Crowcombe and Stogumber Reception Long Term Curriculum Overview

2026 - 2027

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

	Autumn		Spring		Summer	
	7 weeks	**7 weeks**	**6 weeks**	**6 weeks**	**5 weeks**	**8 weeks**
Themes *To be built around children's interests	**Marvellous Me** 	**Let's Celebrate!** 	**Around the World and beyond!** 	**Amazing Animals! (Farm, Food and Growing)…** 	**Once upon a Time…** 	**Changes** 
Focus Topics	**My Family and Friends** **All About Me** **Autumn/ Harvest**	**Autumn** **Celebrations** **Christmas**	**The World Around Us** **Space** **Winter** **People Who Help Us**	**Easter** **Life cycles, exploring and growing** **Spring** **Animals**	**Traditional Tales** **The weather**	**Seaside** **Growing (People)** **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	Forest School	Forest School Nativity Visit to the Local Library Whole school LOTC day – Coombe Sydenham – 4th November Visit to Post Office	Visit local church Visit from members of community e.g to the fire station, police, doctor Visit to local library	Whole School LOTC Day – Forest School Dairy Farm Visit Sheep Farm Visit Visits with farm machinery Doniford Farm Visit Visit from veterinary nurse Life cycles – butterflies Visit to local library	Visit to Local Library Visits to local community places e.g village shop & post office; park; Rocking Horse Café, Stogumber Train station Sports Day	Inter house competition Whole School LOTC day – Forest school Inter schools Sports Festival (Kingsmead School) Visit to the Train station Visit to the Local Library
Events	Harvest Service	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
Festivals and celebrations	Start of Autumn – 22nd Sep Black History Month – Oct Harvest Festival – 5th Oct		New Years Day – 1st Jan Chinese New year – 29th Jan Children's mental health week – 3rd Feb to 9th Feb		Earth Day – 22nd Apr St George's Day - 23rd Apr VE Day – 8th May	

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		World Mental Health Day – 9th Oct (Hello Yellow) Halloween – 31st Oct Bonfire night – 5th Oct Diwali – 8th Nov World Science Day – 10th Nov Remembrance Day – 11th Nov World Nursery Rhyme Week 9th-13th Nov Anti-Bullying Week – 10th Nov to 14th Nov Road Safety week – 16th to 22nd Nov World Kindness Day – 21st Nov Children in Need – 21st Nov St Andrew's Day – 30th Nov Advent – 29th Nov to 24th Dec Human Rights Day – 10th Dec Xmas jumper Day – 10th Dec Hanukkah – 14th Dec to 22nd Dec Start of Winter – 21st Dec Christmas – 25th Dec		Burns Night – 25th Jan National Storytelling Week – 30th Jan to 7th Feb Lunar New Year - 6th Feb Safer Internet Day – 9th Feb Shrove Tuesday – 9th Feb Ash Wednesday – 10th Feb Valentines day – 14th Feb Random Acts of Kindness Day – 17th Feb Ramadan – 28th Feb to 30th March St David's Day – 1st March World Book Day – 4th March Mothers Day – 7th March Science Week - 5th to 14th March St Patricks Day – 17th March Start of Spring – 20th March Holi – 22nd March Easter Sunday – 28th March		St George's Day – 23rd April World Environment Day – 5th June World Ocean Day – 8th June Shavuot – 10th Jun to 12th June Father's Day – 20th June Start of summer – 21st June	
3 prime areas of learning and development	**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 Gross Motor Skills:** Daily **Developing fine motor skills:** Dough Disco Daily morning activity - threading, cutting, weaving Pencil control: Following patterns, draw lines and circles using gross motor movements Sand & Water: Scoops Using a range of tools – wheelbarrows, litter pickers, large pegs Using cutlery (cooking/lunchtime/role play)		**Developing Gross Motor Skills:** Daily **Developing fine motor skills:** Dough Disco Scissor Skills – straight lines & curves Daily morning activity - threading, cutting, weaving Pencil control: Letter & Number formation (orientation) Fine brush painting Using a range of tools – DT – cooking utensils , trowels, rakes Using cutlery (cooking/lunchtime/role play)		**Developing Gross Motor Skills:** Daily **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	

