Autum 1
Week Beginning: 19th October 2026

Reception Theme: Everything Changes			
Carpet Session Planning- Topic Book: Robin's Winter Song			
Day	**Carpet input**	**Adult lead activity**	**Resources**
Monday To name and recognise the four seasons.	Recap the story Robins winter song from last week. What happened in the story? Who was the Robin scared of? Why was he scared of winter? Did the Robin need to be scared of winter? **I do:** Display four pictures showing spring, summer, autumn and winter. Name each season clearly. Describe one feature of each: "In spring, new flowers may grow." "In summer, the weather is often warmer." "In autumn, many leaves change colour." "In winter, the weather can be cold." Explain that these four seasons repeat in a cycle. **We do:** Point to each picture and name the season together. Model actions for each season: Spring: grow like a flower. Summer: make a sunshine shape. Autumn: wiggle fingers like falling leaves. Winter: wrap arms around the body to keep warm. Mix up the pictures and ask the children to help identify them. **You do:** Show one seasonal picture at a time. Ask individual children to name their favourite season. Invite children to complete: "My favourite season is ___ because ___."	**To sort seasonal pictures into the correct season.** **Children to talk through their knowledge of the seasons.** **Group 1**	
Tuesday To notice and describe changes in plants and trees.	**As a class recap yesterdays learning- naming the seasons** **I Do:** Show a picture of a bare winter tree. Explain: "In winter, this tree has very few leaves." Show a picture of a tree in spring.	**To sort seasonal pictures into the correct season.** **Children to talk through their**	

Autum 1
Week Beginning: 19th October 2026

	Think aloud: "Now I can see new leaves and blossom. The tree looks different because nature changes with the seasons." Explain that many plants grow new leaves and flowers in spring. **We Do :** Compare the two pictures side by side. Ask children what is the same and what is different. Model comparative sentences: "The winter tree has fewer leaves." "The spring tree has blossom." Encourage children to repeat and complete the sentences. **You Do:** Show children a different pair of seasonal plant pictures. Ask them to describe one change to a partner. Invite children to finish: "In spring, I might see…"	**knowledge of the seasons.** **Group 2**	
<u>Wednesday</u> To compare summer and autumn	**I Do:** Show a summer woodland picture and an autumn woodland picture. Describe what you notice: "In summer, the tree is green. In autumn, many leaves change colour and fall." Explain that summer is often warmer, while autumn usually brings cooler weather. Model a comparison: "Summer is often warmer than autumn." **We Do:** Compare the pictures together. Ask: "Which picture has more green leaves?" "Which picture has orange and brown leaves?" "Which season might need a warmer coat?" Sort picture cards into summer and autumn. Practise saying: "In autumn, many leaves change colour." **You Do:** Show a new picture of either summer or autumn. Ask children to identify the season and explain their choice. Invite children to complete: "I think it is ___ because…"	**To sort seasonal pictures into the correct season.** **Children to talk through their knowledge of the seasons.** **Group 3**	
<u>Thursday</u> Comparing spring and winter	**I Do:** Display the four seasonal pictures. Recap the features of each season. Model putting the pictures into a cycle: spring, summer, autumn, winter, then spring again. Explain: "The seasons repeat every year." Think aloud: "I can see orange leaves, so I think this picture shows autumn."	**To sort seasonal pictures into the correct season.** **Children to talk through their**	

Autum 1
Week Beginning: 19th October 2026

	We Do: Play "Which Season Am I?" using clues. Read a clue and encourage children to identify the season: "I am often cold and some trees are bare." — Winter. "Flowers begin to grow." — Spring. "The weather is often warm and sunny." — Summer. "Many leaves change colour and fall." — Autumn. Arrange the seasonal pictures together in the correct cycle. **You Do:** Give children a seasonal picture to identify. Ask them to name the season and describe a feature. Invite children to explain: "I know it is ___ because..." Finish by asking children to recall all four seasons independently or with picture prompts.	**knowledge of the seasons.** **Group 4**	
Friday	**Inset day**		

