Autum 1
Week Beginning: 12th October 2026

Reception Theme: Everything Changes			
Carpet Session Planning- Topic Book: Robin's Winter Song			
Day	**Carpet input**	**Adult lead activity**	**Resources**
Monday To identify a robin and talk about some of its features.	Show the front cover of *Robin's Winter Song*. **I do:** • Introduce *Robin's Winter Song*. • Look carefully at the front cover. • Explain that Robin is a type of bird. • Show a photograph of a real robin. • Model describing Robin: "Robin is a small bird. He has a red breast, brown feathers, wings and a beak." **We do:** Look at pictures of robins together. Talk about what we can see: • red breast • feathers • beak • wings • legs • eyes Compare a robin with another bird. **You do:** Children tell a partner one thing they have noticed about Robin.	**To go on an autumn walk. Look at changes to our school outside area. Can the children recognise changes happening?** **(Take photos for the children to write about)**	
Tuesday To recognise some changes that happen during winter.	**I do:** Introduce *Robin's Winter Song* and look at the winter setting. Talk about winter being one of the four seasons. Show photographs of winter. Model noticing changes: • colder weather • shorter days • frost and ice • bare trees	**To draw / write a seasonal change that the children noticed on our autumn walk.** **Group 1**	

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	• fewer leaves **We do:** • *What can you see?* • *What is different about the trees?* • *What do you think the weather feels like?* • *How do you know it is winter?* Create a **Winter Word Bank**: **cold, frosty, icy, windy, wet, dark, snow, bare.** **You do:** Children talk to a partner about one sign of winter.		
<u>Wednesday</u> To make predictions about what might happen in a story using clues from the illustrations and title.	**I do:** Show the children the **front cover** of *Robin's Winter Song* without reading the story. Ask: • *What can you see?* • *Who do you think this story is about?* • *What do you notice about the setting?* • *What season do you think it is?* • *What do you think Robin might be doing?* Model your thinking: "I can see a robin and I can see signs of winter. The title says *Robin's Winter Song*. I predict that Robin might sing a song during winter." Introduce the word **predict**: "When we predict, we use clues to make a good guess about what might happen." **We do:** Look closely at the front cover and any available illustrations **before reading the story**. Ask: • *What do you think will happen first?* • *Where do you think Robin might go?* • *Who might Robin meet?*	**To draw / write a seasonal change that the children noticed on our autumn walk.** **Group 2**	

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	• *Why might Robin be singing?* • *What might happen because it is winter?* **You do:** Children turn to a partner and complete: **"I predict that…"** Encourage them to explain their thinking: **"I predict that Robin will _____ because _____."** Support children who need it with picture prompts or sentence stems. Read story and revel what happened in the story - Did anyone correctly predict the story?		
<u>Thursday</u> To understand that some birds stay where they are during winter, while some birds migrate to warmer places.	**I do:** Show a picture of Robin and ask: **"When winter comes and the weather gets colder, where do you think Robin goes?"** Explain: "Not all birds do the same thing in winter. Some birds stay in the same place, like our robin. Other birds fly long distances to warmer places. This is called **migration**." Introduce **migrate**: "Migration means travelling from one place to another, often when the seasons change." **We do:** Show pictures of different birds. **Robin** Usually stays in the UK during winter. **Swallow** Flies to warmer parts of Africa. **Cuckoo** Flies to Africa for winter. **Canada goose** Some populations travel to warmer areas, while others stay depending on where they live. Explain that birds migrate because **food, weather and daylight change**. Ask: • *Why might a bird want to leave when it gets cold?* • *What might happen to insects when it is very cold?* • *Why would a warmer place be helpful?* • *Where do you think the birds might fly?*	**To draw / write a seasonal change that the children noticed on our autumn walk.** **Group 3**	

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	You do: Give each child a picture of a bird, such as a **robin, swallow or cuckoo**, and two pictures showing different places: • Cold UK • Warmer country Ask children to decide **where their bird would go in winter** and explain their choice to a partner. Use the sentence stem: **"My bird will _____ in winter because _____."** For example: "My robin will stay in the UK because it can find food and shelter here." "My swallow will fly to a warmer country because it is warmer there."		
<u>Friday</u> To recognise the four seasons and talk about some of the changes that happen in each season.	**I do:** Show the front cover of *Robin's Winter Song*. Ask: "What season do you think Robin is in?" Explain: "The story takes place in winter. Winter is one of the four seasons. There are four seasons in a year." Introduce each season using a photograph or picture. **Spring** – flowers grow and trees get new leaves. **Summer** – the weather is warmer and there is more sunshine. **Autumn** – leaves change colour and fall from the trees. **Winter** – the weather is colder and we may see frost or snow. Use actions for each season to help children remember them. **We do:** Show four pictures, one for each season. Look at each picture together and ask: • "What can you see?" • "What is the weather like?" • "What is happening to the trees?" • "What clues tell us which season it is?" Model: "I think this is autumn because I can see orange and brown leaves falling from the tree." Encourage children to use: **"I think it is ___ because ___."** Work together to put the four seasons in order: **Spring → Summer → Autumn → Winter**	**To draw / write a seasonal change that the children noticed on our autumn walk.** **Group 4**	

