

Wincanton Primary School use Learning Experiences to support children with their knowledge and skills across the curriculum. These are carefully chosen to engage the children in their learning.

Although EYFS have learning experiences set as part of the curriculum, these can change based on children's interests. This enables children to be engaged and following their own lines of enquiry. Most Learning Experiences have a title that allows individual cohorts to go on a journey within the experience.

The curriculum statements share what EYFS team at WPS intend children to know and experience by the end of their journey. Specific knowledge will be dependent on the area of interest the cohort have, as well as taking into consideration strengths and gaps of the cohort.

Any adaptations of the curriculum will be clearly demonstrated on weekly plans. Although coverage may not be accurate within each half term, by the end of the academic year the full curriculum will have been taught. This may include the need for some discrete lessons aside from the children's interests.

Discrete learning will be demonstrated in a BLUE colour.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Experience	Land of the dinosaurs	Super ME	Space	Once Upon a time...	What a wonderful world	Save our planet

Curriculum Statements:

Personal, Social and Emotional Curriculum Statement:

Children will be able to name at least 1 way they can self-regulate e.g. breathing, counting, closing their eyes.

Children will be able to say how they are feeling and suggest at least 1 thing they could do when they are feeling that way. They can also offer a suggestion to a peer about what they should do when they are feeling a certain way.

Children can share resources within provision, negotiate turn taking and offer solutions to problems that arise when more than 1 child wants to engage in the same resource.

Children are independent in toileting and self-care routine. They wash their hands before snack and lunch and can talk about why this is important. They show an awareness of following a healthy diet and can talk about how they look after their teeth before school and before bed.

Children know when they are feeling hot or cold and can adapt their clothing to suit this need. E.g. get a coat if it is cold outside.

Communication and Language Curriculum Statement:

The children will know 6 CORE nursery rhymes. They will be able to continue the rhyme if an adult sings along with them but then stops.

They will be able to listen to an adult talking and follow key instructions. They will be able to listen to a peer talking and comment on something they have said.

They will use an increasing vocabulary to talk about the things they like and things they do not like. [Children will have access to new vocabulary that they can use within their own sentences on a weekly basis.](#) They will be able to ask and answer what, where, who and why questions.

Children will be able to talk about an event that has happened in the past to a familiar adult and to a peer. They will use connectives to link their thoughts and ideas.

Children will have opportunities to share things that have happened to them within their home environment by sharing updates from home via Tapestry APP. They will be able to talk about the learning they have chosen in their self-directed play when asked by a familiar adult.

Children will have views and opinions about questions or comments asked of them. They will confidently share these views in the way that suits them.

Within Super Me they will be able to talk about the things they are good at and the things they are developing within. They will know that all adults and children have strengths and areas to develop.

Physical Development Curriculum Statement:

Children will be able to move freely around a space avoiding obstacles including other children within PE lessons and the outdoor learning space. [They will manipulate a large ball by kicking it accurately. They will manipulate a small ball by throwing it towards a target and catching it if an adult throws it to them. They can use a bat to hit a ball with increasing accuracy.](#)

They can balance on 1 foot and jump from a safe height, landing safely.

Children can ride a scooter safely, showing skill in changing direction and speed. Children can talk about why we need to wear helmets to keep ourselves safe.

[Children will use a tripod grip to pick up a pencil and can form all letters of the alphabet accurately.](#)

Literacy Curriculum Statement:

We follow the Unlocking Letters and Sounds Phonics programme at WPS.

Children will read a range of sentences with fluency and developing expression. They will use decode words that contain 2 syllables, phase 2 and phase 3 digraphs. They will be able to recognise phase 2, phase 3 and phase 4 common exception words.

Children will be able to answer who, where, what, why questions about texts that are read to them by an adult.

Children will be able to answer a what, who, where question about something they have read aloud to a familiar adult.

Children will be able to write at least 3 sentences with capital letter, full stop and phonetically decodable words. They will spell phase 2 and phase 3 common exception words accurately.

