

**Civitas Academy**  
**Curriculum and Project Overview for Reception**

|  | Autumn 1/ Term 1  | Autumn 2/ Term 2   | Spring 1/ Term 3  | Spring 2/ Term 4  | Summer 1/ Term 5  | Summer 2/ Term 6   |
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| <b>Project</b>                                   | All About Me  | Celebrations   | Once Upon A Time  | Growing and Changing  | Under the Sea   | Down in The Jungle   |
| <b>Key Texts</b>                                 | Stories from other cultures   | Rama and Sita, Gunpowder Plot, Christmas story, Jolly Postman, Stories from other cultures   | 3 Little Pigs, Goldilocks and the 3 Bears, The Three Billy Goats Gruff and other traditional tales                        | Jack and the Bean stalk, Hungry Caterpillar, The Tiny Seed  | Commotion in the Ocean, Tiddler, Smiley Shark, Rainbow Fish, Night Pirates  | Down in the Jungle, Monkey Puzzle, Rumble in the Jungle, Noisy Jungle  |
| <b>Communication and Language</b>                | *Following instructions<br>*Recalling parts of a story *Answer how, why and what questions<br>*Responding to other people whilst doing another activity.<br>* | *add detail to what they are saying<br>*Following instructions with 2/3 parts<br>*Understanding humour   | *Being able to follow stories without pictures<br>*Using new language and story language in role play.                    | *saying what will happen next in stories<br>*Being able to follow stories without pictures<br>*Using new language and story language in role play.                  | *saying what will happen next in stories<br>*Being able to follow stories without pictures<br>*Using new language and story language in role play. *answer how and why questions *use today, yesterday and tomorrow correctly | *saying what will happen next in stories<br>*Being able to follow stories without pictures<br>*Using new language and story language in role play. *answer how and why questions           |
| <b>Personal Social and Emotional Development</b> | *Rules and responsibilities *Turn Taking and sharing<br>*Making friends<br>*Forming good relationships with children and adults                               | Understand that not everyone like the same things *Understand and say how they and other feel *Understand how own actions affect others<br>Key | *Describing themselves in positive ways. *Being able to say what is the same and different between themselves and others. | Being healthy<br>*understand how to carry and store equipment safely  | *Tries new activities and say why they like some more than others<br>*talk about how my friends and I show feelings *talk about how I behave and understand what happens when I misbehave                                     | Aware of own feelings and knows that actions and words can hurt others' feelings *Enjoys and values praise for what they have done<br>*Initiates play, offering cues to peers to join them |
| <b>Physical Development</b>                      | Playing team games<br>*Dance *Mark making<br>*Forming letters *Fine Motor Skills *Moving in different ways  | *Dance *Mark making<br>*Forming letters *Fine Motor Skills *Moving in different ways<br>*Dressing and undressing for PE                        | Completing an obstacle course,<br>Balancing, Negotiating space so they are not colliding with objects/ people.            | Playing team games<br>*travelling over, under, through *measure time in simple ways<br>*Negotiating space so they are not colliding with objects/ people.<br>*Dance | Playing team games<br>*Dance  | Climbing *Relay Games<br>*catching & kicking a ball * Holding a pencil between thumb & 2 fingers   |
| <b>Literacy</b>                                  | Reading – *Hearing and saying the first sound   | Reading – *Using sounds to read simple   | Reading – *Using sounds to read simple  | *Using sounds to read simple words and  | Reading – *Using sounds to read simple  | Reading – *Enjoys and takes part in rhyming  |