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		Scissor control – holding scissors and cutting			Using cutlery (cooking/lunchtime/role play)	
		Fundamental movement skills and multiskills	Dance Foundational Skills	Gymnastics Foundational Skills	Athletics Foundational Skills	Strike and Field Foundational Skills
	Communication and Language	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. 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.				
4 specific areas of learning and development	**Literacy**	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.				
	Core Texts	**Starting school** Our Class is a Family The Colour Monster goes to School **Marvellous Me** Elmer **Harvest** Leaf Man	**Harvest** Pumpkin Soup **Celebrations** Little Glow **Christmas** The Jolly Postman	**The World Around Us** The boy who sailed the world **Space** Look up **People who help Us** Real Superhero's	**Lifecycles** The Very Hungry Caterpillar **Growing** The Extraordinary Gardener **Animals** My Encyclopaedia of Very Important Animals	**The Weather** The Rabbit, the cloud and the rainy day **Traditional Tales** Three little pigs The Little Red Hen	**Dinosaurs** My First Book of Dinosaurs **Travel Transport** There's a tiger on the train **Seaside/ Summer** The Night Pirates
	Class Focus Text	Supertato	Stick Man	Big Brilliant World	The Tiger who came to tea	Tad	The Ice cream Crocodile

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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	Rosie's Walk, Lost and Founds, 'I'm going on a safari', The Great Explorer, Oliver's vegetables, Shackleton's journey, Jaspers Garden	Hairy Maclary, Farmer Duck, What the ladybird heard, Old MacDonald had a farm, Tadpole diary, Dinosaurs & all that rubbish,	The Bad Tempered Ladybird, Jack & the beanstalk; Jasper's Beanstalk, Commotion in the Ocean, The Snail & the Whale, Splash
		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 Creating marks with meaning Name writing Name labels to label models/ work Mother's Day Cards Easter Cards		Attempts at captions and simple sentences, using a full stop and upper-case letter/ lower-case letters Name writing Name labels to label models/ work Father's Day cards	
		Class published books	My Family	Stick man stories	What I want to be when I grow up	World Book Day – My favourite Book/ Story	Animal fact file	How to be a Pirate
		Phonics	**Phonics:** Phase 1 (3 weeks) Phase 2 – units 1 - 2	**Phonics:** Phase 2 unit 3 - 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 1-5	NCETM Weeks 6-10	NCETM Weeks 11-15	NCETM Weeks 16-20	NCETM Weeks 21-25	NCETM Week 26 and 5 weeks of review, consolidation and assessment.
			Throughout the year we explore pattern, measure, shape and space.					

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	Understanding the World	**Past and Present**	**All about Me** During this term the children will focus on their transition to school. The children will; Talk about themselves, members of their family and where they live Explore how they have grown and changed Talk about significant events and celebrations in their own lives	**Peek into the Past** Recounting activities that happened in their past using photos as a prompt. Beginning to recognise similarities and differences between the past and today. Using photographs and stories to compare the past with the present day. Recognising that different members of the class may notice different things in photographs from the past. Asking questions about the differences they can see in photographs or images (in stories) that represent the past. Being aware of changes that happen throughout the year (e.g. seasons, nature). Using photographs and images to make simple observations about the past. Communicating findings by pointing to images and using simple language to explain their thoughts. Deciding whether photographs or images (e.g. from stories) depict the past. Recognising significant dates for them (birthday). Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery…" Making simple observations about the past from photographs and images.	**Adventures through the Past** Recognising that some stories are set a long time ago. Recognising significant dates for them (e.g. their birthday – this was introduced in Unit 1 but could be recapped). Being aware of changes that happen throughout the year (e.g., seasons and nature). Experiencing cause and effect in play. Recalling special people in their own lives. Using stories and non-fiction books to find out about life in the past. Using photographs and stories to compare the past with the present day. Beginning to use common words and phrases for the passage of time, even if using inaccurately (e.g. yesterday, today, tomorrow, last week, "when I was in nursery…", etc.). Beginning to recognise similarities and differences between the past and today. Asking questions about the differences they can see in photographs or images (in stories) that represent the past. Making simple observations about the past from photographs and images. Deciding whether photographs or images (e.g. from stories) depict the past. Communicating findings by pointing to images and using simple language to explain their thoughts.

