

Reception 1 Autumn Term Week 1: Ourselves			
Main Focus	Prior Knowledge	Key Vocabulary	Curriculum Objectives
<p>Getting to know each other</p> <p>Learn:</p> <ul style="list-style-type: none"> <li>the names of their body parts</li> <li>how to say names in English</li> <li>how to hold a pencil</li> <li>how to handle books</li> </ul>	<p>Students may know the name for body parts in their own language.</p> <p>Some students will have book handling skills.</p>	<p>head, eye, nose, mouth, ear, arm, leg</p>	<p>SL.R1.1A – Point at relevant body part when demonstrated by the teacher. The teacher says the name of the body part at the same time.</p> <p>R.R1.1B – Repeat the sound at the beginning of their name.</p> <p>R.R1.2A – Hold a book the right way up and turn pages individually in the correct order.</p> <p>W.R1.1A – Hold a pencil correctly.</p> <p>W.R1.1B – Make purposeful marks on paper distinct from drawing.</p>
<p><b>Introductions to learning</b></p>			
<p><b>Lesson 1 Introduction</b></p> <p>Getting to know each other – ask the students to say their name in turn. Tell the students that they are listening to sounds and that they should listen to the sound at the beginning of their names. Then ask the group to say their names again. When they say their name, encourage them to repeat the sound at the beginning of their name. For example: ‘H-h-h Hamid’. Ask the students to tell their Talk Partners their name and to repeat the sound at the beginning of it.</p> <p>In today’s session they will also be learning about themselves, starting with their body parts – head, eyes, nose, mouth and ears. Point to the relevant body part and say its name in English. Encourage the students to copy you in pointing to the relevant body part. Some students may also be able to attempt to say the English name for the body parts. Repeat this activity a few times until you feel that the students have gained a basic understanding of the body parts.</p> <p>Briefly explain today’s selection of carousel activities to the students.</p> <p>Suggested activities are:</p> <p>Activity 5, 6 or 10 (SL.R1.1A)</p> <p>Activity 13 (R.R1.1B)</p>			

**Lesson 2 Introduction**

Remind the students of the body part vocabulary practised in the previous lesson (head, eyes, nose, mouth and ears). Play 'This is my...' with the students. Ask the students to point to the relevant body part as you say 'This is my head' and point to your head. Continue with the other key vocabulary. Introduce 'arms' and 'legs' into the game. Repeat the activity a few more times until the students have remembered the body parts. If you feel that the students are ready, introduce some challenges for them. For example: Point to your arm and ask 'Is this my head?' Ask the students to nod or shake their heads to show if they agree or disagree.

Introduce the students to the song 'Head, shoulders, knees and toes' but amend the lyrics to reflect the key vocabulary. For example: 'Head, mouth, arms and legs'. Encourage the students to copy you with the pointing actions.

Briefly explain today's selection of carousel activities to the students.

Suggested activities are:

Activity 7, 8 or 10 (SL.R1.1A)

Activity 13 or 14 (R.R1.1B)

**Lesson 3 Introduction**

Before today's session, prepare sheets of paper big enough for the students to lie on, pens or chalk, body part labels. This session would benefit from a large space, perhaps outdoors or in a hall. If using chalk, the activity could be done outside on the ground.

Start the session with a reminder of body part names by singing the amended version of 'Head, shoulders, knees and toes' or playing 'This is my...'.

Select a volunteer to help you with the next demonstration. Ask the student to lie down on the large piece of paper as you draw an outline of the student's body. Once done, ask the students to help you label the body parts, saying the body part names out loud as they do so.

Working in pairs or small groups, ask the students to create their own outlines. Encourage them to draw on eyes, nose, mouth and ears, and practise saying the body part names as they do so. They could also colour in the head, arms and legs to help them practise their fine motor skills. Talk about the different body parts and practise saying the part names.

Briefly explain today's selection of carousel activities to the students.

Suggested activities are:

Activity 5, 8 or 9 (SL.R1.1A)

Activity 13 or 14 (R.R1.1B)

#### Lesson 4 Introduction

Before the session, organise enough books to allow a book to be shared between two students. The topic of the books isn't critical but you should have a suitable book about 'happiness' or 'our bodies' to demonstrate with.

Start the session by singing a version of 'If you're happy and you know it'. Amend the lyrics to focus on the key body part vocabulary. For example: If you're happy and you know it wave your arm/hop on one leg/close your eyes/wiggle your nose/flap your ears/close your mouth. Encourage students to copy you in doing the relevant actions alongside the song.

Provide students with a book between two. Model looking at a suitable book about 'happiness' or 'our bodies'. Model how to hold the book the right way up, and turn pages individually in the correct order. Follow the text with your finger as you read it. Talk about any relevant illustrations and ask the students appropriate questions. Ask Talk Partners to tell each other what they know about how to read a book.

Briefly explain today's selection of carousel activities to the students.

Suggested activities are:

Activity 6, 7 or 8 (SL.R1.1A)

Activity 3 or 4 (R.R1.2A)

#### Lesson 5 Introduction

Before the session, organise tables and chairs for each student and ensure they will be able to sit correctly at them. Provide each student with paper and a pencil.

Keep in mind, for timing reasons, that today's lesson will end with a Plenary activity, outlined below.

Explain that in today's session they will be learning how to hold a pencil correctly so they can start 'writing'. Model how to sit correctly on the chair at the table. Then model how to hold a pencil correctly using a tripod grip. Circulate to ensure that all students understand how they should be holding the pencil. Some may struggle to achieve this grip at first. Model how to make purposeful marks using short strokes from top to bottom, and from left to right. Encourage students to practise these skills.

Briefly explain today's selection of carousel activities to the students.

Suggested activities are:

Activity 1 (W.R1.1A)

Activity 1, 11 or 12 (W.R1.1B)

### Plenary

Bring the students together at the end of Lesson 5. Working with their Talk Partner or in a small group, ask them to tell their Talk Partner what the Talk Partner's name is. Encourage them to repeat the sound at the beginning of the Talk Partner's name.

Ask for volunteers to come to the front of the group and play 'This is my...'. Ask the students to point to the relevant body part as you say, for example, 'This is my head' and point at your head. Include some challenges by pointing to a different body part than you name.

Ask the students to join you in singing the adapted version of 'If you're happy and you know it' with actions to remind them of body part vocabulary and to encourage gross motor control.

Explain that in next week's sessions they will be focusing on listening and will go on a 'listening walk'.

### Carousel activities

#### 1 [W.R1.1A/W.R1.1B] Paper and pencils

Set up a writing corner with paper and pencils.

**Key questions:** *How do you sit when you are getting ready to write? Can you show me how you write? What are you going to write?*

**What you are looking for/might see:** Students attempt to make purposeful marks and practise the fine motor control skills needed to hold a pencil correctly.

**Resources required:** paper, pencils

#### 2 [R.R1.1B] Fingerprint letter shapes

Provide paper, paint/ink, upper-case letter outline templates for the first letters of the students' names. Invite the students to fill in the letter outline with fingerprint dots. Give each student their 'name letter'. You could use these letters to put above the students' pegs or on their drawers.

**Key questions:** *Can you say the sound at the beginning of your name?*

**What you are looking for/might see:** The students attempt to say their name in English and emphasise the first sound. The student practises fine motor control skills needed for writing.

