Autum 1
Week Beginning:28th September 2026

Reception Theme: Everything Changes			
Carpet Session Planning- Topic Book: The Growing story			
Day	**Carpet input**	**Adult lead activity**	**Resources**
Monday **To listen to and talk about a story, making observations about the illustrations.**	Introduce the story to the children without reading the title. Talk about the front cover illustration. Children to share what they can see, what they notice about the child and what the story might be about. Introduce the title to the children – what does it mean to grow? Start reading the first few pages of the story, stopping to talk about the pictures and introduce new vocabulary to the children. Model sentences like: “I can see…” “It is growing…” “It was little and now it is …”	Children to draw something they have noticed growing. Encourage them to talk about their picture: "I can see…" "It is growing…" "It was little and now it is…" Adults model and extend children's sentences. **Group 1**	Book – The growing story (Library service loan box)
Tuesday **To make predictions and explain ideas about what might happen next.**	Recap the growing story, talking about the pictures and what the children remember of the next. Key questions: • What do you think will happen next? • Why do you think that? • What clues can you see?	Children to draw something they have noticed growing.	Book – The growing story (Library service loan box) Flip page with pictures from the

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	• What might happen to the tree? • What might happen to the child? • Continue reading and compare children's predictions with what happens. Show the children pictures from the story. Children work together to discuss and order them. Use language such as: **first → next → then → after that → finally**	Encourage them to talk about their picture: "I can see..." "It is growing..." "It was little and now it is..." Adults model and extend children's sentences. **Group 2**	story (out of sequence)
<u>Wednesday</u> **To talk about how things change as they grow.**	Revisit the book and focus on the idea of **change** and how things are changing**.** Show a selection of pictures: seed → small plant → big plant/tree Discuss with the children: • Which is the smallest? • Which is the biggest? • What has changed? • What does a plant need to grow? • Do people grow too? • What changes as we get older? Introduce the language: **little, bigger, biggest, small, tall, taller, tallest**	Children to draw something they have noticed growing. Encourage them to talk about their picture: "I can see..." "It is growing..." "It was little and now it is..."	Book – The growing story (Library service loan box)

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		Adults model and extend children's sentences. **Group 3**	
Thursday **To retell a familiar story using pictures, props and story language.**	Read the whole story again to the children. As a class create a simple story map together. (Display on literacy board after) **Beginning:** What happened first? **Middle:** What happened next? **End:** What happened at the end? Model retelling using props from the story and using their story map. Encourage the children to repeat back the story in sequence.	Children to draw something they have noticed growing. Encourage them to talk about their picture: "I can see..." "It is growing..." "It was little and now it is..." Adults model and extend children's sentences. **Group 4**	Book – The growing story (Library service loan box) Sugar paper (draws in the big cupboard) Story props (Laminated pictures on lolly stick which can be added to reading area after)
Friday **To use pictures and talk to create a**	Display pictures from the story. Remind the children that the book is teaching us about how **things change as they grow.**	Children to draw something they have noticed growing.	Flip page of pictures from the story Sugar paper book for our class book.

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simple story about growing.	As a class discuss things we have seen growing either in our school nature garden (tomatoes and pumpkins) or when out and about with our families. As a class create a story which we can add to our reading area: "First, there was a tiny seed..." "Then..." "After that..." "Finally..." Encourage the children to draw pictures during free learning linked to our story to add to our class story.	Encourage them to talk about their picture: "I can see..." "It is growing..." "It was little and now it is..." Adults model and extend children's sentences. **Group 5**	
Carpet Session Planning- Maths			
Focus: Developing Early Mathematical Concepts – Taken from the Maths Mastery			
Day	**Carpet input** – ***To be done in small groups***	**Adult lead activity**	**Resources**
Monday – Comparing sets without counting	**Tea party** Tell pupils that they are going to have a tea party for a group of toys. Sit four toys around a picnic rug without counting them and show pupils what they have for preparing the picnic rug. Place five plates, four cups, four spoons, one teapot and one jug in no particular arrangement and without counting them. Ask pupils to sort the objects into sets and discuss how they have been sorted. Ask pupils to compare the set of cups with the set of spoons and find out whether there are more cups that spoons, fewer cups than spoons or the same amount of cups and spoons by matching them. Ask pupils to compare the set of plates with	See carpet input	five plates, four cups, four spoons, one teapot, one jug Mixture of different foods.

