What do Christians believe God is like? (Christianity)	What does it mean to belong to a faith community? (Christianity/Judaism)	How should we care for the world and for others, and why does it matter? (Christianity/Judaism)
Geography	What do I know about the UK and where I live?		Why do we recycle?		Why are some places in the world always hot and others always cold?	
History	Who, were and are the famous local and UK people?			How has life changed in the UK over the last 70 years?		Why do we have castles?

Year 2 – Curriculum Overview 26/27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Living things and their habitats Why do animals choose the habitats they have?	Humans – healthy living Why is it important to keep our bodies healthy?	Materials and their everyday uses What are the properties of different materials?		Plants What do plants and trees need to grow healthily?	
Art	Sculpture How can we create art with natural materials?		Painting How can paint be used to create different effects?		Drawing How are landscapes created?	
DT		Structures How can we create a strong and stable structure?	Mechanisms How can you create a vehicle that moves on axles and wheels?	Food technology How can we create a pizza with a range of ingredients?		Textiles How can we create a pouch using fabric?
Music (Kapow)	Call and response (Animals)	Instruments (Musical storytelling)	Singing (On this Island)	Contrasting Dynamics (Space)	Structure (Myths and Legends)	Pitch (Musical me)
PE (Get Set PE)	Fundamentals Team Building	Gymnastics Ball Skills	Fitness Sending and Receiving	Striking and Fielding Neat and Wall games	Athletics Target Games	Dance Invasion Games
Computing (Teach Computing)	Computing Systems and Networks – IT around us	Creating media – digital photography	Programming A – robot algorithms	Data and Information - Pictograms	Creating Media – digital music	Programming B – programming quizzes
Online Safety	Online Reputation	Health, well-being and Lifestyle	Copyright and Ownership	Privacy and Security	Managing Online Information Online Relationships	Managing Online Information Online Relationships
PSHE (1decision)	Keeping Safe Being Healthy Relationships/Growing and Changing		Being Responsible Feelings and Emotions Computer/Online Safety		Our World/The Working World A World Without Judgement Fire Safety/First Aid	
RE (NATRE RE/Derbyshire Agreed Syllabus)	What is the good news Christians believe Jesus brings? (Christianity) (double unit)		Who is a Muslim and how do they live? (Part 1) (Islam)	Why does Easter matter to Christians? (Christianity)	Who is a Muslim and how do they live? (Part 2) (Islam)	What makes some places special to believers? (Christianity/Judaism/Islam)
Geography		Are maps useful?		Why do we like to be beside the seaside?		How different would my life be if I lived in Kenya?
History	Who are the famous black people that have made an impact on the world?		How has life for children changed since the Victorian times?		What lessons have we learned from the Great Fire of London?	