<p><b>Resources required:</b> paper, finger paint/ink, <a href="#">‘Upper-case letter outlines’ Activity Sheet</a>, example of fingerprint letters for the students to copy from</p>
<p><b>3 [R.R1. 2A] Books: Fiction</b></p> <p>Provide a selection of appropriate, simple fiction titles related to the theme of ‘our bodies’ for students to explore independently. The books can be in English or in the students’ own language.</p> <p><b>Key questions:</b> <i>Can you show me the book? Which way up do you need to hold it? Can you tell me the story? Can you turn the pages to show me your favourite part?</i></p> <p><b>What you are looking for/might see:</b> The students attempt to hold the book the right way up and turn pages individually in the correct order.</p> <p><b>Resources required:</b> selection of appropriate fiction titles related to the theme of ‘our bodies’</p>
<p><b>4 [R.R1. 2A] Books: Non-fiction</b></p> <p>Provide a selection of appropriate, simple non-fiction titles related to the theme of ‘our bodies’ for students to explore independently. The books can be in English or in the students’ own language.</p> <p><b>Key questions:</b> <i>Can you show me the book? Which way up do you need to hold it? Can you point to an arm/leg/head, etc.?</i></p> <p><b>What you are looking for/might see:</b> The students attempt to hold the book the right way up and turn pages individually in the correct order. The students attempt to point to the correct body parts.</p> <p><b>Resources required:</b> selection of appropriate non-fiction titles related to the theme of ‘our bodies’</p>
<p><b>5 [SL.R1.1A] Building blocks</b></p> <p>Provide building blocks and encourage the students to build faces or whole people.</p> <p><b>Key questions:</b> <i>Where is the head? Where are the eyes/nose/mouth/ears? Where are the arms and legs?</i></p> <p><b>What you are looking for/might see:</b> The students attempt to point to the correct body parts. The students practise the fine motor control skills needed for writing.</p> <p><b>Resources required:</b> building blocks</p>
<p><b>6 [SL.R1.1A] Characters</b></p> <p>Provide a selection of dolls, figures, and clothes to dress them in, if available.</p> <p><b>Key questions:</b> <i>Can you point to the head/arm/leg, etc.?</i></p> <p><b>What you are looking for/might see:</b> The students attempt to point to the correct body parts. In putting on clothes and manipulating the dolls/figures, the students practise the fine motor control skills needed for writing.</p> <p><b>Resources required:</b> dolls/figures and clothing</p>
<p><b>7 [SL.R1.1A] Modelling clay faces and people</b></p> <p>Display an example of a face with eyes, nose, mouth and ears with parts labelled. From Lesson 2, you could include a model of a person, including legs and</p>

arms. Invite students to create a face or whole person using the modelling clay.

**Key questions:** *Where are the eyes/nose/mouth/ears? Can you point to the head? Can you point to the arm/leg?*

**What you are looking for/might see:** The students make a 'face' or whole person and attempt to point to the relevant body part in response to your questions. Some students may attempt to match the labels to those in the modelled example. The students strengthen their fingers, which will help with their overall motor control.

**Resources required:** modelling clay, ['Body part labels' Activity Sheet](#)

### 8 [SL.R1.1A] At the doctor's role-play

Set up a role-play corner as a doctor's office. Encourage the students to use appropriate vocabulary as they play.

**Key questions:** *Can you tell me about your play? Who is 'hurt'? Have they hurt their head/leg, etc.?*

**What you are looking for/might see:** The students attempt to point to the relevant body parts. Some may even try to use the correct vocabulary.

**Resources required:** props such as clipboard with paper and pencil, bandages, and toy stethoscope and thermometer

### 9 [SL.R1.1A] Food faces

Encourage the students to make 'faces' out of their snack time food. Alternatively, this activity could be done using items that are not to be eaten, such as beads, buttons or dried pasta.

**Key questions:** *Where do we put the eyes/nose/mouth? How many eyes/noses/mouths do we have?*

**What you are looking for/might see:** The students understand what the different body parts are. Some may even attempt to use the correct vocabulary.

**Resources required:** a selection of snack foods that can be used to make a 'face'. For example: apple slices for a mouth, banana slices for eyes, carrot sticks for a nose. Alternatively, you can use items not to be eaten, such as beads, buttons or dried pasta.

### 10 [SL.R1.1A] Bean bag challenge

This activity can be teacher-led or the students can work in pairs or small groups to challenge each other. Name a body part and the student has to attempt to balance a bean bag on that body part. Can they walk around with it too?

**Key questions:** *Can you put the bean bag on your head/arm/nose? Where on [insert student name]'s body is the bean bag now? Can you point to that body part on your own body?*

**What you are looking for/might see:** The students understand what the different body parts are. Some may even attempt to use the correct vocabulary.

**Resources required:** a selection of bean bags

### 11 [W.R1.1B] Water writing

Provide a selection of thick paintbrushes and buckets of water. Encourage the students to 'write' on walls, fences, the ground, etc. Model what writing strokes would look like. Encourage students to control their movements and make purposeful strokes.

**Key questions:** *Can you show me how you write?*

**What you are looking for/might see:** The students attempt to make purposeful marks and practise the fine motor control skills needed for writing.

**Resources required:** selection of thick paintbrushes and buckets of water

### 12 [W.R1.1B] Big air writing

Encourage the students to make large writing movements in the air with their ribbons and sticks. Model what writing strokes would look like. Encourage students to control their movements and make purposeful strokes. Make sure there is plenty of space for this activity. Perhaps put hoops down to mark where students should stand so that there is enough space between them.

**Key questions:** *What are you going to write?*

**What you are looking for/might see:** The students make purposeful marks, rather than just waving the sticks around. Some students may struggle to balance themselves while moving the sticks around. Encourage them to slow the movement down, and improve their stance by putting their feet flat on the ground, slightly apart.

**Resources required:** space, ribbons fixed to the end of sticks, hula hoop or other item to mark where the student should stand

### 13 [R.R1.1B] 'Telephone calls'

Join two paper cups by attaching a length of string through a hole in each cup. Invite the students to have 'telephone' calls with each other by standing apart from each other and talking into their cup.

**Key questions:** *Can you tell me your name? Can you tell me the sound at the start of your name?*

**What you are looking for/might see:** The students attempt to say their name in English and emphasise the first sound.

**Resources required:** paper cups, string, scissors

### 14 [R.R1.1B] Name game

Play this game while sitting in a circle. Invite the students to take it in turns to say their name. Start with the little finger and say the student's name (emphasising the first sound) for each of their four fingers. When they get to their index finger, 'whoosh' down towards their thumb. Then 'whoosh' back to the index finger and so on, repeating their name until they get to the little finger.