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	the toys to find out whether there are more or fewer plates than toys. Repeat with other objects for the tea party.		
Tuesday – Comparing similar objects that differ in size	**Containers** Comparing objects that differ in size can be explored in different areas of learning such as building sandcastles in the sand tray, comparing the capacity of containers in the water tray and comparing the height of towers tower using building blocks	See carpet input	
Wednesday - Comparing similar objects that are equal size	**Exploring containers** Place buckets in the sand tray, that are identical in shape and size but that differ in colour e.g. red and grey Ask pupils to compare the buckets. Ask pupils to explore filling the red bucket and then ask pupils whether they can fill the grey bucket with the sand in the red bucket. Ask pupils to use the buckets to make sand castles and discuss whether they will be the same size or different. Pouring the contents from one container into another can also be explored using identical	See carpet input	Buckets – different colours, but same size and shapes
Thursday - Ordering three objects according to size	**Goldilocks and the Three Bears** This task is planned, based on the story of Goldilocks and the Three Bears in the home corner. Practitioners could plan similar tasks based on a different theme and / or based on a different area of continuous provision. Tell pupils that you want them to help you to get the home corner ready for the three bears. Show three bears that differ in size and talk about which bear is daddy, mummy and baby. Ask pupils to put the bears in order from the biggest bear to the smallest bear. Have the following prepared: three bowls that differ in size, three chairs that differ in size and three beds that differ in size. Ask pupils to place the chairs in order of size along the table from the biggest to the smallest. Sit the bears at the table. Ask pupils to place the bowls along the table from the biggest to the smallest, talking about which bear each bowl belongs to. Create an area for the bedroom and ask pupils to place the	See carpet input	Home corner 3 different sized bears 3 bowls (Different sizes) 3 chairs (Different sizes) 3 bed (Different sized boxes)

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	beds in order according to size, again discussing which bear will sleep in which bed.		
Friday - Ordering sets without counting	**Interlocking cubes** Provide pupils with some interlocking cubes in three different colours e.g. 1 red, 3 yellow and 6 blue. Ask pupils to sort the cubes according to their colour. Ask pupils to use the cubes in each set to make three different towers, one tower in each colour. Ask pupils to compare the towers and put them in order without counting them. Discuss which tower has most cubes, which tower has fewest cubes etc.	See carpet input	3 different colours of interlocking cubes.

Provision Planning			
Enhanced Provision: *How is environment inside and outside going to be enhanced linked to current theme / children's interests?*			
Communication and Language		**Physical Development**	
Inside Song and Rhyme area: **Rhyme of the week** - Mary, Mary quite contrary. ***Resources:*** Mary, Plants, pots, song pictures and words **Reading area:** Retelling The Growing Story ***Resources:*** Lolly stick puppets and pictures linked to the story Book	**Outside** **Stage:** Nursery rhyme prompt cards and musical instruments in the stage area for children to perform rhyme of the week Mary, Mary quite contrary  ***Resources:***	**Inside** **Fine motor table:** Tweezers to pick up seeds and sort them into groups. ***Resources:*** Tweezers, different seeds, sorting bowls **Playdough:** Playdough plants. ***Resources:*** Playdough, plant pots, pipe cleaners	

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	Fabric, Plants, pots, song pictures and words		
Literacy		**Mathematics**	
Inside Pictures of plants and trees for children to label. Seed packets and plant labels. Key words for the children to copy. • *seed* • *plant* • *tree* • *leaf* • *flower* Blank labels for the children to draw their own picture.	**Outside**	**Inside** Comparing and ordering: Children to compare the size of different leaves and plants and order them based on size. ***Resources:*** Different sized leaves	**Outside** Comparing size of children: Children to draw around each other and compare to see who is the biggest, smallest etc. ***Resources:*** chalk
Personal. Social and Emotional development		**Expressive Art and Design**	
Inside **Self regulation:** Children to work on being able to deal with conflict together.	**Outside**	**Inside** **Art Easel: Plant painting** Painting pictures of different plants ***Resources:*** Different paint colours, Different sized sugar paper,	

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		Pictures of different plants stuck around the art easel.	
The World		**Just for fun!**	
Inside	**Outside** **Digging:** Investigating the outside nature area and soil. ***Resources:*** Trowels, spades	**Inside**  ***Resources:*** Mark making stones, glitter,	**Outside:**  ***Resources:*** Different natural objects (ask children to bring in)