St John the Baptist - Autumn Matrix – Reception 2026-2027

Autumn1 7wk 2days weeks Autumn 2 7 weeks	1 Inset Tue 1st Wed 2nd Sept	2 7th Sept	3 14th Sept	4 21st Sept	5 28th Sept	6 5th Oct	7 12th Oct	8 29th Oct 4 days Fri INSET	HALF TERM	1 2nd Nov	2 9th Nov	3 16th Nov	4 23rd Nov	5 30th Nov	6 7th Dec	7 14th Dec Close on Fri 18th
Behaviour Focus	‘Love One Another’ BE A GOOD FRIEND									‘Love One Another’ BE KIND AND LOVING						
RE Lighting the Path	HOME VISITS BASELINE ASSESSMENTS SETTLING IN & SHARING SPECIAL BOXES/MEETING NEW FRIENDS & GARDENERS			Branch 1 **Creation & Covenant** • explore the Christian belief that everything that is comes from a loving God. • God is love and all creation flows from a loving creator.						Branch 2 **Advent & Waiting (Nativity)** • explore the Care and love for self, family, others, and God’s world. • The tradition of the crib to tell the story of Jesus’ birth. • Advent traditions, The Advent wreath. By our work in Advent, we help others and ourselves, and we show our love to God.						
Half Term Focus question				I wonder what the world is like and how we should look after it?						I wonder what Roles people have in my family?						
Personal, Social & Emotional Dev (SJB resource available-One Decision)	Acquire home information, family details and likes and interests to assist with child led learning	BASELINE ASSESSMENTS Settling in – learning new routines behaviour expectations/boundaries & rules. Sharing Special Boxes. Make new friends. Talk with others to solve conflicts. Remembering new rules & routines.		ONE DECISION – MEETING THE RAINBOW DROPS AND SOLVING SOME DILEMMAS. ALL ABOUT ME Building constructive and respectful relationships with peers, adults & Gardeners. Think about the perspectives of others. Show resilience and perseverance in the face of challenge.						ONE DECISION – THE RAINBOW DROPS AND SOLVING SOME DILEMMAS. I WONDER WHO WORKS THERE CELEBRATIONS – BAPTISM/ADVENT/NATIVITY Working and sharing in Key Person groups. Manage their own needs. Know and talk about the different factors that support their overall health and wellbeing: -regular physical activity -healthy eating -tooth brushing -sensible amounts of ‘screen time’ -having a good sleep routine -being a safe pedestrian						

THEME WEEK – TOYS

26th - 30th October

		Make healthy choices about food, drink, activity and tooth brushing. Develop appropriate ways of being assertive – initiating play	See themselves as a valuable individual & know they are special. Express their feelings and consider the feelings of others.			Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally.
Communication & Language (SJB resource available- Wellcomm)		**BASELINE ASSESSMENTS - WELLCOMM** Use a wider range of vocabulary Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	**WELLCOMM GROUPS** Understand how to listen carefully and why listening is important. Listen carefully to rhymes and songs, paying attention to how they sound. Learn and use new vocabulary through the day.			**WELLCOMM GROUPS** **CELEBRATIONS – ADVENT/NATIVITY** **NATIONAL NURSERY RHYME WEEK Nov 2026** Use new vocabulary through the day. Listen carefully to rhymes and songs, paying attention to how they sound.
Key Vocabulary Progression linked to Wellcomm		Understand: after, target sentences with multiple subjects, either, comparative language e.g. short, tall, taller Questions: when, how, why Sort: pictures into categories Use: prepositions in front/ behind, emotion words angry/ scared, word ending –est Answer: why questions Repeat: 6-word sentences exactly	Understand: after, target sentences with multiple subjects, either, comparative language e.g. short, tall, taller Questions: when, how, why Sort: pictures into categories Use: prepositions in front/ behind, emotion words angry/ scared, word ending -est Answer: why questions Repeat: 6-word sentences exactly			Understand: after, target sentences with multiple subjects, either, comparative language e.g. short, tall, taller Questions: when, how, why Sort: pictures into categories Use: prepositions in front/ behind, emotion words angry/ scared, word ending -est Answer: why questions Repeat: 6-word sentences exactly
Parent and Carer Links		**Home Visits** **Welcome Meeting** **Mrs Collins available during Monday & Wednesday Assembly**	**Seeds and Gardeners Liturgy** **Whole School Mass** **Mrs Collins available during Monday & Wednesday Assembly**			**Explore and Play Sessions afternoon 2 -3pm** **Golden Book Assembly, Parent's Evening** **Whole School Mass** **Nativity & Advent Read around** **Mrs Collins available during Monday & Wednesday Assembly**