For example: H-h-h-hamid, H-h-h-hamid, H-h-h-hamid, H-h-h-hamid

Whoosh! H-h-h-hamid

Whoosh! H-h-h-hamid

H-h-h-hamid, H-h-h-hamid, H-h-h-hamid, H-h-h-hamid

**Key questions:** *Can you tell me your name? Can you tell me the sound at the start of your name?*

**What you are looking for/might see:** The students attempt to say their name in English and emphasise the first sound.

**Resources required:** none

## Activity sheets

[‘Upper-case letter outlines’ Activity Sheet](#)

[‘Body part labels’ Activity Sheet](#)

## Additional resources

Sheets of paper big enough for the students to lie on, pens or chalk, body part labels, a large space

Suitable books about ‘happiness’ or ‘our bodies’

Paper, pencils

Finger paint/ink

Selection of appropriate fiction titles related to the theme of ‘our bodies’

Selection of appropriate non-fiction titles related to the theme of ‘our bodies’

Building blocks

Dolls/figures and clothing

Modelling clay

Props such as clipboard with paper and pencil, bandages, and toy stethoscope and thermometer

Selection of snack foods that can be used to make a ‘face’. For example: apple slices for a mouth, banana slices for eyes, carrot sticks for a nose. Alternatively, you can use items not to be eaten, such as beads, buttons or dried pasta

Selection of bean bags

Selection of thick paintbrushes and buckets of water

Space, ribbons fixed to the end of sticks, hula hoop or other item to mark where the student should stand

