St John the Baptist RC School – Spring / Term 2 Skills Matrix –Nursery 2025-26

Spring 1 5wks 4 days **Spring 2** 5 wks 4 days	Tue 6th Jan 12th Jan 19th Jan 26th Jan	2nd Feb 9th Feb Close Fri 13th	Half Term	23rd Feb 2nd Mar 9th Mar	16th Mar 23rd Mar 30th Mar Close Thur 2nd April
Behaviour Focus	**'Love One Another'** • **BE HELPFUL AND GIVING**			**'Love One Another'** • **BE POLITE AND WELL MANNERED**	
Personal, Social & Emotional Dev **School resource – One Decision**	• Uses their experiences of adult behaviours to guide their social relationships and interactions • Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it • Is sensitive to others' messages of appreciation or criticism			Spring 1 and • Enjoys a sense of belonging through being involved in daily tasks • Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants • Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings	
Parent and Carer Links	Home visits Parents and child visit to Nursery Stay and Play Toddler sessions every Wednesday 9-10.15 am Epiphany of the Lord Mass – Tuesday 6th January EYFS Liturgy – Thursday 15th January Open Door Communication at 8.45am, 11.30am & 3.00pm daily			Stay and Play Toddler sessions every Wednesday 9-10.15 am Nursery Assembly Wednesday – Wednesday 18th March Parents Evenings Wednesday 11th Thursday 12th March Spring Music Concert – Wednesday 1st April End of Lent/Easter Mass – Friday 1st April Open Door Communication at 8.45am, 11.30am & 3.00pm daily	
Communication & Language **Wellcomm Assessments for new starters and end of March for all children**	• Listens to familiar stories with increasing attention and recall • Responds to instructions with more elements, e.g. *Give the big ball to me; collect up all the blocks and put them in the box* • Beginning to understand *why* and *how* questions • Beginning to use more complex sentences to link thoughts (e.g. using *and, because*) • Uses talk to explain what is happening and anticipate what might happen next • Questions why things happen and gives explanations. Asks e.g. *who, what, when, how* • Beginning to use a range of tenses (e.g. *play, playing, will play, played*) • Continues to make some errors in language (e.g. *"runned")* and will absorb and use language they hear around them in their community and culture • Uses intonation, rhythm and phrasing to make the meaning clear to others			• Listens to familiar stories with increasing attention and recall • Responds to instructions with more elements, e.g. *Give the big ball to me; collect up all the blocks and put them in the box* • Beginning to understand *why* and *how* questions • Beginning to use more complex sentences to link thoughts (e.g. using *and, because*) • Uses talk to explain what is happening and anticipate what might happen next • Questions why things happen and gives explanations. Asks e.g. *who, what, when, how* • Beginning to use a range of tenses (e.g. *play, playing, will play, played*) • Continues to make some errors in language (e.g. *"runned")* and will absorb and use language they hear around them in their community and culture • Uses intonation, rhythm and phrasing to make the meaning clear to others	

Key Vocabulary Progression linked to Wellcomm	Point to: sense organs e.g. what does he see with? Question words: why Understand: pronouns he and she, prepositions in front and behind, negative isn't Use: 3-5-word phrases and regular past tense ed, Engage: sharing toys in play Answer questions without a picture prompt: Repeat: a 3-word phrase exactly		Engage: take on a role/ pretend in play Understand: many, few, long, short, first, last, Understand why questions without a picture prompt e.g. why do we eat? Use: comparative language e.g. longer, opposite words, pronouns his/her, use "because" to join sentences (not cos)
Physical Development	• Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Observes and can describe in words or actions the effects of physical activity on their bodies. • Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely • Can wash and can dry hands effectively and understands why this is important • Can mirror the playful actions or movements of another adult or child • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom		• Can balance on one foot or in a squat momentarily, shifting body weight to improve stability • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Observes and can describe in words or actions the effects of physical activity on their bodies. • Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely • Can wash and can dry hands effectively and understands why this is important • Can mirror the playful actions or movements of another adult or child • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom
Religious Education **LIGHTING THE PATH**	**RE TOPIC 3 – JESUS TRAVELS FROM GALILEE TO JERUSALEM** • **Learn about Jesus's life from a boy to a man** • **Learn about the stories / parables Jesus told** • **Jesus helped others (miracles)** • **He gathered friends and followers called Disciples**		**RE TOPIC 4 – LENT, HOLY WEEK AND RESURRECTION** • **Learn about the season of LENT** • **Learn about the events of Holy Week** • **Reflect on themes of dark to light and barren to plenty through learning about the wonder of SPRING CHANGES**
Continuous Provision Theme (loosely based & will be led by children's own interests)	**Question: I WONDER WHY IT FEELS GOOD TO HELP OTHERS?** **People who have helping roles and jobs** **EYFS LITURGY**		**Question: I WONDER WHY THINGS LOOK DIFFERENT IN SPRING?** **CLASS ASSEMBLY**

	OBSERVING SEASONAL CHANGES – WINTER Seasonal festivals of Lunar New Year & Valentine's day		OBSERVING SEASONAL CHANGES – SPRING & LENT
Stories for the half term	• Stories about winter / snow / cold • Jack Frost • The Snow Queen		Traditional Tales & Stories about changes, growing & spring • Chicken Licken The enormous Turnip • The Little Red Hen Jack and the Beanstalk • The Ugly Duckling Goldilocks and three bears
Maths **LANCASHIRE LAPS**	Cardinality • Subitises one, two and three objects (without counting) • Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) • Composition • Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers Spatial Awareness • Responds to and uses language of position and direction Shape • Responds to both informal language and common shape names • Shows awareness of shape similarities and differences between objects Measures • In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items		Cardinality • Subitises one, two and three objects (without counting) • Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) • Composition • Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers Spatial Awareness • Responds to and uses language of position and direction Shape • Responds to both informal language and common shape names • Shows awareness of shape similarities and differences between objects Measures • In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items

Literacy **Phase 1 Phonics – Letters and Sounds**	• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Shows interest in illustrations and words in print and digital books and words in the environment • Knows that print carries meaning and, in English, is read from left to right and top to bottom • Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) • Handles books and touch screen technology carefully and the correct way up with growing competence • Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps • Sometimes gives meaning to their drawings and paintings • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves	Break up Friday 11th February Return Monday 20th February 2023	• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Shows interest in illustrations and words in print and digital books and words in the environment • Knows that print carries meaning and, in English, is read from left to right and top to bottom • Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) • Handles books and touch screen technology carefully and the correct way up with growing competence • Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps • Sometimes gives meaning to their drawings and paintings • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves
Understanding the World	• Enjoys joining in with family customs and routines • Remembers and talks about significant events in their own experience • Shows interest in different occupations and ways of life indoors and outdoors • Talks about why things happen and how things work • Developing an understanding of growth, decay and changes over time • Shows care and concern for living things and the environment • Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support		▪ Enjoys joining in with family customs and routines ▪ Remembers and talks about significant events in their own experience ▪ Shows interest in different occupations and ways of life indoors and outdoors ▪ Talks about why things happen and how things work ▪ Developing an understanding of growth, decay and changes over time ▪ Shows care and concern for living things and the environment ▪ Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support
Expressive Arts & Design	• Taps out simple repeated rhythms • Develops an understanding of how to create and use sounds intentionally • Continues to explore colour and how colours can be changed • Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously • Plays alongside other children who are engaged in the same theme		• Taps out simple repeated rhythms • Develops an understanding of how to create and use sounds intentionally • Continues to explore colour and how colours can be changed • Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously • Plays alongside other children who are engaged in the same theme