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 be able to count one, two and three objects reliably.	**Teach the children the song three blind mice.** **I do:** Select children one by one to come up and role play a mouse family. Each time count using 1:1 correspondence. Give each child a mask and ribbon tail. Pick a farmers wife. Sing the song three blind mice with the children. **We do:** Sing the song again and children to act out the song. At the end of the rhyme ask the children "How many tails has the farmers wife got?"	**Build the wall game:** In pairs children to use the wooden blocks to make a wall for the mice to hide behind. Children to add 1, 2, or 3 bricks to help build the wall. Children to talk in full sentences e.g. "I choose to add one brick."	

Autum 1
Week Beginning: 19th October 2026

	Lay the tails out on the carpet. Pick a child to count the tails and model saying "One, two, three. There are three ribbons." Using the number formation rhymes teach the children how to write the number three. Children to practice in a variety of ways with their talk partner. **You do: Children in A B pairs** Pupil A to select a card and make a tower with cubes to match their number. Child B to select a numbered card and make a tower with their cubes. Children to then arrange their tower in height or length.		
Tuesday – LI: to count one, two and three objjects using abstract materials and recognise numerals 1-3	**Recap yesterdays lesson – counting to 3 with the rhyme three blind mice.** **I do:** Introduce the musical numbers game and model the "Pass the bag around" chant. Demonstrate making one, two and three sounds using an instrument. Model counting claps carefully and matching the number of sounds to the correct numeral. **We do:** Pass an instrument around the circle while chanting "Pass the bag around". Make one, two or three sounds when the teacher gives the number. Count the sounds together and identify whether there were one, two or three. Practise clapping one, two and three times and saying the number aloud. **You do:** Children work in pairs. One child chooses a number and claps that many times. The partner counts the claps and says how many they heard. Children check whether their partner is correct and then swap roles.	The adult will introduce numerals 1, 2 and 3, modelling how to form each number. Children will count groups of bears or cubes, match them to the correct number cards and practise writing the numerals on their whiteboards.	
Wednesday - LI: To estimate a number of objects and check by counting	**Recap prior lesson.** **I do:** Explain that the mice have hidden pieces of cheese in socks and need help matching them to the correct mice. Recap what the numerals 1, 2 and 3 look like. Show a numbered mouse and explain that mouse 1 needs socks containing one piece of cheese, mouse 2 needs two pieces and mouse 3 needs three pieces. Feel inside a sock and model estimating how many cubes are inside without looking. Remove the cubes and count them carefully to check the estimate. **We do:** Choose a sock and take turns feeling inside to estimate how many cubes it contains.	The adult will introduce numerals 1, 2 and 3, modelling how to form each number. Children will count groups of bears or cubes, match them to the correct number cards and practise writing	

Autum 1
Week Beginning: 19th October 2026

	Encourage children to say, “I think there are two pieces of cheese.” Reveal the cubes and count them together, touching each cube once. Match the sock to the correct numbered mouse. **You do:** Children work in pairs, placing one, two or three cubes inside a sock without showing their partner. Partners swap socks and feel inside to estimate how many cubes are hidden. Children say how many cubes they think are inside, then remove the cubes and count to check. Children discuss whether their estimate was correct.	the numerals on their whiteboards.	
Thursday - LI: To count one, two and three objects reliably and create representations for each number	**Recap previous lesson.** **I do:** Show a picture from Two Little Dicky Birds or Three Blind Mice and model identifying groups of one, two and three objects. Demonstrate creating different sets to represent the number one, such as one bear or one apple. Repeat with two and three objects, carefully touching and counting each object once. Explain that the last number said tells us how many objects are in the set, regardless of what the objects are. **We do:** Look at the picture together and identify groups containing one, two or three objects. Create different sets to represent each number using classroom objects. Count each set together, touching each object as we count. Discuss what is the same and what is different about the sets. **You do:** Children work in pairs using Task Sheet 9a as a frame. One child creates a set containing one object and says, “I have one bear.” Their partner creates a different set containing one object and says, “I have one apple.” Children repeat the activity for two and three objects, finding different ways to represent each number.	The adult will show children pictorial representations of numbers and model counting each image. Children will then draw pictures to represent 1, 2 and 3 on Task Sheet 9a, count their drawings and match each set to the correct numeral.	
Friday -	**Inset day**		