Paper cups, string, scissors



head

eye

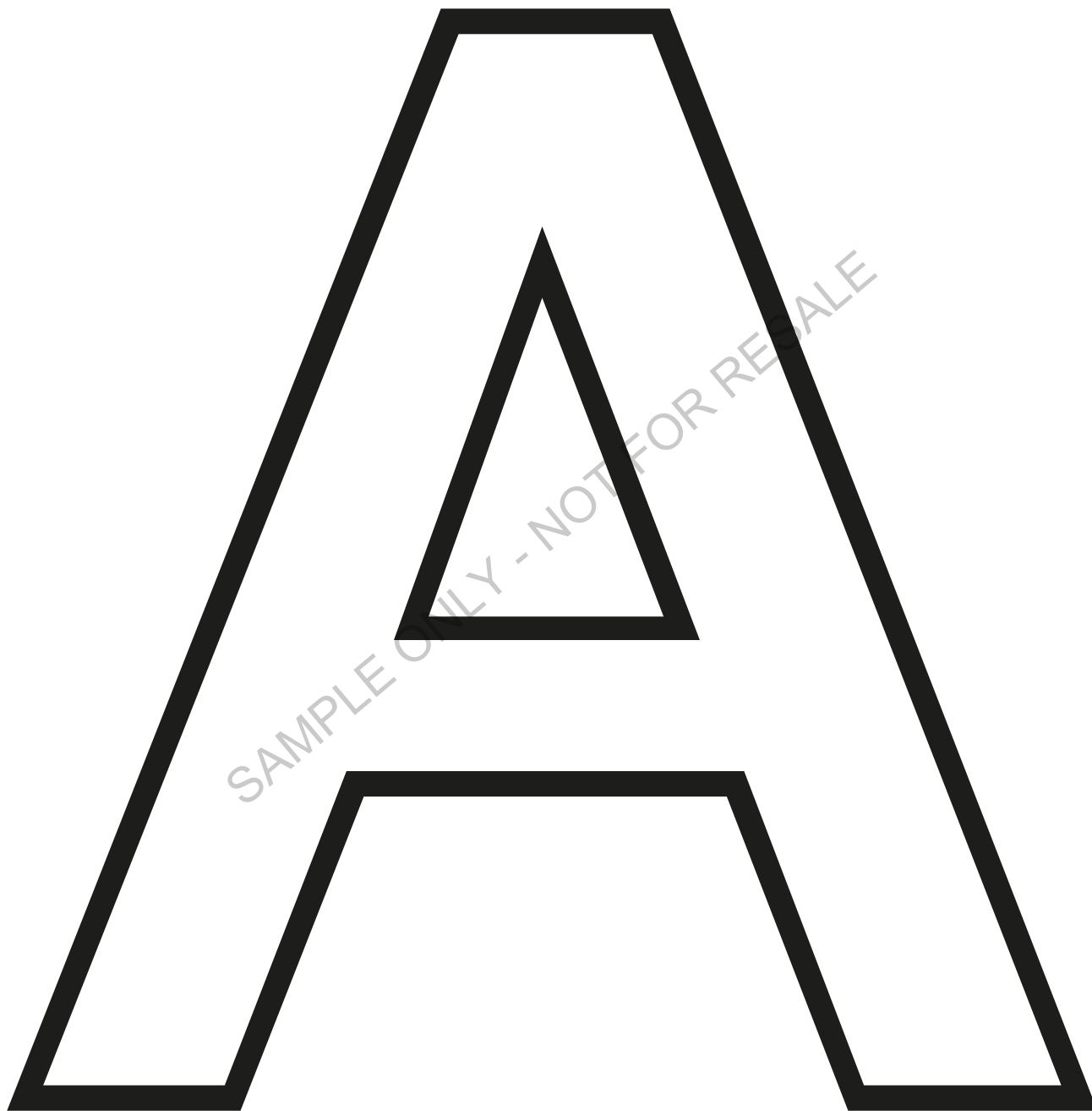
nose

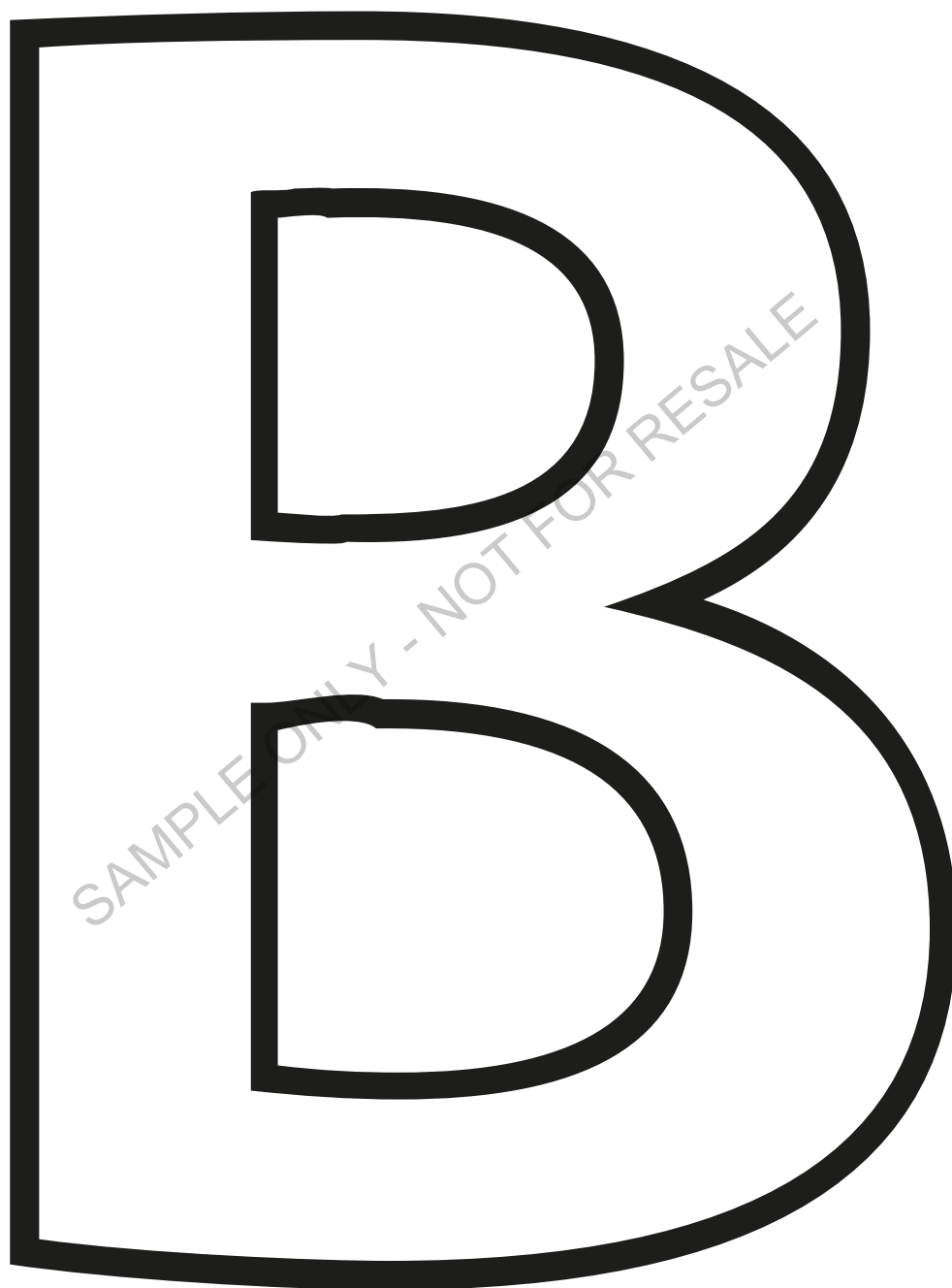