Children will find joy in looking through a book independently whether that be reading sentences within the story or looking at the pictures. They will be able to select a story they enjoy looking through from the class book corner. They will be able to request a story for a familiar adult to read to them.

Maths Curriculum Statement:

WPS EYFS will follow Maths in Mastery curriculum for Maths. Within this curriculum children will learn their numbers from 0-10. They will be able to subitise, count and recognise numerals. They will be able to say 1 more and 1 fewer than any given number. They will be able to compare 2 groups by saying which has more.

Alongside their number knowledge they will recognise 2D shapes and use language to describe an object by its size, weight or capacity.

Understanding the world Curriculum Statement:

Children will know that they have changed over time from being a newborn baby to a 4/5 year old child. [They will be able to order people within a family structure by age. Children will know that things were different in the past.](#) They will be able to talk about something that has changed over time.

They will know that some events happened a very long time ago, such as the dinosaurs being in extinct. Children will know that some things change over time, for example traditional tales. They will learn key vocabulary linked to dinosaurs such as: Omnivore, Herbivore, Carnivore, Reptile.

[They will be able to sort pictures into past / present, although this will be linked to their area of interest an example maybe toys in the past/toys they play with now.](#)

Children will know where they live and that they go to school in Wincanton. [They will be able to name at least 2 features of the town. They will know that people have different roles within our community and be able to talk about at least 1 person who helps our community.](#)

[Children will know that WPS has a link school in Zambia and be able to talk about similarities and differences between their home, activities, school life.](#)

[They will be able to find Zambia on a world map demonstrating an understanding of the continent of Africa.](#)

Children will know that there are different cultures around the world. They will happily immerse themselves in a tradition from an alternative culture.

They will know about some key, important people from our past and the impact they have had on our lives such as Mary Anning as the first palaeontologist.

Children will happily explore the outdoor environment. They will notice features of the plants, mud, trees, stones in the forest school area of WPS.

Children will be able to manipulate sticks, leaves and mud to create a piece of nature art. Children will be able to use outdoor resources to imagine they are something else. Children will be able to talk about what animals and humans need to stay alive. They will be able to provide water or light to a plant to ensure it stays alive. Children will be able to talk about at least 1 thing that is affecting our planet and make 1 suggestion of how to make it better.

Expressive Art and Design Curriculum Statement:

Children will be able to perform with confidence. They will be able to take on a role within a role play situation, either within their own storyline or when given a story through Literacy or RE.

Express themselves using a range of materials, knowing how to join materials together to create something of their own design. They will confidently use a range of materials such as crayons, felt tips, paints, oil pastels, junk modelling materials. They will be able to evaluate their work, describing what they have made and the process they have used to make it. They will be able to say what they like about their product and what they could improve.						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Experience	Land of the dinosaurs	Super Me	Space	Once Upon a time...	What a wonderful world	Save our Planet
Hook	Bury CoEL dinosaurs in the forest school Follow a map to find the dinosaur	Mr Wilson on video “all Superheroes are missing – replacements needed” Large templates of capes that can become characters within EYFS e.g. Creativehero, constructionhero, bookhero – what would this look like? Each adult responsible for 1 cape.	Planetarium visit	Cale Park walk Bridge – billy goats gruff, Café – red riding hood house Tree- Story stick linking to different fairytales	Farm visit	Carymoor
Outcome	Invite EY settings in to share learning	Nativity, performance in the church	Parent shared play afternoon: Make a rocket and test it together	Write a class fairytale using language developed over the term. Read to Yr1	Parent assembly Reading, songs, small role play with some children in parts. Art work (observational) to hold up and share	Publish a poster in community to clear up rubbish/save our planet in some way
Take Home Task	Make a “nameosaurus” out of any material eg drawing, playdough, duplo, papier mache, food.	Present yourself over time from when you were born until now. You can do this through a timeline, photos, toys you’ve played with over time.	Make a planet	Reading Challenge – how many fairytales can you read in the half term? Pictures of extreme reading	Cress head/growing challenge	Garden windchime/ sculpture/ bird feeder using recycled materials
PSED	Sharing	Individual strengths and areas to develop. Comment on what they are good at as an individual.	Working co-operatively	Knowing own feelings and being able to regulate	Negotiation by listening / commenting Talk about how they are feeling and what to do when they are feeling that way.	

