







Crowcombe and Stogumber Reception Long Term Curriculum Overview



'Together, Let us Love, Encourage, Achieve and Flourish'

2024-2025

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	Autumn		Spring		Summer	
	7 weeks	7 weeks	6 weeks	6 weeks	6 weeks	8 weeks
Themes *To be built around children's interests	My Family and Friends Autumn Harvest 	Let's Celebrate! 	Around the World and beyond! 	Amazing Animals! (Farm, Food and Growing) 	Once upon a Time... 	Fun at the Seaside! Moving up 
Focus Topics	My Family My Friends All About Me Autumn Harvest Being Kind	Autumn People Who Help Us Celebrations Christmas	The World Around Us Space Chinese New Year Winter	Spring Growing Minibeasts Easter	Traditional Tales St George's Day Looking after our planet Exploring	Seaside Growing (People) Travel Transport Summer
Communication and Language at the heart of our curriculum	Communication and Language is underlying in all aspects of our curriculum with specific focus on develop children's understanding and knowledge of vocabulary and the importance of listening skills, asking questions to find out more and check understanding and articulating ideas in well-formed sentences.					
Possible Enhancements & Wow moments	Whole school LOTC day – Matthew's Copse – 15 th Oct Forest School	Forest School Whole School Theatre Visit Nativity	Planting a forest – Whole school event at Matthew's Copse Visit local church	Whole School LOTC Day – Quantocks (team building and map skills) Dairy Farm Visit Sheep Farm Visit Visits with farm machinery Doniford Farm Visit Visit from veterinary nurse Theatre dance workshop Life cycles - frog	Sports Day Forest School Visit to Local Library Grandparent visits Local explorer visit (Ollie Hicks) Visits to local community places e.g village shop & post office; park; Rocking Horse Café, Stogumber Train station	Inter house competition Whole School LOTC day – Carrymore Visit? Forest school Inter schools Sports Festival (Kingsmead School) Life cycles – Butterflies Visit to Minehead on the Stream Train Museum Workshop Visit (At the seaside) Visit from members of community e.g church wardens, lifeguards, police, doctor, Quantock rescue
Events	Family Service	Remembrance Service Nativity Christmas Church Service	Family Service	Easter Service Performing Arts Cafe	Spring Fete Family Service	End of year service UKS2 Play

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3 prime areas of learning and development		Festivals and celebrations		Start of Autumn – 22 nd Sep Black History Month – Oct Harvest Festival – 6 th Oct World Mental Health Day – 10 th Oct (Hello Yellow) Halloween – 31 st Oct Bonfire night – 5 th Oct Diwali – 1 st Nov Remembrance Day – 11 th Nov Anti-Bullying Week – 11 th Nov to 15 th Nov Children in Need – 15 th Nov St Andrew’s Day – 30 th Nov Start of Winter – 21 st Dec Hanukkah – 25 th Dec to 2 nd Jan Christmas – 25 th Dec		New Years Day – 1 st Jan Chinese New year – 29 th Jan Children’s mental health week – 3 rd Feb to 9 th Feb Safer Internet Day – 11 th Feb Valentines day – 14 th Feb Random Acts of Kindness Day – 17 th Feb St David’s Day – 1 st March Shrove Tuesday/ Pancake Day – 4 th March Ash Wednesday/ Lent – 5 th March World Book Day – 6 th March Science Week - 7 th to 16 th March Holi – 13 th /14 th March St Patricks Day – 17 th March Start of Spring – 20 th March Red Nose Day – 21 st March Mothers Day – 30 th March Easter – 20 th April		Earth Day – 22 nd Apr St George’s Day - 23 rd Apr World Environment Day – 5 th Jun World Ocean Day – 8 th Jun Father’s Day – 15 th Jun Start of summer – 21 st Jun	
		Personal, Social and Emotional Development	Me and My Relationships All about me What makes me special Me and my special people Who can help me? My Feelings	Valuing Differences I am special, you are special Same and different Same and different families Same and different homes I am caring I am a friend	Keeping safe What’s safe to go on to my body What’s safe to go into my body (including medicine) Safet indoors and outdoors Listening to my feelings. Keeping safe online People who help to keep me safe	Rights and Respect Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money	Being my best Bouncing back when things go wrong Yes I can! Healthy eating My healthy mind Move your body A good nights sleep	Growing and Changing Seasons Life stages – plants, animals, humans Life stages, who will I be? Where do babies come? Getting bigger Me and my bodies – girls and boys	
Physical Development		Developing fine motor skills: Dough Disco Pencil control: Following patterns, draw lines and circles using gross motor movements Sand & Water: Scoops Using cutlery (cooking/lunchtime/role play) Scissor control – holding scissors and cutting		Developing fine motor skills: Dough Disco Daily morning activity - threading, cutting, weaving Developing fine motor skills Scissor Skills – straight lines & curves Pencil control: Letter & Number formation (orientation) Fine brush painting Using cutlery (cooking/lunchtime/role play)		Developing fine motor skills: Dough Disco Daily morning activity- threading, cutting, weaving, playdough Scissor Skills – complex shapes Pencil control: Letter & Number formation (sizing) Safety in the sun (sun cream) Forest School: small tools Independent changing for PE Using cutlery (cooking/lunchtime/role play)			