ear

mouth

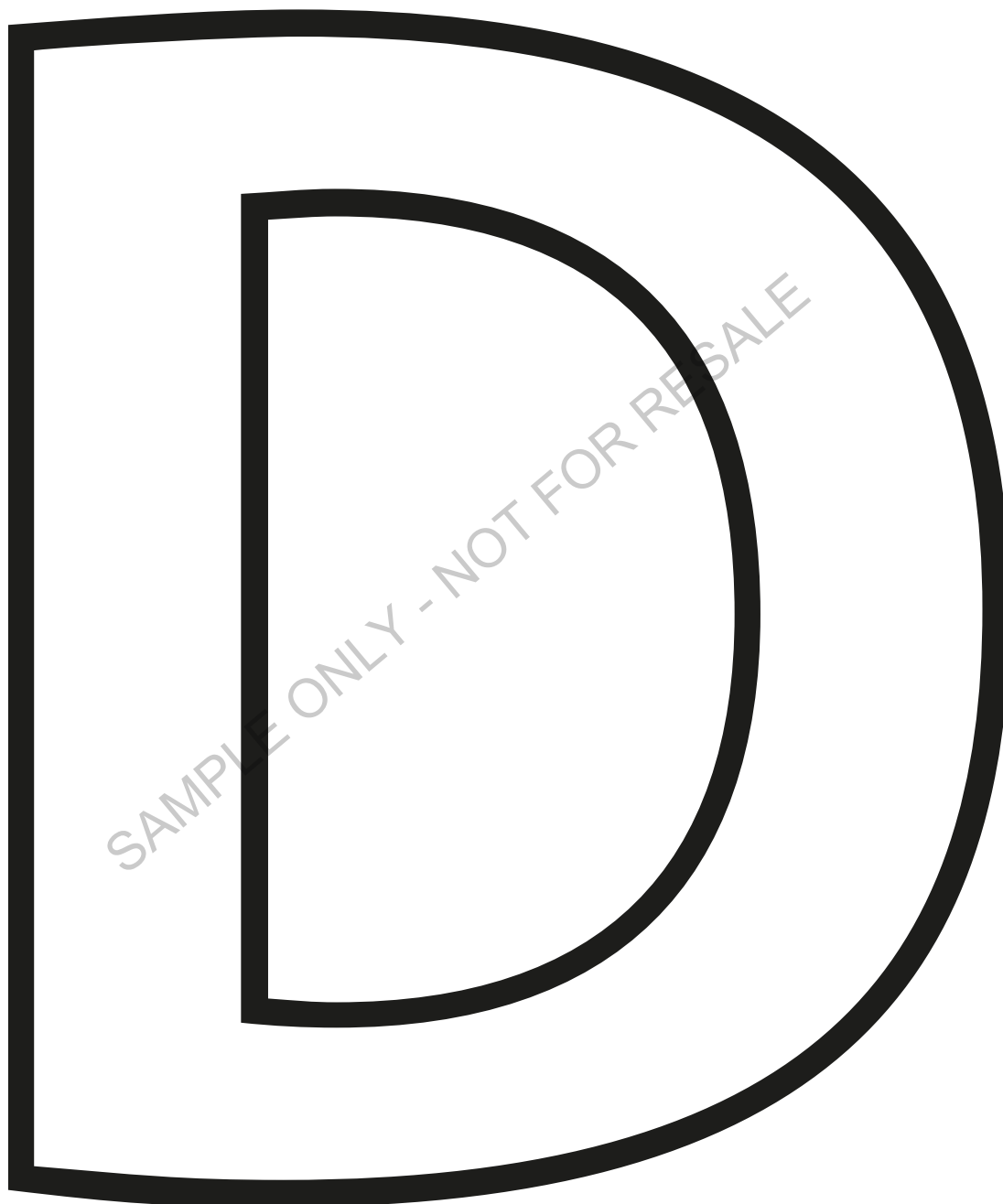
arm

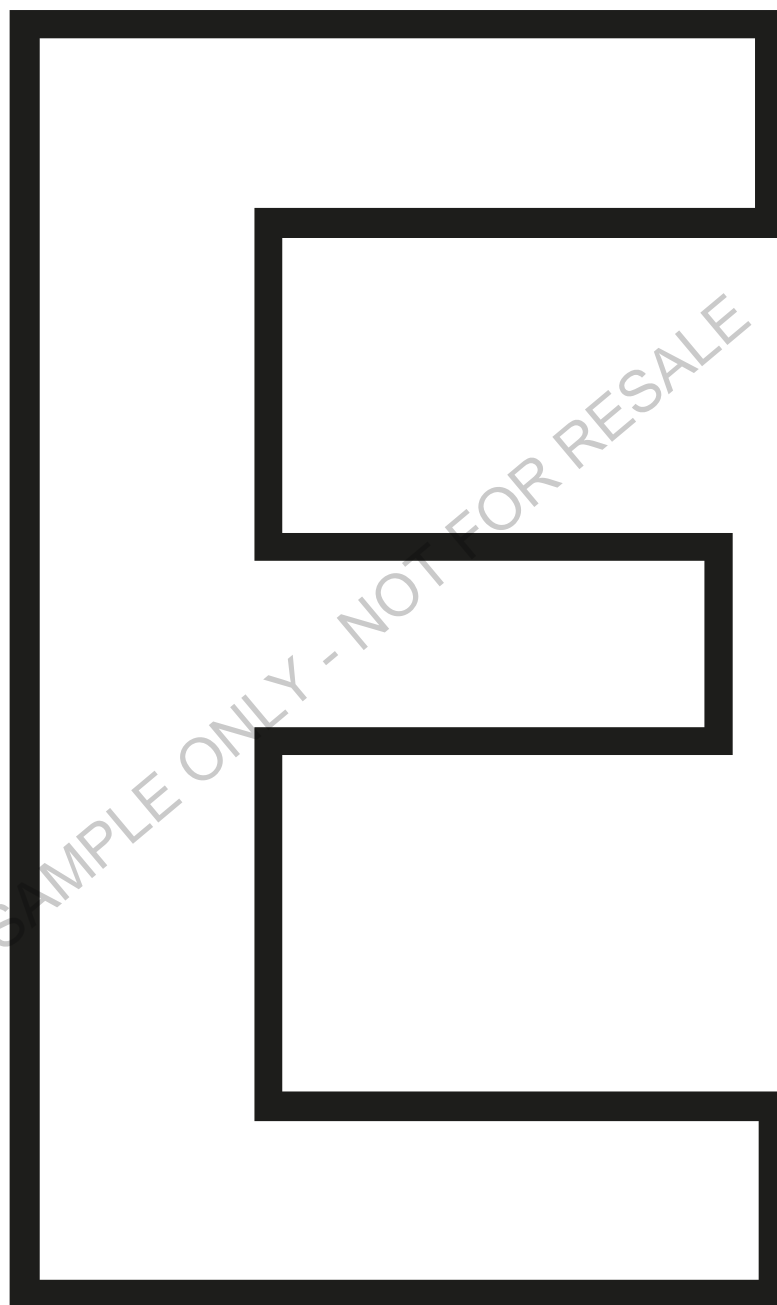
leg