RE	Christianity	Christianity and Judaism				
RE/PSHE concepts	Belief and understanding	Value			Belief and understanding	Respect
C&L	Follow 2 step instructions within provision. VOCAB: Dinosaur names, carnivore/herbivore, volcano, meteor, lava	Describe themselves using accurate vocabulary. Retell a familiar story	Ask questions to find out details. Recall key facts.	Retell familiar stories. Perform a story out loud.	Ask questions to find out details. Recall key facts.	Debate skills – having a view and being able to share that with a group. Knowing that others have a different view.
Literacy Texts x3	Fiction: Narrative Tyrannosaurus drip Dinosaur stomp Non fiction: Dinosaur fact book (Usborne)	Fiction: Narrative What We'll Build You Choose Supertato Superworm The little red hen (talk 4 writing) Non-Fiction: Poetry	Fiction: Narrative The way back home Smeds and smoos - imaginative skills Look up! – questioning skills Non-Fiction Tim Peake Space facts	Fiction: Narrative The Chupacabra ate the Candelabra Hansel and Gretel The Three Little Wolves and the big bad pig The Something Billy goats gruff (talk 4 writing)	Fiction: Narrative A Farmers Life For Me Shh We Have a Plan! Butter Non-Fiction: Recount Trip to farm	Fiction: Narrative Snail Trail Tadpole's Promise Robber Raccoon and a World Full of Plastic Non-Fiction: Recount Half term
Literacy Writing	Marks have meanings	Labels	Phrases	Sentences	Stories/Facts	Developing writer
Language concepts	Words and Meaning	Reading and communication	Words and Meaning	Culture	Words and meaning	Reading and communication
Understanding the World Past and Present	Know that dinosaurs Changes to our planet over time. Mary Anning as an important person from the past	Time Line of their own existence. Family Tree		Traditional tales vs modern fairy tales Generational roles in stories	Our world over time, Sort pictures of past and present.	
Understanding the World ELG: People, Culture and Communities		Christmas Around the world Wincanton as a town.	Maps Astronauts – Tim Peake Maya Jamison	Fairy Tales from different cultures Compare and contrast to a		Human impact on planet earth VOCAB: <i>Recycle, repair, reuse</i>

			Moon life/alien encounters	Country in Zambia (link)		People in society –roles and responsibilities. Introduce important person
Understanding the world The Natural World	<i>VOCAB:</i> <i>Herbivore/Carnivore/omnivore</i> Conditions for life Adaptations to environment		Conditions for life for plants, trees, animals		Animal life from birth through to purpose. Food production in UK. Weather and its affects on plants.	The world changing over time Melting ice caps Maps Landfill and impact of our rubbish Wildlife conservation in UK
Curriculum concepts History STEM Geography	Legacy Conclusion Location	Everyday life Function and Purpose Human	Legacy Conclusion Physical	Hierarchy and Power Function and Purpose Location	Invasion and Settlement Hypothesis and test Physical	Everyday life Hypothesis and test Investigate
PD	Moving around a large space confidently	Ball skills	Self care dressing Circle games	Throwing, catching and jumping	Bat and ball skills	Group games
Expressive Arts and Design Creating with Materials	Investigation Trial with ripping tissue paper Laminates SKILL- Collage	Learning painting skills such as brush size, mixing colours to produce a self portrait (Self Portrait day) SKILL – Mixing colours		Shades of colour Tone SKILL- Tone	Using a variety of mediums to draw with. SKILL- Observational drawing	Clay mini beast SKILL- Sculpture/ modelling
Expressive Arts and Design Being Imaginative	Nursery Rhymes to sing aloud	Learning to project voice, new songs to perform in front of an audience Nativity	Role play as astronauts Moon walking Morse code talking	Music from stories drama based		

and Expressive						
ARTS concepts	Expression	Performance	Expression	Listening and response	Performance	Listening and response