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

Summer 1 6 wks 4 days Summer 2 6 wks	1 Mon 12th April	2 19th April	3 26th April	4 Tue 4th May Mon 3rd Bank Hol	5 10th May	6 17th May	7 24th May	HALF TERM 31st May – 4th June	1 7th June	2 14th June	4 21st June FUN WEEK	5 28th June	6 5th July	7 12th July Close Fri 16th July INSET Mon 19th
Behaviour Focus	'Love One Another' BE FORGIVING								'Love One Another' BE A PEACEMAKER & BE TRUTHFUL					
RE Lighting the Path	Branch 5 **To the end of the Earth** • What happens after the Resurrection. They will hear the scriptural accounts of Jesus' ascension, the gift of the Holy Spirit at Pentecost, and the early community that formed and is now called the Early Church.								Branch 6 **Dialogue and Encounter** • Children learn some elements of Christianity as a global religion and encounter different religious worldviews. • Respect for others • Develop learning behaviours in RE					
Half Term Focus question	**I wonder what is Good News and how do we share it?**								**I wonder what people do at weekends and holidays?**					
Personal, Social & Emotional Dev (SJB resource available-One Decision)	One Decision - rainbow drops dilemmas Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.								One Decision - rainbow drops dilemmas 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. END OF YEAR ASSESSMENTS. TRANSITION INTO YEAR 1.					
Communication & Language (SJB resource available-Wellcomm)	WELLCOMM ASSESSMENTS & GROUPS Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases.								WELLCOMM ASSESSMENTS 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					

	Use new vocabulary in different contexts		with their teacher and peers. 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. END OF YEAR ASSESSMENTS. TRANSITION INTO YEAR 1
Key Vocabulary Progression linked to Wellcomm	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		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
Parent and Carers Links	**Explore and Play Sessions afternoon 2 -3pm** **Golden Book Assembly, Reception's Assembly** **Whole School Mass** **Mrs Collins available during Monday & Wednesday Assembly**		**Explore and Play Sessions afternoon 2 -3pm** **Golden Book Assembly** **School End of Year Report, Whole School Mass, Sports Day, Talent Show, Prize Day, Seeds & Gardeners Mass/Party** **Mrs Collins available during Monday & Wednesday Assembly** **Induction Mornings for New Parents and Parents Meeting**
Physical Development	Further develop all Fundamental skills. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient.		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. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. END OF YEAR ASSESSMENTS. TRANSITION INTO YEAR 1.
Continuous Provision Theme (Loosely based & will be led by children's own interests)	**I wonder what is Good News and how do we share it?** OBSERVING SEASONAL CHANGES – SPRING		**I wonder what people do at weekends and holidays?** OBSERVING SEASONAL CHANGES – SUMMERTIME PASTIMES
Stories for the half term	Minibeasts Growing The Jolly Postman Titch What the ladybird heard The Hungry Caterpillar Superworm		The world – countries/maps Handa's Surprise Safari animals Sea creatures Mermaid stories Rainbow fish Pirates stories Emma Jane's Aeroplane
MATHS **LANCASHIRE LAPS**	**Lancashire LAPS** Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10.		**Lancashire LAPS** 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. Verbally count beyond 20, recognising the pattern of the counting

	Automatically recall number bonds for numbers 0–10. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Compare length, weight and capacity.		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. END OF YEAR ASSESSMENTS. TRANSITION INTO YEAR 1.
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 a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words .Form lower-case and capital letters correctly. 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.		**Daily Phonics- ELS PHONICS** 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. 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. 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. END OF YEAR ASSESSMENTS. TRANSITION INTO YEAR 1.
Understanding the World	**Growing, Mini beasts, Spring** Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Understand the effect of changing seasons on the natural world around them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Develops digital literacy skills by being able to access, understand and interact with a range of technologies. Can use the internet with adult supervision to find and retrieve information of interest to them.		**Friendship, The World – countries/maps, cultures, Floating and sinking, Summer** 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. 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. 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. END OF YEAR ASSESSMENTS. TRANSITION INTO YEAR 1.
Expressive Arts & Design	Create collaboratively sharing ideas, resources and skills. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. **CHARANGA** – BIG BEAR FUNK		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. 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. **CHARANGA** – REFLECT, REWIND & REPLAY END OF YEAR ASSESSMENTS. TRANSITION INTO YEAR 1.