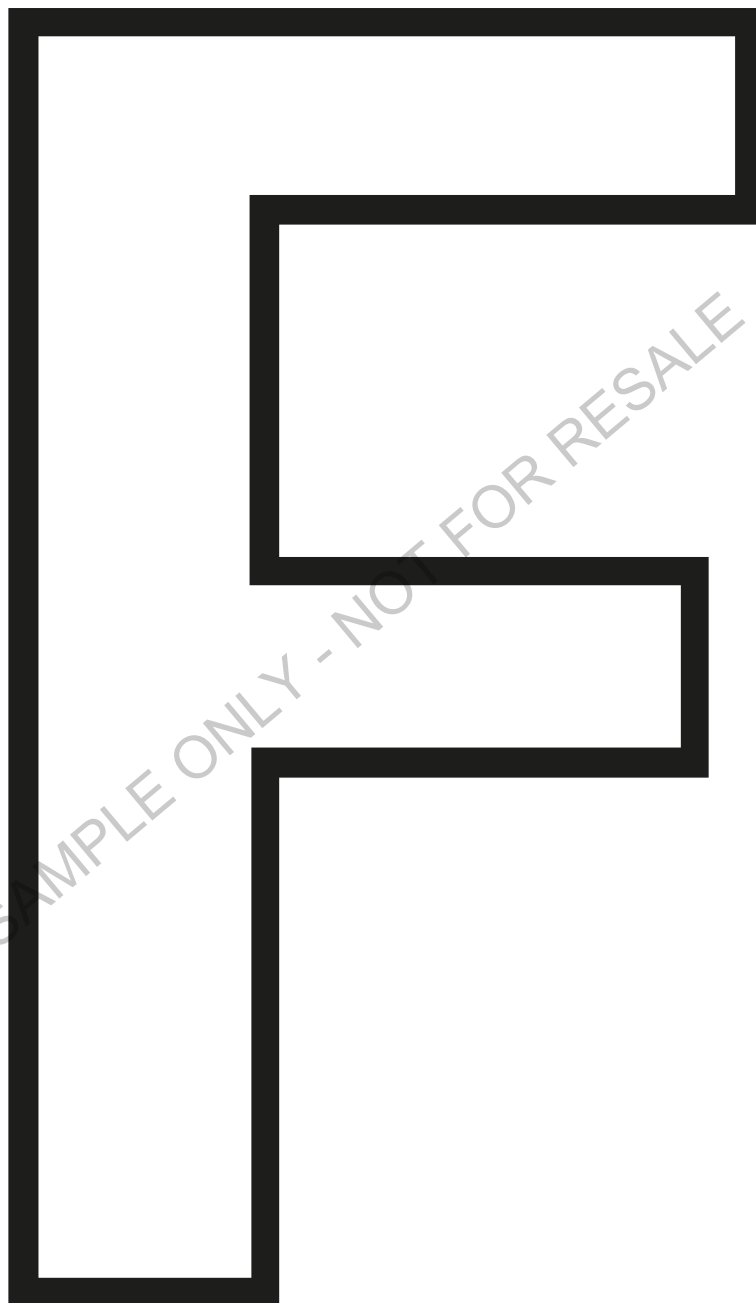


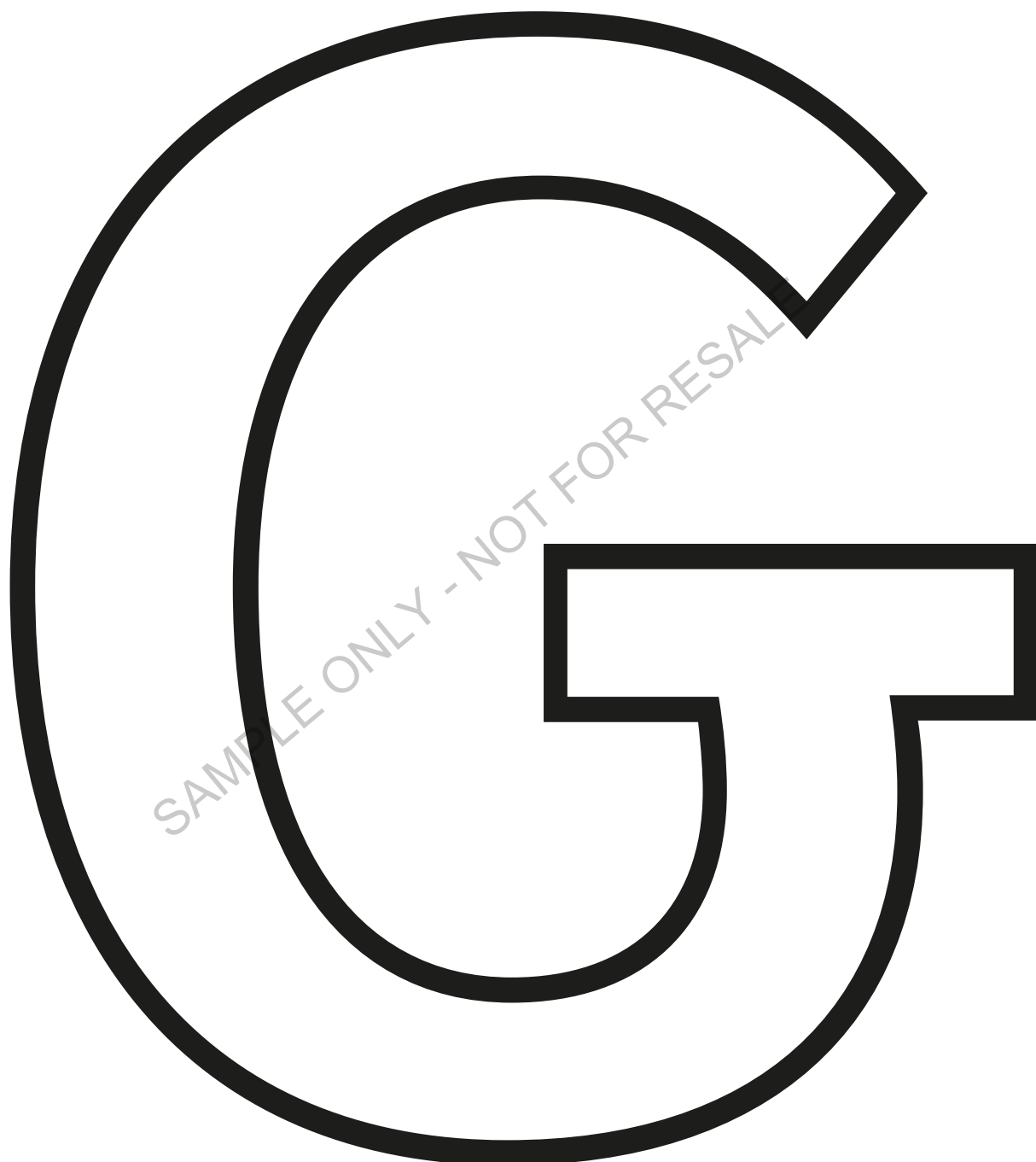




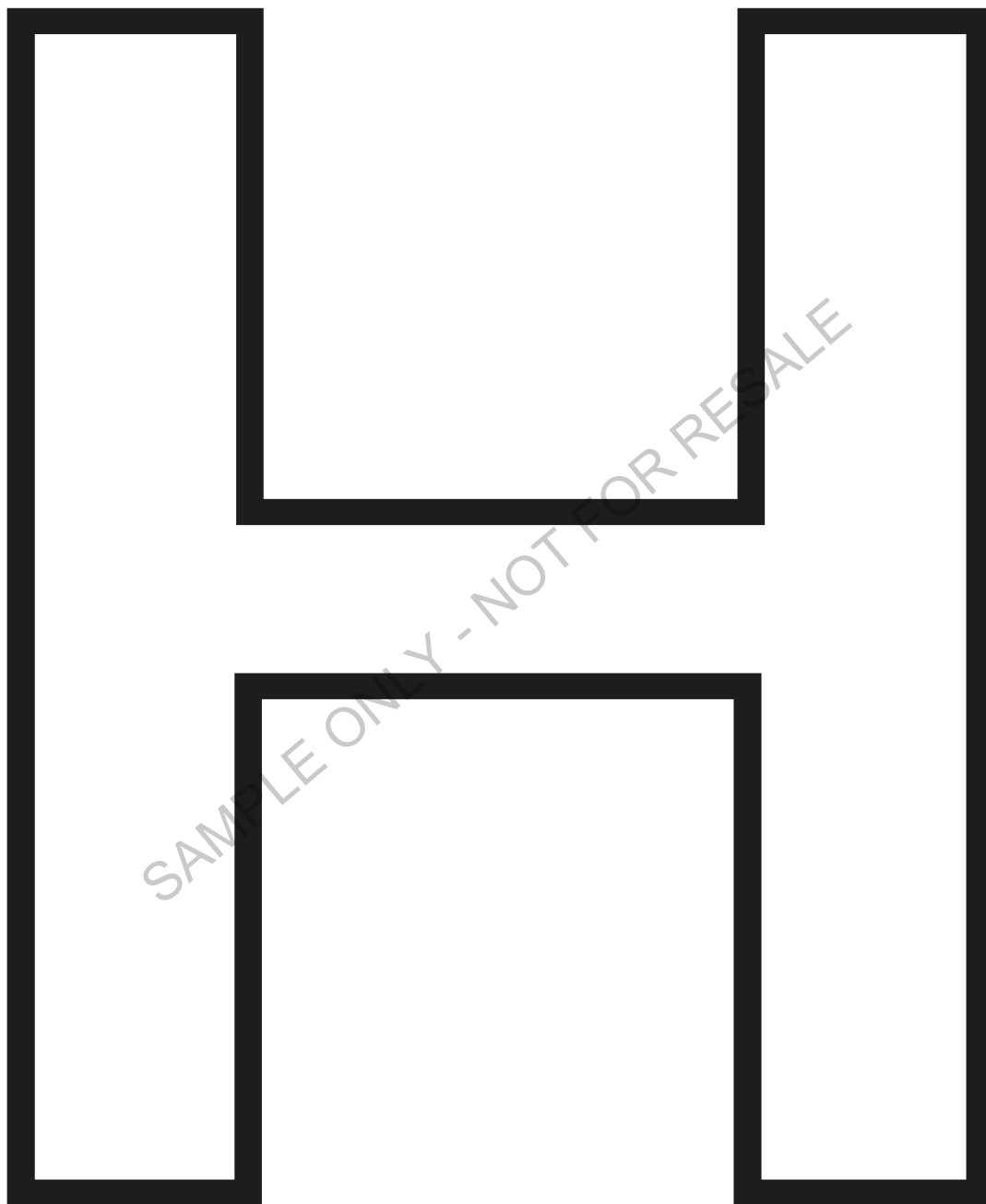