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		People, Culture and Communities	**Outdoor Adventures** Making observations about the characteristics of places and features (in stories, photographs or in the school grounds/ local area). Discussing how environments in stories and images are different to the environment they live in. Beginning to use the names of the seasons in the correct context. Asking questions about the world around them. Commenting on the features they see in their school and school grounds on a walk around the respective places, taking supported risks. Answering simple questions, guided by the teacher. Observing weather across the seasons. Observing ad discussing the effect the changing seasons have on the world around them. Representing some of the features they notice in their school and school grounds.	**Around the World** Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). Discussing how environments in stories and images are different to the environment they live in. Making observations about the features of places (in stories, photographs or in the school grounds/local area). Answering simple questions, guided by the teacher. Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. Recognising features on maps (real or imaginary) Identifying land and water on a map or globe.	**Exploring Maps** Identifying land and water on a map or globe. Recognising features on maps (real or imaginary) Creating real or imaginary maps even if features are indistinguishable. Beginning to use modelled directional vocabulary when describing features in the surrounding environment. Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). Making observations about the features of places (in stories, photographs or in the school grounds/local area). Discussing how environments in stories and images are different to the environment they live in. Answering simple questions, guided by the teacher. Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. Ask questions about the world around them. Commenting on the features they see in their school and school grounds on a walk around the respective places, taking supported risks. Representing some of the features they notice in their school and school grounds.
		The Natural World	**I'm a Scientist** Asking questions about the natural world with support. Beginning to share ideas and suggestions when working practically. Beginning to make guesses about what might happen. Commenting on what they see and hear in the natural world. Grouping objects, plants and animals with support. Describing their discoveries when working practically.	**Changing Seasons** Beginning to share ideas and suggestions about what to do when working practically. Beginning to make guesses about what might happen. Commenting on what they see and hear in the natural world. Using non-standard units to measure. Drawing and labelling pictures of plants and animals. Recognising that tables can be used to record information. With support, grouping objects, plants and animals.	**Animal Adventures** With support, asking questions about the natural world. Commenting on what they see and hear in the natural world. Drawing and labelling pictures of plants and animals. With support, grouping objects, plants and animals.

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	Wider cultural celebrations and festivals	Explore different beliefs and celebrations, including; Remembrance day Bonfire night Harvest Christmas Diwali Hanukkah St Andrew's Day		Explore different beliefs and celebrations, including; Chinese New Year Lent Pancake Day St David's Day St Patrick's Day Mothering Sunday Easter Holi Ramadan		Explore different beliefs and celebrations, including; Eid –al-Fitr St George's Day May Day Father's Day	
	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)	What make places special? (Special places)
	Expressive Arts and Design	**Focus Artists**: Georgia O'Keefe Exploring art through using all of our senses First stages of portrait art Exploring colour and colour mixing **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		**Focus Artists**: Henri Matisse & Van Gogh Experimental printing and painting Observational drawings Mark making and exploration with charcoal **Focus Music:** Pitch contour rising and falling, classical music. Timbre, pitch (higher/lower), tempo (faster/slower), beat. Instruments of the orchestra -The Sorcerers Apprectice (SU).		**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 **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)	
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

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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 **ELG: Speaking** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 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.	**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. **ELG: Managing Self** Be confident to try new activities and show independence, 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.	**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** 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.	**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. **ELG: Word Reading** Say a sound for each letter in the alphabet and at least 10 digraphs. 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.	**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 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.	**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 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.	**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 – when appropriate – try to move in time with music.