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		Speed, agility, travel (1) Co-operate and solve problems (1)	Dance Body Movement (1)	Gymnastics Body Movement (2)	Manipulation and co-ordination (1 & 2)	Run, Jump, Throw Co-operate and solve problems (2)	Speed, agility, travel (2) Balanceability
	Communication and Language	<p>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHRE times, stories, singing, speech and language interventions, collective worships, whole class guided reading and group reading.</p> <p>Throughout the year children will: Learn to speak with confidence during small and larger group situations; Learn to listen and respond appropriately with relevant comments, questions or actions; Use appropriate story language to re-enact/re-tell simple and familiar stories; Learn new vocabulary relating to new learning and experiences, including using descriptive vocabulary; Explore language through a wide range of texts including stories, non-fiction texts, poetry and rhymes.</p>					
4 specific areas of learning and development	Literacy	<p>Literacy is taught through phonics, group reading, shared reading and opportunities for children to explore the vocabulary and structure in a range of texts (stories, non fiction texts, poetry and rhymes) and have opportunities to develop their understanding of text through role play and drama, reading and writing opportunities. Throughout the year children will learn to: retell traditional tales; write lists; order and write instructions; recognise features of poetry; recognise features of non-fiction texts; begin to formulate their own stories.</p>					
	Core Texts	<p><u>All About Me (2 weeks)</u> The Colour Monster Goes to School What I like About Me</p> <p><u>My Family (3 weeks)</u> Find out About: Families So Much And Tango makes three</p> <p><u>My Friends (1 week)</u> Hello Friend</p> <p><u>Harvest (1 week)</u> Pumpkin Soup</p>	<p><u>Autumn (2 weeks)</u> Room on the Broom We're going on a leaf hunt</p> <p><u>People Who Help Us (2 weeks)</u> Real Superhero's Hero's Who Help Us Around the World</p> <p><u>Celebrations (1 week)</u> Little Glow</p> <p><u>Christmas (2 weeks)</u> Stick Man We're Going on an Elf Chase</p>	<p><u>The World Around Us (2 weeks)</u> Martha Maps it Out Same, Same but Different</p> <p><u>Space (1 week)</u> Look up</p> <p><u>Chinese New Year (1 week)</u> Maisy's Chinese New Year</p> <p><u>Amazing Me (2 weeks)</u> I am Henry Finch Weirdo</p>	<p><u>Spring (1 week)</u> Tap the Magic Tree</p> <p><u>Growing (2 weeks)</u> The Tiny Seed The Extraordinary Gardener</p> <p><u>Lifecycles (2 weeks)</u> The Very Hungry Caterpillar</p> <p><u>Easter (1 week)</u> Mr Wolf's Pancakes</p>	<p><u>Traditional Tales (2 weeks)</u> The Little Red Hen Jack and the Beanstalk</p> <p><u>St George's Day (1 week)</u> George and the Dragon</p> <p><u>Looking after our planet (1 week)</u> Stella and the Seagull</p> <p><u>Exploring (2 weeks)</u> We're going to find a monster Handa's Surprise Here we are</p>	<p><u>Seaside/ Summer (2 weeks)</u> Splash Sharing a Shell</p> <p><u>Growing (People) (2 weeks)</u> What will I be?</p> <p><u>Travel Transport (1 week)</u> Little Red Train</p> <p><u>Healthy Eating (1 week)</u> I will not ever never eat a tomato</p> <p><u>Talents (2 weeks)</u> The Magic Paintbrush Super Milly and the Super School Day</p>