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	Then repeat the sequence together. **You do:** Give each child or pair a selection of **seasonal picture cards** showing things such as flowers, sunshine, falling leaves, snow, and different weather. Children sort the cards into **four hoops or areas**, one for each season: 🌱 **Spring**	🌞 **Summer**	🍂 **Autumn**	❄️ **Winter** Once they have sorted the cards, ask individual children to choose one card and explain their thinking: **"I put the _____ in winter because _____."**		

Carpet Session Planning- Maths			
Unit 2: Pattern and early number			
Day	**Carpet input** – ***To be done in small groups or during free learning***	**Adult lead activity**	**Resources**
Monday – **LI:** To recognise, describe and copy colour and size patterns	***I do:*** Sing the finger family song. Introduce the story: the Finger Family are going to a party and need to wrap presents. Show **Resource 1** and explain that a pattern is something that repeats again and again. Model identifying the **yellow, red** repeating pattern. Demonstrate how to copy the pattern using interlocking cubes, saying: **"yellow, red, yellow, red…"** Show **Resource 2** and model identifying and copying the **green, purple** repeating pattern. ***We do:*** Ask pupils to identify whether the second pattern is **the same or different** from the first. Discuss how the pattern has changed: **yellow/red → green/purple**. Ask pupils which colour they should start with. Encourage pupils to copy the patterns using their cubes alongside the teacher. Use **Resources 3 and 4** to practise identifying and continuing patterns. ***You Do:*** Pupils should have a selection of the pattern cards. Pupils A selects a pattern card and must describe the pattern to Pupil B. Pupil B must then select the correct colour cubes and recreate the pattern. Both pupils should compare the pattern card with the cubes and check that they match. Pupils swap roles and repeat.	Pupils can work in small groups or pairs to complete this activity. They select a pattern card and use the objects to copy and then extend the pattern. They then describe the pattern to others in their group.	Resource pattern cards. Interlocking clubs
Tuesday –	***I do :*** Explain that the Finger Family have run out of wrapping paper and need to make more for the party. Show **Resource 5** and identify the repeating pattern. Explain that a pattern is something that **repeats again and again**. Model identifying the two colours: **yellow, red, yellow, red…** Extend the pattern along the blank spaces, saying each colour aloud as you add it.	Pupils can work in small groups or pairs to complete this activity. They select a	

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LI: To recognise, describe, copy and extend colour and size patterns	***We do:*** Show **Resource 6** and ask pupils to identify whether the pattern is the same or different from Resource 5. Discuss how the colours are different: **green, purple, green, purple…** Work together to continue the repeating pattern in the blank spaces. Encourage pupils to say the colours aloud as they complete the pattern. ***You do:*** Pupils should have a selection of the pattern cards from the Task sheet printed on A3 paper (from the previous lesson). Pupils A selects a pattern card and must describe the pattern to Pupil B. Pupil B must then select the correct colour cubes, create the pattern and then extend it beyond what Pupil A describes. Pupils swap roles and repeat.	pattern card and use the objects to copy and then extend the pattern. They then describe the pattern to others in their group.	
Wednesday - LI: To create and describe colour and size patterns	Recap yesterday's learning about patterns using the pattern cards. ***I do:*** Model identifying different types of patterns: **big and small, long and short, or two colours**. Introduce the coloured objects and explain that today pupils will make their own patterns. Model making a **colour pattern** using two colours, thinking aloud as the pattern repeats. Model making a **size pattern** (big-small or long-short), including a deliberate mistake. ***We do:*** Ask pupils to suggest how to make a **size pattern** and create one together. Encourage pupils to spot and correct the deliberate mistake. Create a second size pattern together, using the other type (big-small or long-short). Make another deliberate mistake and encourage pupils to identify and correct it. Look at the three completed patterns together and discuss what makes each one a pattern. Explain that pupils will now create their **own patterns** for the Talk Task. ***You do:*** Give each pair of pupils a selection of objects and ask them to create size and colour patterns.Pupils should work together when completing patterns and describe what they are doing.	Pupils work in pairs to create patterned wrapping (using paint of coloured paper to make a colour pattern). Pupil A selects one colour to use for the wrapping paper and paints a line, stripe or dot on the page. Pupil B selects a different colour to use for the wrapping paper and paints a line, stripe or dot on the page next to Pupil A's. Pupil A repeats using the same colour as before and paints the next line, stripe or dot. Both pupils continue	

