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

Spring 1 6 wks Spring 2 4 wks 4 days	1 Mon 4th Jan	2 11th Jan	3 18th Jan	4 25th Jan	5 1st Feb	6 8th Feb Close Fri 12th	HALF TERM	1 Mon 22nd Feb	2 1st Mar	3 8th Mar	4 15th Mar	5 22nd Mar Close Thur 25th Mar
Behaviour Focus	'Love One Another' BE HELPFUL AND GIVING						15th – 19th February	'Love One Another' BE POLITE AND WELL MANNERED				
RE Lighting the Path	Branch 3 **Galilee to Jerusalem** • Explore the story of the Wise Men's visit to Jesus, using a map to locate Bethlehem and Jerusalem and exploring the significance of the gifts. • Explore the story of Jesus meeting the children and what it means. • Introduce the feeding of the 5000 story and focus on the meaning of the word miracle.							Branch 4 **Desert to Garden** • Children will learn about the liturgical season of Lent, the events of the last week of Jesus' life, Holy Week, and hear an account of the Resurrection.				
Half Term Focus question	**I wonder why it feels good to help others?**							**I wonder why things look different in Spring?**				
Personal, Social & Emotional Dev (SJB resource available-One Decision)	ONE DECISION - THE RAINBOW DROPS AND SOLVING SOME DILEMMAS. I WONDER WHY PEOPLE CELEBRATE - CELEBRATIONS - EYFS LITURGY Further develop the skills they need to manage the school day successfully: -lining up and queuing -mealtimes -personal hygiene. See themselves as a valuable individual Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally.							ONE DECISION - THE RAINBOW DROPS AND SOLVING SOME DILEMMAS. I WONDER WHY WE GATHER TOGETHER -EUCHARIST - GATHERINGS & LENT/NEW LIFE Further develop the skills they need to manage the school day successfully: -lining up and queuing -mealtimes -personal hygiene. See themselves as a valuable individual Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally.				

Parent and Carer Links	**Explore and Play Sessions afternoon 2 -3pm** **Golden Book Assembly, Whole School Mass** **Mrs Collins available during Monday & Wednesday Assembly** **EYFS Liturgy**		**Explore and Play Sessions afternoon 2 -3pm** **Golden Book Assembly, Parent's Evening** **Whole School Mass** **Mrs Collins available during Monday & Wednesday Assembly**
Communication & Language **(SJB resource available- Wellcomm)**	**WELLCOMM ASSESSMENTS & GROUPS** Learn rhymes, poems and songs. Engage in non-fiction books. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail.		**WELLCOMM ASSESSMENTS & GROUPS** Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
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: sequencing words e.g. next, after Understand: target sentences with multiple subjects and emotion words e.g. anxious Understand: idioms e.g. "get stuck in" and explain their meaning Question words: what Sort: items into family groups e.g. foods items into vegetables or fruit (without picture cues) Use: days of the week in correct order, future tense e.g. will (do not use "going to") Repeat: a 7-word sentence exactly
Physical Development	**EYFS LITURGY** Go Noodle, Danny Go & Finger Gym Refine Fundamental skills. Develop the overall body strength and balance needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop confidence and competence when engaging in activities that involve a ball.		Go Noodle, Danny Go & Finger Gym Refine Fundamental skills. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
Continuous Provision Theme **(Loosely based & will be led by children's own interests)**	**I wonder why it feels good to help others?** OBSERVING SEASONAL CHANGES – WINTER		**I wonder why things look different in Spring?** OBSERVING SEASONAL CHANGES – SPRING & LENT
Stories for the half term	Feeding 5000, Winnie in Winter, Guess how much I love you, Winter, The Bear's winter's house, The Ugly Duckling, The Three Billy Goats Gruff, Maisy's Chinese New Year story Chinese New Year – A Mr Men and Little Miss		**Traditional Tales** Chicken Licken The enormous Turnip The Little Red Hen 3 Little pigs Goldilocks and three bears

MATHS **LANCASHIRE LAPS**	**Number & Numerical Patterns – Number Town** **Lancashire Laps** Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Continue, copy and create repeating patterns. Say the Days of the week and look at time – O'clock		**Number & Numerical Patterns – Number Town** **Lancashire Laps** Count objects, actions and sounds. Subitise. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. 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**	Daily Phonics – **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. Read simple phrases made up of words with known letter sounds. Write short sentences with words with known letter-sound correspondences using a capital letter. Re-read what they have written to check that it makes sense.		Daily Phonics - **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. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
Understanding the World	Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Describe what they see, hear and feel whilst outside. Comment on images of familiar situations in the past. Can create content such as a video recording, stories, and/or draw a picture on screen Chinese New Year – Year of the Goats. Learn about Goats.		Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Describe what they see, hear and feel whilst outside. Compare and contrast characters from stories, including figures from the past. Can create content such as a video recording, stories, and/or draw a picture on screen
Expressive Arts & Design	**Charanga – Everyone** **Nursery Rhymes** Return to and build on their previous learning, refining ideas and developing their ability to represent them. Sing in a group or on their own, increasingly matching the pitch and following the melody. Seasons - Winter		**Charanga – Our World** **Nursery Rhymes** Return to and build on their previous learning, refining ideas and developing their ability to represent them. Sing in a group or on their own, increasingly matching the pitch and following the melody. Seasons - Spring