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	Possible supporting texts	The three little pigs, starting school, Can you tell me about your family?, Five Minutes Piece, Ruby's Worry, Making Faces, After the Storm	Choose, Owl Babies, The First Christmas, Funny Bones, Jolly Christmas Postman, Christmas Stories/ Nativity, Rosie's Walk, Autumn	Goldilocks & the three bears, Dinosaurs, Stanley's Stick, One Day On Our Blue Planet, The Great Explorer, Whatever Next!, The Great Race, Winters Sleep	Hairy Maclary, Farmer Duck, What the ladybird heard, Old MacDonald had a farm, Tadpole diary, Dinosaurs & all that rubbish, Jaspers Garden	Rosie's Walk, Lost and Founds, 'I'm going on a safari', The Great Explorer, Oliver's vegetables, Shackleton's journey	The Bad Tempered Ladybird, Jack & the beanstalk; Jasper's Beanstalk, Commotion in the Ocean, The Snail & the Whale	
	Purposeful writing	Attempts at labels and lists Creating marks with meaning Name writing Name labels to label models/ work Christmas cards Christmas lists		Labels and lists, using known sounds, to include finger spaces as appropriate Mother's Day Cards Easter Cards		Attempts at captions and simple sentences, using a full stop and upper-case letter/ lower-case letters Father's Day cards		
	Class published books	My Family First writing ad family photos	What I want to be when I grow up	Things that make me happy	World Book Day – My favourite Book/ Story	Fairy-tale Characters	Baby photos – how we have changed	
	Phonics	Phonics: Phase 2 units 1 - 4	Phonics: Phase 2 unit 5 and consolidation of blending and segmenting skills	Phonics: Phase 3 units 6 and 7	Phonics: Phase 3 units 8 and 9	Phonics: Phase 3 units 10 and 11	Phonics: Phase 4 and consolidation of phases 2-4	
Mathematics	Maths games and base line assessment – counting and subitising.	NCETM Weeks 1-4 SSM: Pattern	NCETM Weeks 6 – 8 SSM: Shape	NCETM Weeks 8-15 SSM: Shape	NCETM Weeks 16 – 24	NCETM Weeks 25 – 26 and 5 weeks of review, consolidation and assessment. SSM: Pattern, length, weight, capacity & shape		