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		until the page (wrapping paper) is complete.	
Thursday - LI: To create colour or size patterns	***I do:*** Revise the patterns pupils explored in previous lessons. Introduce the selection of objects that vary in **size and colour**. Explain that pupils can create either a **size or colour pattern**. Model creating a **size pattern** using two objects, e.g. long-short-long-short. Model thinking about what comes **next** and what could come **before** the first object. Model the full-sentence language pupils should use during the Talk Task. ***We do:*** Create a size pattern together and ask, **"What would come next in the pattern?"** Ask pupils, **"What would come before the first object in the pattern?"** Invite pupils to suggest objects for a new pattern. Select a pupil to create the suggested pattern with the group. Discuss other patterns that could be made using the available objects. Encourage pupils to describe their patterns using **full sentences** before moving on to the Talk Task. ***You do:*** Pupils will need a selection of objects that vary in size and colour. Pupils must decide what pattern they would like to make and select appropriate objects. Pupils continue to make different patterns that include size, shape or colour. Ensure the emphasis is placed on pupils describing their patterns using the key vocabulary.	Give pupils the same objects from the Talk Task and ask them to create different patterns.	
Friday - LI: To be able to count one and two objects reliably.	***I do:*** Introduce the numbers **one and two** using the rhyme *Two Little Dicky Birds*. Choose two pupils to act as **Peter and Paul** and demonstrate the actions. Ask questions about how many birds there are at different points in the rhyme. Model counting using **one-to-one correspondence**, touching each pupil as you count. Model the **Talk Task**, using full sentences such as: *"I can see two trees: one, two."* ***We do:*** Act out the rhyme as **Peter and Paul**. Answer questions about how many birds there are and how many fly away. Practise counting the pupils/birds using **one-to-one correspondence**. ***You do:*** Pupils work in pairs, looking at the Big Picture 2 of Two Little Dicky Birds. Their task is to identify what there is one of and what there are two of and to create concrete representations using cubes or counters. Pupils place counters (or cubes) on top of the objects identified in the picture.	In pairs, pupils play take down the wall game. They can use building blocks to make the actual wall or Resources 9 and 10 can be used for paper versions of the wall and bricks. Ensure pupils are speaking in full sentences when playing the game, for example, "I choose to take away one brick".	

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<table>
<tr><th colspan="4">Provision Planning</th></tr>
<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><th colspan="2">Communication and Language</th><th colspan="2">Physical Development</th></tr>
<tr>
<td>Inside Song and Rhyme area:
Rhyme of the week – Two little dickie birds
<u>Resources:</u>
Two little dickie birds 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 two little dickie birds

<u>Resources:</u>
Fabric, bird masks song pictures and words</td>
<td>Inside
Fine motor table:
Pegging Spikes onto the hedgehogs
<u>Resources:</u>
Numbered hedgehogs, Wooden pegs

Playdough:

<u>Resources:</u></td>
<td>Bikes and scooters.

Mixing and stirring in the mud kitchen AND pumpkin potions.

Picking up and moving large construction items

Winter Robin Movement Trail
Set up an obstacle course where children pretend to be Robin travelling through the winter woodland.

• Flap like a robin between cones.
• Weave through trees (cones or poles).</td>
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		Orange playdough, Autumn related items.	• **Jump over snowdrifts** (foam blocks/rope). • **Balance along fallen logs** (balance beam). • **Collect feathers** using a pincer grip and carry them to Robin's nest. • **Build Robin's nest** using tweezers to transport small twigs. • **Feed the birds** by carrying/counting pretend berries.
Literacy		**Mathematics**	
Inside  	**Outside** Self selection from the mark making shed Tesco – Buying items in the tesco role play, Writing receipts, shopping lists, price tags.	**Inside**  ***Resources:*** Sticks, conkers, leaves, pine cones, mini pumpkins,	**Outside** Tesco – Buying items in the tesco role play, counting items brought, writing numbers and working out how much money and change is needed ***Resources:***

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<table>
<tr><td>Phonics table:


<u>Resources:</u>
Tray, Counters, dice</td><td></td><td>Different autumn repeating pattern cards</td><td></td></tr>
<tr><td colspan="2">Personal. Social and Emotional development</td><td colspan="2">Expressive Art and Design</td></tr>
<tr><td>Inside

Self regulation:
Children to work on being able to deal with conflict together.</td><td>Outside
Robin’s Winter Shelter – children work together to create a safe, cosy home for Robin</td><td>Inside

Robin collage:

red/brown paper, feathers, tissue paper and natural materials.</td><td>Outside:

Making birds nest:

</td></tr>
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The World		Just for fun!	
Inside  Autumn to winter truff tray	**Outside** Investigate **garden birds** and identify robins, sparrows, blackbirds and blue tits. Set up a bird-feeding station and observe which birds visit. 	**Inside**  	**Outside:**  Resources: Pumpkins (Big and small) Glitter, different sized spoons and cups, sticks, washing up liquid, bicarbonate of soda, white vinegar