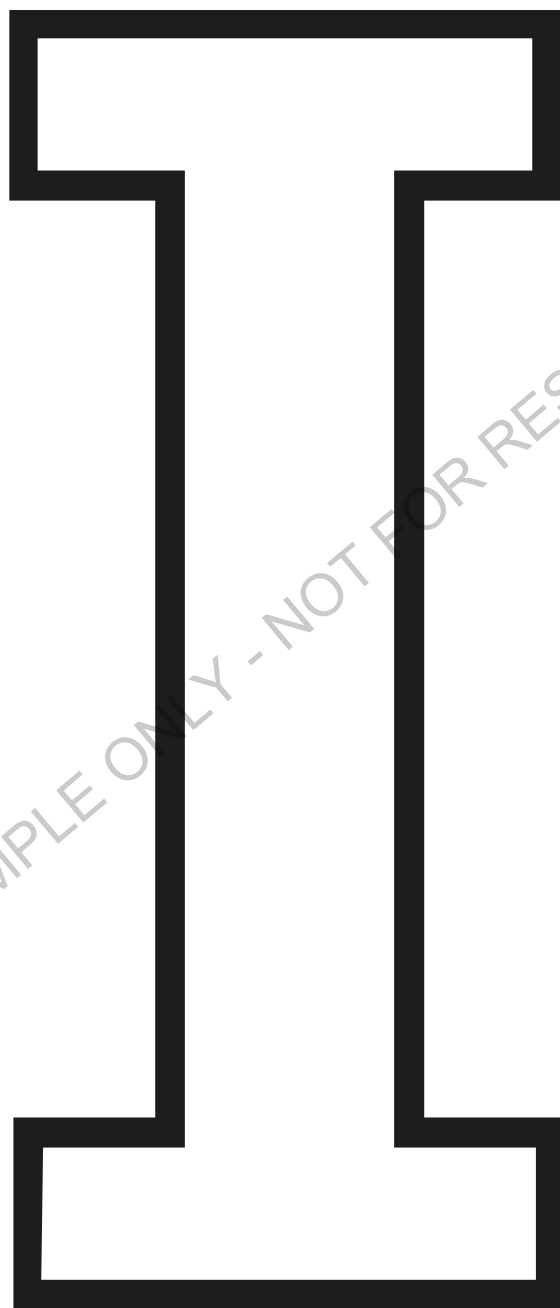


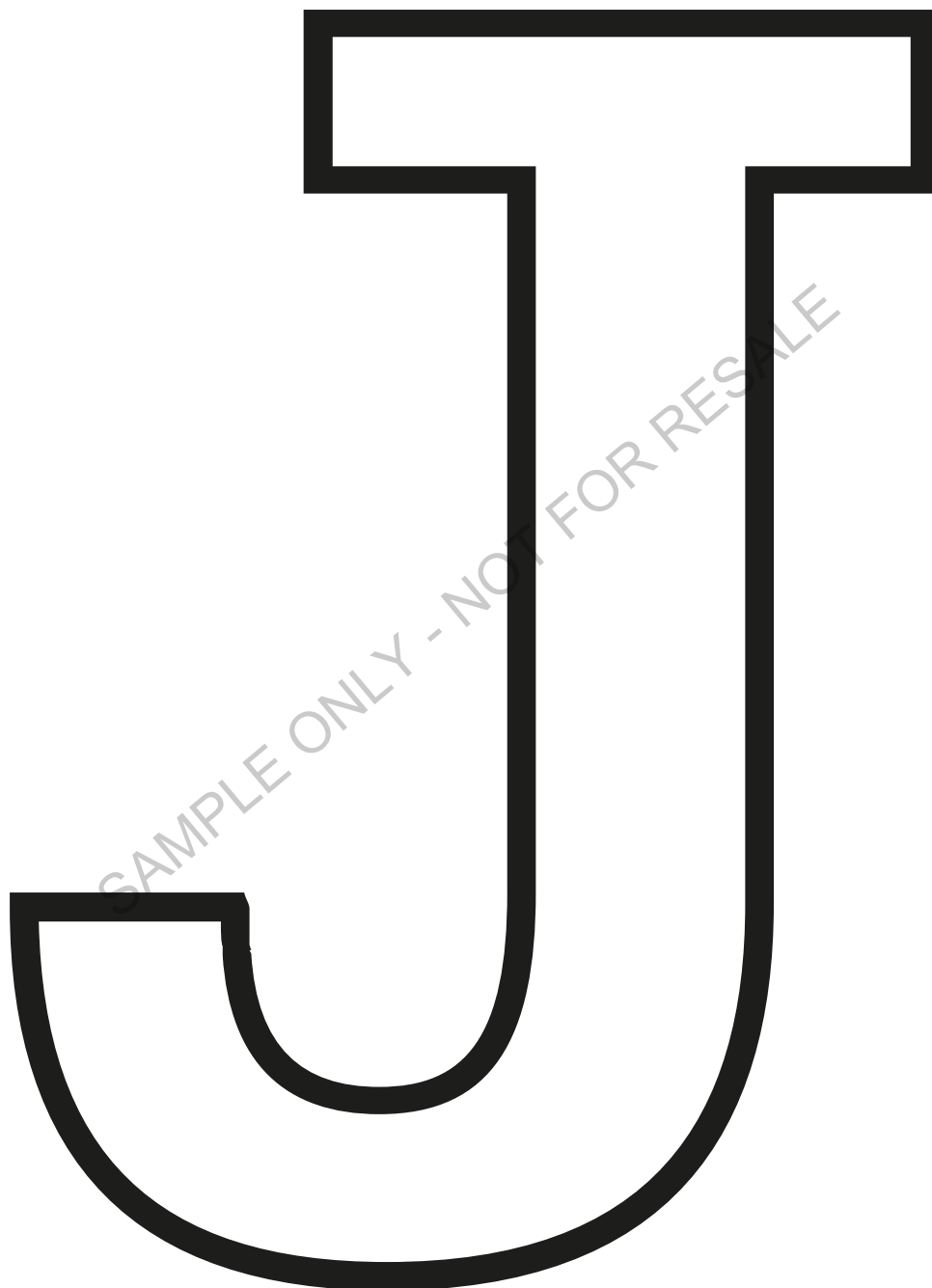


