St John the Baptist RC School– Summer/Term 3 Skills Matrix – Nursery 2025-26

Summer 1 **5 wks** **Summer 2** **7 wks**	**20th April** **27th April** **5th May** **Mon 4th Bank Holiday**	**11th May** **18th May**	**Half term**	**1st June** **8th June** **15th June** **22nd June FUN WEEK**	**29th June** **6th July** **13th July** **Close Fri 17th July** **INSET Mon 20th**
Behaviour Focus	**'Love One Another'** **BE FORGIVING**			**'Love One Another'** **BE A PEACEMAKER & BE TRUTHFUL**	
Personal, Social & Emotional Development **School Resource One Decision**	• Looks to a supportive adult for help in resolving conflict with peers • begin to develop ideas about themselves according to the messages they hear from others • Shows their confidence and self-esteem through being able to express their needs and ask adults for help • Understands that expectations vary depending on different events, social situations and changes in routine		25th – 29th May 2026	• Practises skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers • Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions	
Parent and Carer Links	• Home visits w/b 20th April • Parents and child visit to Nursery Wednesday 23rd April Stay and Play Toddler sessions every Wednesday 9-10.15 am • Whole School Ascension & Crowning of Mary Mass – Thursday 14th May Open Door Communication at 8.45am, 11.30am & 3.00pm daily			Stay and Play Toddler sessions every Wednesday 9-10.15 am • Whole School St John the Baptist Mass – Wednesday 24th June • Summer Music Concert – Wednesday 24th June • Talent Show – Friday 26th June • School End of Year Report sent home – Friday 3rd July • Year 6 Leavers Assembly – Friday 3rd July Open Door Communication at 8.45am, 11.30am & 3.00pm daily	

Communication & Language **Wellcomm Assessments for new starters and end of June for all**	• Joins in with repeated refrains in rhymes and stories • Focusing attention – can still listen or do, but can change their own focus of attention • Shows understanding of prepositions such as *under, on top, behind* by carrying out an action • Talks more extensively about things that are of particular importance to them • Builds up vocabulary that reflects the breadth of their experiences • Uses talk in pretending that objects stand for something else in play, e.g. *This box is my castle*		• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Focusing attention – can still listen or do, but can change their own focus of attention • Shows understanding of prepositions such as *under, on top, behind* by carrying out an action or selecting correct picture • Talks more extensively about things that are of particular importance to them • Builds up vocabulary that reflects the breadth of their experiences • Uses talk in pretending that objects stand for something else in play, e.g. *This box is my castle*
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
Physical Development	• Walks down slopes whilst carrying a small object, maintaining balance and stability • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons • Can name and identify different parts of the body • Willing to try a range of different textures and tastes • Observes and controls breath, able to take deep breaths, scrunching and releasing the breath • Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines		• Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Creates lines and circles pivoting from the shoulder and elbow • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons • Can name and identify different parts of the body • Willing to try a range of different textures and tastes and expresses a preference. • Observes and controls breath, able to take deep breaths, scrunching and releasing the breath

			• Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important
Religious Education **LIGHTING THE PATH**	RE TOPIC 5 – EVENTS AFTER THE RESURRECTION AND ASCENSION • Jesus sends the Holy Spirit • Role of the Apostles to build the Early church • How do we spread Jesus' message of love?		RE TOPIC 6 - WORKING FOR A COMMON GOOD • Learning how Christians work together with people of different religions towards a common good. • Exploring other faiths • Respect for others
Continuous Provision. Theme (loosely based & will be led by children's own interests)	**Question:** • What is Good News? • How do we share news together and with each other?		**Question:** • I Wonder what friends do together? • I wonder how friends get along? OBSERVING SEASONAL CHANGES – SUMMERTIME PASTIMES
Stories for the half term	Stories relating to Growing and Spreading good news • *The Jolly Postman by Janet Ahlberg, Allan Ahlberg* • *The Little Egg by Tanya Landman* • *Where is the wind?* by Celia Warren • *Teddy Horsley and the Holy Spirit* by Leslie Francis; Nicola Slee		• *The Selfish Crocodile by Faustin Charles,* • *The Snow Child by Freya Littledale* • *The Pain and the Great One by Judy Blume* • *Let's be Friends Again by Hans Wilhelm*
Maths **Lancashire LAPS**	Cardinality ▪ Links numerals with amounts up to 5 ▪ Explores using a range of their own marks to which they ascribe mathematical meanings Composition ▪ Beginning to use understanding of number to solve practical problems in play ▪ Beginning to recognise that each counting number is one more than the one before Pattern ▪ Creates their own spatial patterns showing some organisation or regularity		Cardinality ▪ Links numerals with amounts up to 5 and maybe beyond ▪ Explores using a range of their own marks and signs to which they ascribe mathematical meanings Composition ▪ Beginning to use understanding of number to solve practical problems in play and meaningful activities ▪ Beginning to recognise that each counting number is one more than the one before

	▪ Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) ▪ Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next Measures ▪ Recalls a sequence of events in everyday life		▪ Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same Pattern ▪ Creates their own spatial patterns showing some organisation or regularity ▪ Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) ▪ Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next Measures ▪ Recalls a sequence of events in everyday life and stories
Literacy **Phase 2 Phonics ELS**	▪ Begins to be aware of the way stories are structured, and to tell own stories ▪ Shows awareness of rhyme. ▪ Claps or taps the syllables in words during sound play ▪ Hears the initial sound in words ▪ Shows interest in letters on a keyboard		▪ Talks about events and principal characters in stories and suggests how the story might end ▪ Begins to develop phonological and phonemic awareness ▪ Shows awareness of rhyme and alliteration ▪ Recognises rhythm in spoken words, songs, poems and rhymes ▪ Hears and says the initial sound in words ▪ Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words ▪ Begins to make letter-type shapes to represent the initial sound of their name and other familiar words
Understanding the World	▪ Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family ▪ Knows that information can be retrieved from the internet		▪ Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family ▪ Begin to understand the effect their behaviour can have on the environment

	▪ Plays with a range of materials to learn cause and effect.		▪ Knows that information can be retrieved from digital devices and the internet ▪ Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels
Expressive Arts & Design	▪ Develops an understanding of using lines to enclose a space. ▪ Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces ▪ Engages in imaginative play based on own ideas or first-hand experiences. ▪ Uses available resources to create props or creates imaginary ones to support play		▪ Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience ▪ Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces ▪ Uses tools for a purpose ▪ Engages in imaginative play based on own ideas or first-hand or peer experiences.