

Maharishi School Curriculum Overview – Reception Class

In Reception Class we follow the EYFS curriculum and plan using the development matters and the learning outcomes documents
There are seven areas of learning that we plan for:

1. Personal, Social & Emotional Development (PSED)
2. Communication & Language (C&L)
3. Physical Development (PD)
4. Literacy - Reading
5. Mathematics – Numbers
6. Understanding the World (UTW)
7. Expressive Arts & Design (EA&D)

| 1. PSED - Making Relationships | | PSED - Self-confidence and Self-awareness | | PSED - Managing Feelings and Behaviour | |
|--|--|--|---|---|--|
| R1 | Initiates conversations, attends to and takes account of what others say. | SC1 | Confident to speak to others about own needs, wants, interests and opinions. | FB1 | Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. |
| R2 | Explains own knowledge and understanding, and asks appropriate questions of others. | SC2 | Can describe self in positive terms and talk about abilities. | FB2 | Aware of the boundaries set, and of behavioural expectations in the setting. |
| R3 | Takes steps to resolve conflicts with other children, e.g. finding a compromise. | | | FB3 | Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. |
| 2. Communication & Lang - Listening and Attention | | C&L - Understanding | | C&L - Speaking | |
| LA1 | Maintains attention, concentrates and sits quietly during appropriate activity. | U1 | Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion. | S1 | Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play. |
| LA2 | Two-channelled attention – can listen and do for short span. | U2 | | S2 | |
| | | U3 | | S3 | |
| | | U4 | | S4 | |
| | | | S5 | | |
| 3. PD - Moving and Handling | | | PD - Health and Self-Care | | |
| MH1 | Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. | MH7 | Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. | HSC1 | Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. |
| MH2 | | MH8 | | HSC2 | |
| MH3 | | MH9 | | HSC3 | |
| MH4 | MH10 | HSC4 | | | |
| MH5 | MH11 | HSC5 | | | |
| MH6 | Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Uses simple tools to effect changes to materials. | | | HSC6 | |

| 4. Literacy - Reading | | L - Writing | |
|---|--|-----------------------------|---|
| RD1 | Continues a rhyming string | W1 | Gives meaning to marks they make as they draw, write and • Begins to break the flow of speech into words. |
| RD2 | Hears and says the initial sound in words. | W2 | |
| RD3 | Can segment the sounds in simple words and blend them together and | W3 | Continues a rhyming string. |
| RD4 | knows which letters represent some of them. | W4 | Hears and says the initial sound in words. |
| RD5 | Links sounds to letters, naming and sounding the letters of the alphabet. | W5 | Can segment the sounds in simple words and blend them together. |
| RD6 | Begins to read words and simple sentences. | W6 | Links sounds to letters, naming and sounding the letters of the alphabet. |
| RD7 | Uses vocabulary and forms of speech that are increasingly influenced by their | W7 | Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and |
| RD8 | experiences of books. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers. | W8 | in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. |
| 5. Mathematics - Numbers | | M - Shape, Space & Measures | |
| N1 | Recognise some numerals of personal significance. | N10 | Uses the language of 'more' and 'fewer' to compare two sets of objects. |
| N2 | Recognises numerals 1 to 5. | N11 | Finds the total number of items in two groups by counting all of them |
| N3 | Counts up to three or four objects by saying one number name for each item. | N12 | Says the number that is one more than a given number. |
| N4 | Counts actions or objects which cannot be moved. | N13 | Finds one more or one less from a group of up to five objects, then ten objects. |
| N5 | Counts objects to 10, and beginning to count beyond 10. | N14 | In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. |
| N6 | Counts out up to six objects from a larger group. | N15 | Records, using marks that they can interpret and explain. |
| N7 | Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. | N16 | Begins to identify own mathematical problems based on own interests and fascinations. |
| N8 | Counts an irregular arrangement of up to ten objects. | | |
| N9 | Estimates how many objects they can see and checks by counting them. | | |
| SSM1 | | | Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. |
| | | SSM2 | Selects a particular named shape. |
| | | SSM3 | Can describe their relative position such as ' <i>behind</i> ' or ' <i>next to</i> '. |
| | | SSM4 | Orders two or three items by length or height. |
| | | SSM5 | Orders two items by weight or capacity. |
| | | SSM6 | Uses familiar objects and common shapes to create and recreate patterns and build models. |
| | | SSM7 | Uses everyday language related to time. |
| | | SSM8 | Beginning to use everyday language related to money. |
| | | SSM9 | Orders and sequences familiar events. |
| | | SSM10 | Measures short periods of time in simple ways. |
| 6. Understanding the World - People and Communities | | UTW - The World | |
| PC1 | Enjoys joining in with family customs and routines. | TW1 | Looks closely at similarities, differences, patterns and change. |
| | | T2 | Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software. |
| 7. Expressive Arts & Design - Exploring and Using Media and Materials | | EA&D - Being Imaginative | |
| UM1 | Begins to build a repertoire of songs and dances. | BI1 | Create simple representations of events, people and objects. |
| UM2 | Explores the different sounds of instruments. | BI2 | Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. |
| UM3 | Explores what happens when they mix colours. | BI3 | Chooses particular colours to use for a purpose. |
| UM4 | Experiments to create different textures. | BI4 | Introduces a storyline or narrative into their play. |
| UM5 | Understands that different media can be combined to create new effects. | BI5 | Plays alongside other children who are engaged in the same theme. |
| UM6 | Manipulates materials to achieve a planned effect. | BI6 | Plays cooperatively as part of a group to develop and act out a narrative. |
| UM7 | Constructs with a purpose in mind, using a variety of resources. | | |
| UM8 | Uses simple tools and techniques competently and appropriately. | | |
| UM9 | Selects appropriate resources and adapts work where necessary. Selects tools and techniques | | |

We plan our learning objectives for these seven areas through topics.

Topics are chosen based on the children's interests so are therefore changeable but examples of the topics that we often will cover in Reception are given below:

| AUTUMN | | SPRING | | SUMMER | |
|--|---|--|---|--|---|
| Topics this term may include | | Topics this term may include | | Topics this term may include | |
| <ul style="list-style-type: none"> • All about me • Autumn • Harvest • Percy the park keeper • Hedgehogs • Spiders • Room on the broom • Bonfire night • Christmas • Stick man | | <ul style="list-style-type: none"> • Winter • Cold places • Spring • Growing – frogs- butterfly –chicks • Jaspers beanstalk • Sam's sandwich • Chinese New Year • Easter | | <ul style="list-style-type: none"> • Superheroes • Police • The hungry Caterpillar • Keeping healthy • Summer • At the beach • Under the sea • Sharing a shell • Transitions - Growing up and moving on | |
| CBIDS | | | | | |
| <ul style="list-style-type: none"> • We are here to enjoy • Growth • Order • Layers | <ul style="list-style-type: none"> • Foundations • Roots • Steps • Action | <ul style="list-style-type: none"> • We are here to enjoy • Action • Reaction | <ul style="list-style-type: none"> • Purification • Problem solving • Fulfilment | <ul style="list-style-type: none"> • We are here to enjoy • Knowledge • Consciousness | <ul style="list-style-type: none"> • Harmony • Parts • Wholeness • Celebrating Fulfilment |
| P.E. | | | | | |
| 1 x Teacher led lesson per week | | 1 x Teacher led lesson per week | | 1 x Teacher led lesson per week | |
| PHONICS | | | | | |
| We have a daily phonics session based around letters and sounds | | | | | |