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|                                       | <p>*hearing the sounds in words *Blending sounds they hear together</p> <p>*recognise the sounds s, a, t, p, i, n *read words with the sounds s, a, t, p, i, n in Writing-</p> <p>*hearing and writing the first sound *forming some letters correctly</p> <p>*writing own name</p> | <p>words and sentences</p> <p>*blending sounds together to write words</p> <p>*recognising sounds</p> <p>Writing- *Using sounds to write simple words</p> <p>*forming letters properly *writing lists</p> <p>*labels</p>   | <p>words and sentences</p> <p>*Retelling stories using puppets and pictures</p> <p>*Using language from stories e.g. once upon a time, I'll huff and I'll puff Writing- *Using sounds to write simple words *using language from stories in their writing *Ordering stories</p>   | <p>sentences *blending sounds together to write words Writing-</p> <p>*Using sounds to write simple words *forming letters properly</p> <p>*writing instructions</p> <p>*labels *writing sentences using full stops and finger spaces</p>   | <p>words and sentences</p> <p>*blending sounds together to write words</p> <p>Writing- *Using sounds to write simple sentences *forming letters properly</p> <p>*Drawing and labelling maps *Character profiles *Animal profiles</p> <p>*label</p>  | <p>songs and activities</p> <p>*Say how a story could end *Describing the setting, events of a story Writing-</p> <p>*Sometimes give meaning to their painting or drawing</p> <p>*Point out writing or marks, symbols they have seen in different places</p>                          |
| <p><b>Mathematics</b></p>             | <p>Number- *Counting out the correct amount</p> <p>*Recognising numbers</p> <p>*Matching numbers to amounts *Count an irregular arrangement of objects Shape, space and measure –</p> <p>*positional language – on, next to, under, behind *naming shapes</p>                       | <p>Number- *Adding and take away *Counting on from a number</p> <p>*Ordering numbers</p> <p>*Recognising numbers</p> <p>*Writing numbers</p> <p>Shape, space and measure – *Naming and describing 2D and 3D shapes *Ordering objects by weight, length or capacity</p> <p>*Using everyday language related to time and money</p> | <p>Adding and take away</p> <p>*Counting on from a number *Ordering numbers *Recognising numbers Shape, space and measure – *Naming and describing 2D and 3D shapes *Ordering objects by weight, length or capacity</p> <p>*Using everyday language related to time and money</p> | <p>Number- *Adding and take away *Counting on from a number</p> <p>*Counting back from a number *Ordering numbers *Recognising numbers *Writing numbers</p> <p>Shape, space and measure – *Naming and describing 2D and 3D shapes *Ordering objects by weight, length or capacity</p> <p>*Using everyday language related to time and money</p> | <p>Number- *Adding and take away *Counting on from a number</p> <p>*Ordering numbers</p> <p>*Recognising numbers</p> <p>*doubling and halving</p> <p>Shape, space and measure – *patterns</p> <p>*using everyday words for size and weight</p> <p>*Use everyday words for capacity *Compares objects and quantities</p> | <p>Number- *Counting to 20 *Separating a group of objects into 2 or 3 groups, knowing that they still have the same amount of objects that they started with</p> <p>Shape, space and measure – *Shows an interest in shapes and can make an arrangement</p> <p>*Describing shapes</p> |
| <p><b>Understanding the World</b></p> | <p>Talking about family and friends *Talking about similarities and differences between themselves and others</p> <p>*Talking about past events *People who help us</p>   | <p>*Similarities and differences in people, objects and materials</p> <p>*Talking about how they celebrate things</p> <p>*Talking about special times in their life</p>  | <p>Similarities and differences in people, objects and materials</p> <p>*Using appropriate ICT equipment *talking about family customs and routines</p>   | <p>*Similarities and differences in people, objects and materials</p> <p>*growth, decay and changes over time</p> <p>*shows concern for living things and the environment *Using appropriate ICT equipment *Talks about why things happen and how things work</p> <p>*talking about family customs and routines</p>                             | <p>animals *how humans effect living things</p> <p>*Using technology for a purpose</p>  | <p>*Say what makes them different or the same as a peer or family * Talks about why and how things work * Can turn the C.D player on</p>  |

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| <p><b>Expressive Arts and Design</b></p> | <p>Using different materials to represent people, places, objects and event. *Making up and copying rhythms<br/>*Role-playing events</p> | <p>Junk Modelling – using the right shape for the model *Using different methods to join materials together<br/>*Using texture for a purpose *Exploring how sounds can be changed.<br/>*Moving in time to music *putting a narrative alongside role play</p> | <p>*Junk Modelling – using the right shape for the model *Using different methods to join materials together<br/>*Changing songs<br/>*Exploring how sounds can be changed</p> | <p>*Junk Modelling – using the right shape for the model *Using different methods to join materials together<br/>*Using texture for a purpose *Colour mixing<br/>*Exploring how sounds can be changed.</p> | <p>Use instruments to create music *Create dances to match music<br/>*Colour mixing<br/>*Exploring how sounds can be changed.</p> | <p>Beginning to describe different textures *Taps out simple repeated rhythms *Colour mixing<br/>*Making jungle animals</p> |
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