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Understanding the World	<p>Community: Talk about themselves and members of their family and where they live. Explore how they have changed and grown.</p> <p>Traditions and Celebrations: Talk about significant events and celebrations in their own lives.</p> <p>Wider cultural celebrations and festivals: Explore different beliefs and celebrations e.g Remembrance day, Bonfire night, Harvest, Christmas, Diwali, Hanukkah, St Andrew's Day</p> <p>Natural World: Seasonal walks in local community; exploring hibernation and nocturnal animals; planting bulbs and cleaning up fallen leaves from Autumn; finding out about our local area through Forest School; being global citizens and exploring how we can care for our local area.</p> <p>Scientific investigations: Using all of our senses (taste, touch, sight, smell, sound)</p>		<p>Community: Get to know more about the people in their school community e.g teachers, office staff, minibus driver, friends and peers (e.g local farming families).</p> <p>Traditions and Celebrations: Talk about own hobbies, interest and clubs / activities that attend. Explore how toys, games and everyday life has changed over time (e.g school and farming)</p> <p>Wider cultural celebrations and festivals: Explore different beliefs and celebrations e.g Chinese New Year, Lent, Pancake Day, St David's Day, St Patrick's Day, Mothering Sunday, Easter, Holi, Ramadan</p> <p>Natural World: Seasonal walks in local community; exploring signs of spring including new life (focus on the pond and the lifecycle of a frog) and farm animals; planting seeds, fruits and vegetables to harvest in the summer; expanding our knowledge of our local area by exploring local farmland; being global citizens and exploring how we can care for our planet through recycling, reducing and reusing.</p> <p>Scientific investigations: States of matter (floating / sinking, magnets, freezing and melting, heating and cooling)</p>		<p>Community: Find out about members of wider community and society eg. Local shop, church, train station, café, library as well as firefighters, police, doctors, lifeguard (Find out about Grace Darling) and Quantock rescue. Explore how the local area has changed over time including looking at photos & maps of our village now and in the past, as well as producing our own simple maps of the local area.</p> <p>Traditions and Celebrations: Exploring growing, changing and achievements as they prepare for new beginnings as transition to KS1</p> <p>Wider cultural celebrations and festivals: Explore different beliefs and celebrations e.g Eid –al-Fitr, St George's Day, May Day, Father's Day</p> <p>Natural World: Seasonal walks in local community; exploring mini-beasts and the life cycle of a butterfly; planting summer flowers and harvesting our home-grown fruits and vegetables; expanding our knowledge of the local area by visiting the coast; exploring the wider world and comparing where we live to hot and cold places (e.g Africa and Antarctica); being global citizens and exploring the impact on plastics on the ocean and animals.</p> <p>Scientific investigations: Sound and light (vibrations, shadows) and Materials</p>	
	RE	What makes people special? (Special people)	What is Christmas? (Christmas – incarnation)	How do people celebrate? (Celebrations in different cultures and world views)	What is Easter? (Easter – salvation)	What can we learn from stories? (Stories)

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Expressive Arts and Design	<p>Focus Artists: Georgia O'Keefe Exploring art through using all of our senses First stages of portrait art Exploring colour and colour mixing</p> <p>Focus Music: Singing nursery rhymes and action songs: Classroom songs - exploring pulse, rhythm and pitch (Charanga My Stories). Singing songs with actions, dance, performance: Christmas songs, developing accompaniments using tuned and untuned instruments</p>	<p>Focus Artists: Henri Matisse & Van Gogh Experimental printing and painting Observational drawings Mark making and exploration with charcoal</p> <p>Focus Music: Pitch contour rising and falling, classical music. Timbre, pitch (higher/lower), tempo (faster/slower), beat. Instruments of the orchestra -The Sorcerers Apprentice (SU).</p>	<p>Focus Artists: Turner & Andy Goldsworthy Seascape inspired art using a range of materials and collage Colour mark making using wax and resistance Exploration of water colours Natural and transient art Outdoor art including pattern and 3D exploration Weaving, threading and sewing</p> <p>Focus Music: Timbre, structure, active listening, tune moving in step (stepping notes), soundscape. Seaside songs 'Bow, Bow Beat, active listening, instrumental accompaniment. 'It's oh so quiet' - Dynamics focus (SU) Bow' North American singing game(SU)</p>
	Assessment Opportunities	Analysis of Pre-School Setting Transition Data National Baseline Assessment School Baseline Assessment	Ongoing Assessments Pupil Progress Meetings Phonics Tracker Internal Moderation inc Pupil Voice Cluster Moderation

Early Learning Goals – for the end of the year

Communication and Language	PSED	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p>ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self Be confident to try new activities and show independence,</p>	<p>ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills</p>	<p>ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs.</p>	<p>ELG: Number Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the</p>	<p>ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from</p>	<p>ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and –</p>

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<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers;. Show sensitivity to their own and to others' needs.</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p>Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG: Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p>counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>stories, non-fiction texts and – when appropriate – maps. ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>when appropriate – try to move in time with music.</p>
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