Autum 1
Week Beginning: 19th October 2026

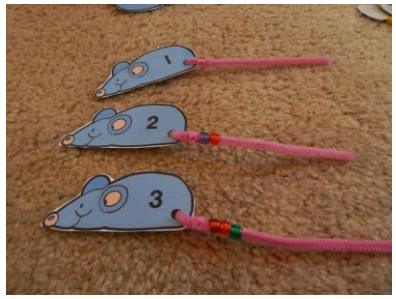
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Provision Planning			
Enhanced Provision: *How is environment inside and outside going to be enhanced linked to current theme / children's interests?*			
Communication and Language		**Physical Development**	
Inside Song and Rhyme area: **Rhyme of the week** – Three blind mice ***Resources:*** Stick puppets, Masks, mice, song words	**Outside** **Stage:** Nursery rhyme prompt cards and musical instruments in the stage area for children to perform rhyme of the week  ***Resources:*** **Tuff tray:** 5 currant buns. Children to make the 5 currant buns in the outside tuff tray. ***Resources:*** Mud, Rubber cupcake cases, red pompoms, stones for currants.	**Inside** **Observational pumpkin painting**  Children to paint their own observational pumpkins. Children to develop arm movement and paint brush grip. ***Resources:*** Pumpkin paint colours, paper, Pumpkins different colours and sizes	**Outside** **Mark making shed:** Children to use big movements to paint the letter sounds we have learnt on the tarp. ***Resources:*** Phonics cards (Staple around the shed) Paint, Different sized paint brushes

Autum 1
Week Beginning: 19th October 2026

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<table>
<tr><th colspan="2">Literacy</th><th colspan="2">Mathematics</th></tr>
<tr>
<td>Inside
I spy writing


Children to identify the objects in the phonics jars and try writing the initial sounds of each object – Ext HA children to write all the sounds they can hear.
<u>Resources:</u>
Phonics jars, paper, magnifying glasses, writing resources.</td>
<td>Outside
Mark making shed:
Children to use big movements to paint the letter sounds we have learnt on the tarp.
<u>Resources:</u>
Phonics cards (Staple around the shed) Paint, Different sized paint brushes</td>
<td>Inside


Counting beads onto the numbered mice
Resources:
Mice, pipe cleaners, beads</td>
<td>Outside
Tesco – Buying items in the tesco role play, counting items brought, writing numbers and working out how much money and change is needed
<u>Resources:</u>

Count the conkers


Resources:
Conkers, Numbered leaves (1-3)</td>
</tr>
<tr><th colspan="2">Personal. Social and Emotional development</th><th colspan="2">Expressive Art and Design</th></tr>
<tr>
<td>Inside</td>
<td>Outside
Building a shelter/home for the mice.</td>
<td>Inside
Observational pumpkin painting</td>
<td>Outside
Construction:
Build a home or shelter for the mice to hide in.</td>
</tr>
</table>

Autum 1
Week Beginning: 19th October 2026

	Children to work together to build a shelter or home for the mice to hide from the farmers wife in. Resources: Large construction area	 Children to paint their own observational pumpkins. Children to develop arm movement and paint brush grip. ***Resources:*** Pumpkin paint colours, paper, Pumpkins different colours and sizes	
The World		**Just for fun!**	
Inside	**Outside** **Nature garden** Explore the nature garden looking for insects, birds, and signs of autumnal change.	**Inside** **Bracelet making:**	**Outside** **Autumn crown**

Autum 1
Week Beginning: 19th October 2026

		 Children to make bracelets for each other. ***Resources:*** Beads, pipe cleaners, string	 Children to use the natural resources to make thoer own nature crowns. ***Resources:*** Sugar paper, sticks, leaves, tape