Autumn 1 Week 4 W/B 21.09.26

Reception Theme: Everything Changes		
Carpet Session Planning- Topic Book: Colour Monster goes to school		
Day	**Carpet input**	**Adult lead activity**
Monday **LO: To recognise some of the different emotions represented in the story colour monster starts school**	Begin with a shared reading of The Colour Monster Goes to School. Pause occasionally to discuss how the Colour Monster might be feeling at different points—excited, nervous, unsure—and relate these feelings to starting school. Invite the children to make facial expressions or use their bodies to show how the Colour Monster might feel. After the story, offer small jars or bowls of coloured loose parts or fabrics around the room. Encourage children to match colours with feelings (e.g., yellow for happy, blue for sad) and talk about their own feelings during the school day. Support them in using early oral language to express this.	Children to colour or paint their own colour monster based on how they feel about being at school. Talk with the children about their emotion.
Tuesday **LO: To explore feelings through mark making and begin to hear and say the initial sound in words.**	Start by showing the part of the book where the Colour Monster is feeling unsure or happy. Ask, “What do you think he might say if he could talk here?” Model saying a simple sentence aloud: “I am sad” or “I am at school.” Children to share their ideas about how about how he might be feeling. If to shy or English limited encourage the children to use facial expression and introduce the emotion linked to their facial expression.	Children can then choose a coloured pencil to represent a feeling, and make marks on paper. Encourage them to have a go at writing an initial sound from one of the words they’ve spoken or heard (like s for sad or a for at).

Wednesday **LO: To talk about what we can do at school**	Start by looking at the pictures in the book. Talk as a class about what the colour monster is able to do at school model saying a simple sentence aloud "He can paint pictures." Children to also share their own thoughts. As a class talk about what we can do whilst at school. Model "We can read books" or "we can play in the home corner" Children to share their own	Children to draw a picture of what they are looking forward to doing during their time in Reception class. Teacher to scribe children's speech.
Thursday **LO: To understand what worry means**	Gather in a circle and introduce the idea of the talking mic. Introduce the idea that **starting school can bring lots of different feelings**. Some children might feel excited and happy, while others might feel nervous, worried or sad about leaving their grown-up. Recap some of the emotions the colour monster felt. Introduced the idea of **worry**. Talk about what feelings we might feel when we are worried. Show the children the class worry monster. Tell the children: "This is our Worry Monster. He has a very important job. He listens to our worries so that we don't have to keep them all inside our heads." Explain that the Worry Monster **doesn't make worries disappear magically**, but sharing a worry can help us feel better and can help a grown-up understand how to support us. Model a simple worry: "Sometimes I might worry that I don't know what is going to happen. I could tell someone, 'I'm feeling worried because I don't know what will happen next.'"	To write down a worry and feed it to the worry monster.

	Then demonstrate putting the worry into the Worry Monster. As a class talk about some of the things that they might be worried about at school.	
Friday **LO: To recognise some of the people who help me at school**	Show the children the page where the Colour monster meets his class teacher Ms Edwards. Talk about the importance of Ms Edwards to the colour monster. Explain that our children are very luck because when they are at school there are lots of adults around who can help them. Ask the children if they know who can help them when at school. Show the children pictures of the staff (that they are likely to come into contact with) who can help them Introduce their names to the children and what their special job in school is.	To go on a walk as a class and meet the special teachers around the school. (Pre-warn the staff so they can talk with the children.)

Opportunities to apply within the provision:

Painting their own colour monster at the art easel

Drawing a colour monster

Writing a worry to feed to the worry monster

Calm corner to help the children regulate their emotions – display colour monsters around the area and add the worry monster once introduced.

Carpet Session Planning- Maths		
Focus: Developing Early Mathematical Concepts – Taken from the Maths Mastery		
Day	**Carpet input**	**Adult lead activity**
Monday – sorting	Introduce the word sort to the children - to put into a group	Provide pupils with a sorting box that includes a range of materials and resources from the classroom such as: shells, bottle tops,

Undirected sorting Sorting a collection of objects based on one attribute.	Display 2 different groups of objects – Conkers and leaves. "How should I sort them?" children to explain how they think we should sort the objects. Sort the objects by putting all the conkers together and all the leaves together. Repeat for another set of ojects. Next display a selection of conkers and leaves as well as sea animals. "how would we sort these?" Introduce the children to the idea of group based on being similar for example the conkers and leaves all grow on trees and the sea animals all live under the sea. Repeat again with different objects.	interlocking cubes, toy cars, spoons, conkers, leaves. Ask pupils to sort some of the contents of their box in any way that they choose. Encourage pupils to explain how the objects have been sorted and why. Once pupils have sorted some of the contents of the box in one way, ask pupils to sort them in another way.
Tuesday – sorting Forming sets (pupils and objects)	Sorting pupils: Plan activities that involve sorting pupils into sets. Ensure that the criteria for sorting is well defined e.g. Pupils who are 4, Pupils who walked to school this morning, pupils who like tomatoes. For each example, highlight that the pupils who aren't in the set, aren't in the set because they… are not four, did not walk to school this morning, do not like tomatoes.	**baseline**
Wednesday sorting Forming sets (pupils and objects)	Sorting objects: Provide pupils with the following toy vehicles in blue, yellow and red: motorbike, car, 6 wheeled lorry. Tell pupils that they are all vehicles and place them on an A3 piece of paper. Provide pupils with a sorting hoop and place it on the paper. Ask pupils to sort the vehicles in one way and explain how they have sorted them, highlighting the set and the complement of a set. Give pupils another vehicle and ask them where it will go on the paper and why. Repeat, asking pupils to sort the same vehicles in a different way.	**baseline**
Thursday Matching	Matching identical objects Place some pairs of sock on a washing line and explain that they are muddled up. Ask pupils to match the pairs of sock. Discuss whether each sock has a pair.	Play matching games such as matching identical images on cards.

Matching pairs of identical objects Matching pairs of related objects		
<u>Friday Matching</u> Matching objects in equal sets to identify whether there are the same amount or not	**Matching related objects (when equal)** **<u>To be done in small groups see adult led activity.</u>**	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
Opportunities to apply within the provision: Sort the items around the classroom at tidy up time so they are put in the correct group and place. Sorting and grouping odd socks in the maths area.		

Provision Planning		
<u>Enhanced Provision:</u> *How is environment inside and outside going to be enhanced linked to current theme / children's interests?*		
Communication and Language	**Gross Motor**	**Fine Motor**

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Inside Across all areas of the classroom children are to be encouraged to speak in well-formed sentences Rhyme area: Rhyme of the week 5 currant buns	**Outside** Children to engage in social conversations to develop and extend their spoken sentences. Talking phone tubes.	To work as a team to develop their own obstacle courses.	Shaving foam – Children to make different marks in the shaving foam using pastry brushes, salad servers, paint brushes, glue spreaders and fingers. Playdough
Self-Regulation	**Managing Self**	**Creating with Materials**	**Being Imaginative and Expressive**
Calm corner To be aware of each others feeling and work as a team	Being able to independently go to the toilet and wash their hands	Junk modelling – Children to self select the resources to create their own model.	To create their own home scene as a group,
Past and Present	**People, Culture and Communities**	**The Natural world**	**Just for fun!**
To talk about the growing area for example talking about the pumpkins and tomatoes growing and how some of the plants have started to die and why.	To use the home corner to recreate stories and home situations	Exploring the growing/ Nature area and preparing it to plant bulbs	

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