Autum 1
Week Beginning: 05th October 2026

Reception Theme: Everything Changes			
Carpet Session Planning- Topic Book: PSED focus			
Day	**Carpet input**	**Adult lead activity**	**Resources**
Monday LI: to understand that rules help keep everyone **safe, happy and ready to learn**.	Sit children in a circle with a puppet. Introduce Teddy as new to the classroom and discuss what rules we have and why we need them. Explain that rules help everyone stay **safe, happy and ready to learn**. Show pictures of different behaviours (walking/running, listening/shouting, tidying/leaving toys, kind hands/pushing). Children use **green/red cards** to identify positive and unsafe choices and explain why. Invite children to demonstrate key rules: **walking safely, listening, and tidying up**. Praise positive behaviour specifically. Discuss: • Why do we have rules? • Which rules keep us safe and kind? • What can we do if we forget a rule? Reinforce: **"We all make mistakes. We can stop, think and make a better choice."** Finish with the class chant: **"Kind hands, kind words, listening ears, walking feet, no running here."**	**Turn taking games** Children to practise waiting and taking turns when playing a board game **Group 1**	
Tuesday LI: to know what makes someone a good friend	Sit children in a circle with a puppet. Tell a short story about Teddy sitting alone while others play. Discuss **how Teddy might feel, what others could do and what Teddy could say**. Discuss what makes a good friend: **being kind, listening, helping and including others**. Introduce phrases such as: • "Would you like to play with me?" • "Can I play too?" • "Are you okay?" • "Let's do it together." • "Would you like some help?" Use the puppet for short friendship scenarios: **someone sitting alone, sharing a toy, helping someone who is hurt, and welcoming someone into a game**. Children suggest solutions and practise responses with a partner.	**Turn taking games** Children to practise waiting and taking turns when playing a board game **Group 2**	

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	Show pictures of friendship behaviours and ask children to identify **kind choices** and choices that need to be changed. Finish by asking, **"What can we do to be a good friend?"** Create the class rule: **"We are kind, we listen, we help and we include."**		
Wednesday LI: to understand that sharing means allowing others to have a turn.	Sit children in a circle with two puppets. Act out a scenario where one puppet refuses to share a favourite toy and the other becomes sad. Discuss: • "How does Puppet 2 feel?" • "What could Puppet 1 do?" • "What does sharing mean?" • "What does taking turns mean?" Introduce the phrases: **"Your turn." "My turn." "Can I have a turn, please?" "You can have it when I have finished."** Explain that **"my" and "turn" are familiar words from phonics**. Put children into small groups with a popular toy/activity. Explain that everyone will get a turn, but they may need to wait. Model taking turns and use a **1–2 minute timer**. While children play, ask: "Whose turn is it?" • "Who is next?" • "How can you ask nicely?" • "Was it easy to wait?" • "What could you do while waiting?" Praise children for sharing, waiting and using kind words. Return to the carpet and discuss how it feels when someone shares. Reinforce that **waiting can be difficult, but taking turns means everyone gets a chance**. Finish with: **Adult:** "When it's my turn…" **Children:** "I can play!" **Adult:** "When it's your turn…" **Children:** "I can wait!"	**Turn taking games** Children to practise waiting and taking turns when playing a board game **Group 3**	

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Thursday LI: To Begin to understand that everyone has different feelings.	Sit children in a circle with a puppet. Introduce Teddy's different feelings and ask children to copy facial expressions. Discuss **happy, sad, angry, worried, scared, excited and calm**. Ask: • "What feeling am I showing?" • "What might make someone feel this way?" • "Can we always tell how someone feels by looking at them?" Explain: **"Everyone has feelings. Feelings can change, and it is okay to have different feelings."** Use the puppet to act out simple scenarios, such as being invited to play, a tower falling down or losing a favourite toy. Children identify how Teddy might feel and explain why. Discuss safe ways to manage **big feelings**: taking deep breaths, talking to a trusted adult, having quiet time, asking for help or doing something calming. Teach the sentence: **"I feel ___ because ___."** Finish with: **"All feelings are okay. We can talk about our feelings and ask for help when we need it."**	**Turn taking games** Children to practise waiting and taking turns when playing a board game **Group 4**	
Friday **LI:** to understand that everyone has a responsibility to look after the classroom.	Gather children on the carpet with a puppet. Discuss a messy classroom and ask what they notice, how it might feel, whether it is safe, and how they could make it better. Compare with a tidy classroom. Explain: **"Tidying up helps us stay safe, find things easily and shows that we care for our classroom."** Show different classroom resources and ask **"Where does this belong?"** Discuss why items should be returned to their correct place. Do a short **tidy-up challenge** where children work together to put resources away. Praise teamwork and responsibility. Show pictures of tidy and untidy choices. Children use **thumbs up/down** to identify safe and tidy behaviours and suggest how to improve them. Finish by revisiting the three reasons for tidying: • **It keeps us safe.** • **It helps us find things.** • **It shows we care about our classroom and friends.**	**Turn taking games** Children to practise waiting and taking turns when playing a board game **Group 5**	
Carpet Session Planning- Maths			