Physical Development		**BASELINE ASSESSMENTS** Show a preference for a dominant hand. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Start taking part in some group activities which they make up for themselves, or in teams. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Go Noodle & Finger Gym Revise and refine the fundamental movement skills they have already acquired: -rolling -crawling -walking -jumping -running -hopping -skipping –climbing. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons, tweezers, threading beads & string, nuts & bolts – twisting.			Go Noodle & Finger Gym Refine Fundamental skills. Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, dancing, co-ordination and agility. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons, tweezers, threading beads & string, nuts & bolts – twisting.
Continuous Provision Theme **(Loosely based & will be led by children's own interests)**		**BASELINE ASSESSMENTS** I wonder if I can make friends. I wonder if I'm going to miss my family. I wonder if I'm going to like school.	**I wonder what the world is like and how we should look after it?**			**I wonder what Roles people have in my family?**
Stories for the half term		Topsy and Tim go to school, Can I say Please? Only one you, Sometimes I am worried, I can say Sorry, Time for a hug, We can get dressed, Funny bones, Elmer & Nursery rhymes				Topsy and Tim go to the dentist/doctors, We're going to the dentist, Gruffalo, Percy the Park Keeper, Nursery Rhymes, Nativity, Non-Fiction – different occupations and Autumn.
MATHS **LANCASHIRE LAPS**		**BASELINE ASSESSMENTS** Link numerals and amounts: match the numeral, up to 5. Solve real world mathematical problems with numbers up to 5. Positional language using words like 'in front of' and 'behind'.	**Number & Numerical Patterns – Number Town** **Lancashire Laps** Count objects, actions and sounds. Numbers 1-3 Link the number symbol (numeral) with its cardinal number value.			**Number & Numerical Patterns – Number Town** **Lancashire Laps** Number 4 -10 Subitise. Count beyond ten. Sing songs/rhymes to 5 and 10.

		Combine shapes to make new ones –an arch, a bigger triangle etc. Extend and create ABAB/colour patterns –stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	Sing songs/rhymes to 5 and 10. Count beyond ten. Compare numbers. Continue, copy and create repeating patterns.			Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Compare length, weight and capacity.
Literacy **ELS Phonics**		**BASELINE ASSESSMENTS** Engage in extended conversations about stories, learning new vocabulary. Develop their phonological awareness, so that they can: -recognise words with the same initial sound, such as money and mother Write some or all of their name. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some letters accurately.	Daily ELS Phonics Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Write own name and know all sounds.			Daily ELS Phonics Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Write own name and know all sounds. Spell words by identifying the sounds and then writing the sound with letter/s. Re-read what they have written to check that it makes sense.
Understanding the World		**BASELINE ASSESSMENTS** Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Begin to make sense of their own life-story and family's history. Talk about	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Talk about different body parts Senses			Police, Fire, Ambulance, Doctors, Nurses, Dentists, Plumbers, Joiners, Builders, Shop workers, Care workers, Vets, Hairdressers, Cleaners, Librarian's, etc. Understand that some places are special to members of their community.

		the differences between materials and changes they notice. Understand the key features of the life cycle of a plant and an animal. Talk about what they see, using a wide vocabulary. Knows that information can be retrieved from digital devices and the internet Plays with a range of materials to learn cause and effect.				Celebrations – Bonfire Night, 5/11/26 Diwali, Remembrance Day, Christmas - Nativity Explore the natural world around them. I wonder where I live Draw information from a simple map. Completes a simple program on electronic devices Uses ICT hardware to interact with age appropriate computer software
Expressive Arts & Design		**BASELINE ASSESSMENTS** Develop their own ideas and then decide which materials to use to express them. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing. Create their own songs, or improvise a song around one they know.	Charanga – ME Listen attentively, move to and talk about music, expressing their feelings and responses. Nursery Rhymes Explore, use and refine a variety of artistic effects to express their ideas and feelings.			Charanga – MY STORIES Listen attentively, move to and talk about music, expressing their feelings and responses. Nursery Rhymes Nativity Songs Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop storylines in their pretend play.