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Focus: Developing Early Mathematical Concepts – Taken from the Maths Mastery			
Day	**Carpet input** – ***To be done in small groups or during free learning***	**Adult lead activity**	**Resources**
Monday – Matching pairs of related objects	Setting the table Place some knives and forks on the table, making sure there are fewer knives than forks. Ask pupils to put a knife with each fork and discuss whether there are enough knives so that each fork has a knife. Key vocabulary for discussions include: enough, not enough, too many, too few, more, fewer	See carpet input	
Tuesday – Matching objects in unequal sets to identify whether there are the same amount or not	Matching related objects (when unequal) The task 'setting the table' can be repeated using different resources for setting the table. For example, matching cups and saucers, straws and glasses etc. The task 'setting the table' can be adapted using different resources in different areas of learning For example, matching buck	See carpet input	
Wednesday - Ordering three objects according to size	Set up a **Three Little Pigs building area**. Introduce three pigs that are different sizes and talk about which pig is the biggest, middle-sized and smallest. Ask children to put the pigs in order from **biggest to smallest**. Prepare three different-sized **houses, doors and beds**. Ask children to: • Order the houses from biggest to smallest. • Match each pig to the correct-sized house. • Order the doors from biggest to smallest and decide which door belongs to each pig. • Order the beds from biggest to smallest and match each bed to the correct pig. Throughout the activity, ask: • "Which is the biggest?" • "Which is the smallest?"	See carpet input	

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	• "Which one comes next?" • "Which house belongs to the biggest pig?" • "How do you know?" Encourage children to compare the objects directly and explain their choices.		
Thursday - Matching pairs of related objects Matching objects in equal sets to identify whether there are the same amount or not	Matching related objects (when equal) Place some fruit on the table and ask some pupils to sit at the table for snack time. Ensure there are the same number of fruit as pupils at the table. Ask whether there are enough fruit for each pupil to have one. Have we got too many, too few or just enough fruit? Select a pupil to give each pupil a piece of fruit to find out. Key vocabulary for discussions include: enough, not enough, too many, too few, more, fewer	See carpet input	
Friday - Ordering sets without counting	Matching and comparing sets Provide pupils with related objects sorted into sets e.g. 2 spoons, 4 knives and 5 forks. Ask pupils to match the related objects to find out whether they can make sets with one knife, one fork and one spoon in it. Discuss which they have the most of and which they have the fewest of. Ask pupils to sort the objects into three sets: knives, forks, spoons and to place the sets in order.	See carpet input	

Provision Planning

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<table>
<tr><td colspan="4"><u>Enhanced Provision:</u>
How is environment inside and outside going to be enhanced linked to current theme / children's interests?</td></tr>
<tr><td colspan="2">Communication and Language</td><td colspan="2">Physical Development</td></tr>
<tr><td>Inside Song and Rhyme area:
Rhyme of the week – Old MacDonald had a farm
<u>Resources:</u>
Old MacDonald, selection of farm animals song pictures and words</td><td>Outside
Stage: Nursery rhyme prompt cards and musical instruments in the stage area for children to perform rhyme of the week Old MacDonald

<u>Resources:</u>
Fabric, animal masks song pictures and words</td><td>Inside
Fine motor table:


<u>Resources:</u>
Tweezers, pompoms, painted faces, tuff tray

Playdough:
Emotion faces
<u>Resources:</u>
Playdough, emotion themed playdough mats</td><td>Washing the farm animals – Linked to our rhyme Old Mc Donald had a farm

</td></tr>
<tr><td colspan="2">Literacy</td><td colspan="2">Mathematics</td></tr>
<tr><td>Inside</td><td>Outside
Role play -
Children to practise mark making by writing shopping</td><td>Inside</td><td>Outside
Comparing size of children: Children to draw around each other and compare to see who is the biggest, smallest etc.</td></tr>
</table>

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Sensory paint bags  Children to use the bags to practise writing the sound of the day (and previous sounds) (Bags to be taped to the table) Resources: Zip lock bags, Coloured paint, cotton buds, sound of the day **Phonics table:**  Sound pictures for m, a, s, t,	lists, receipts etc in our Tesco role play	 ***Resources:*** Different shapes, tuff tray with different coloured colour monsters	***Resources:*** chalk
Personal. Social and Emotional development		**Expressive Art and Design**	
Inside	**Outside**	**Inside**	

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Self regulation: Children to work on being able to deal with conflict together.		 Resources: Paints, Paper plates	
The World		**Just for fun!**	
Inside	**Outside** **Digging:** Investigating the outside nature area and soil. ***Resources:*** Trowels, spades	**Inside** 	**Outside:** 