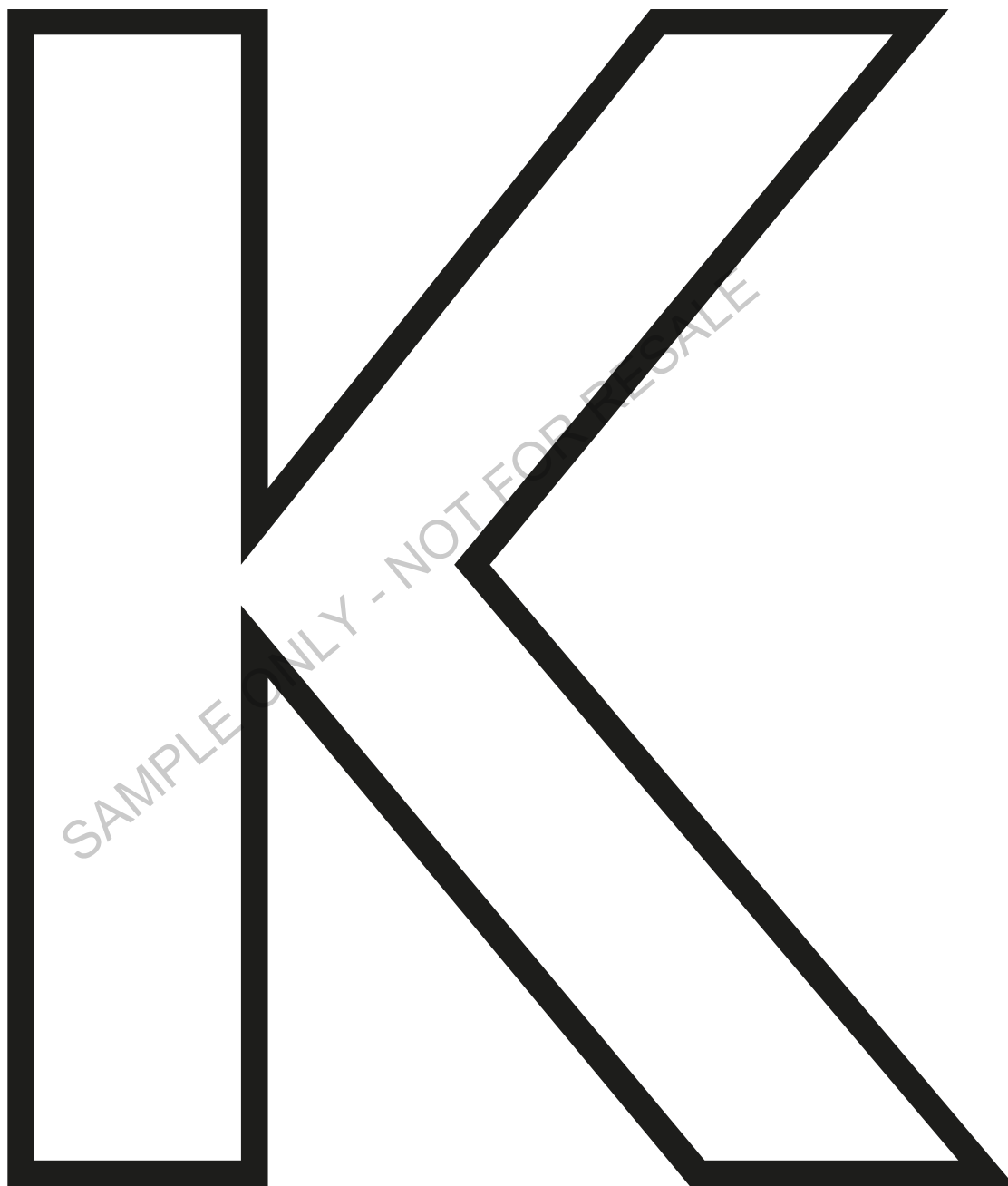




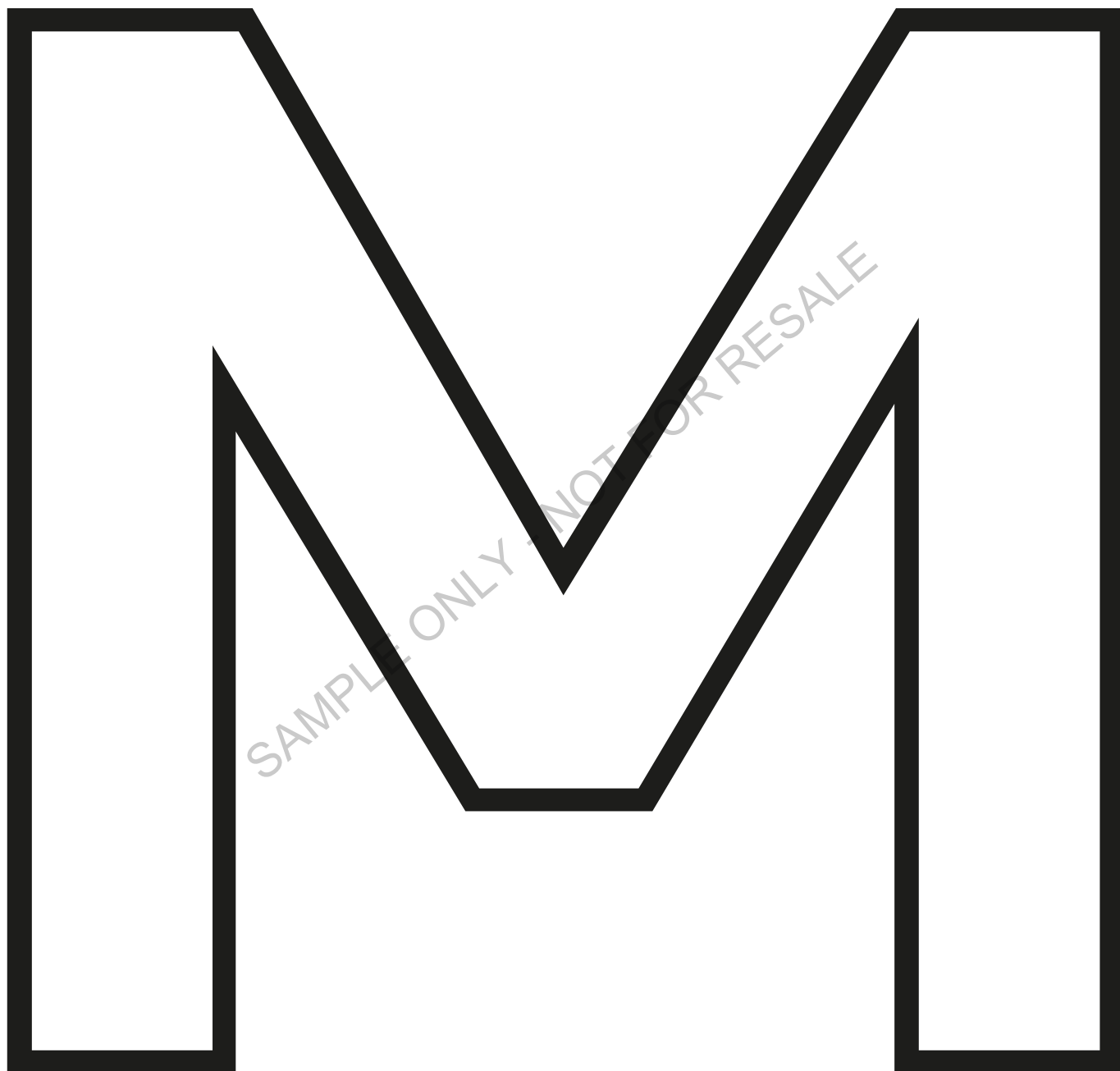


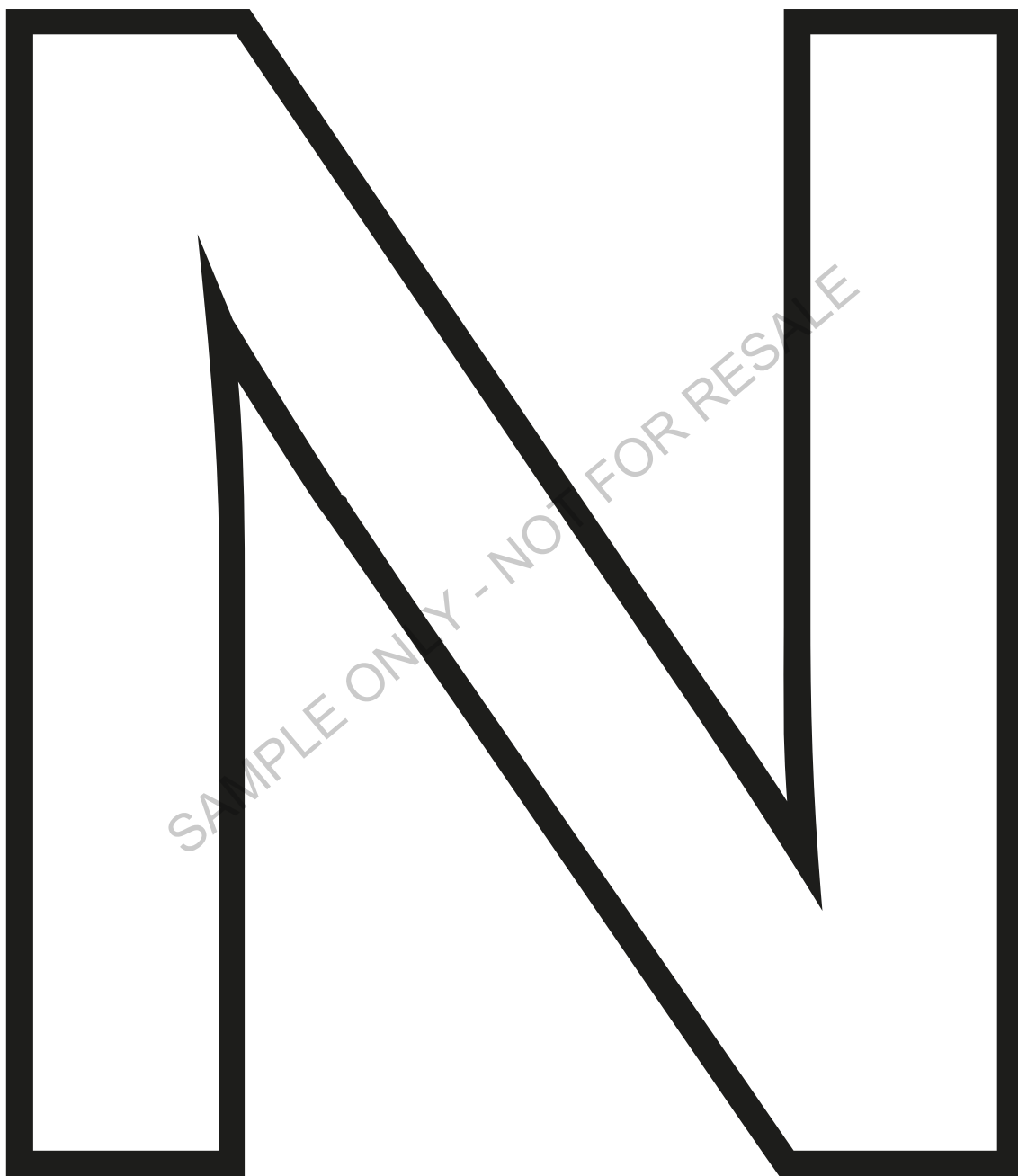


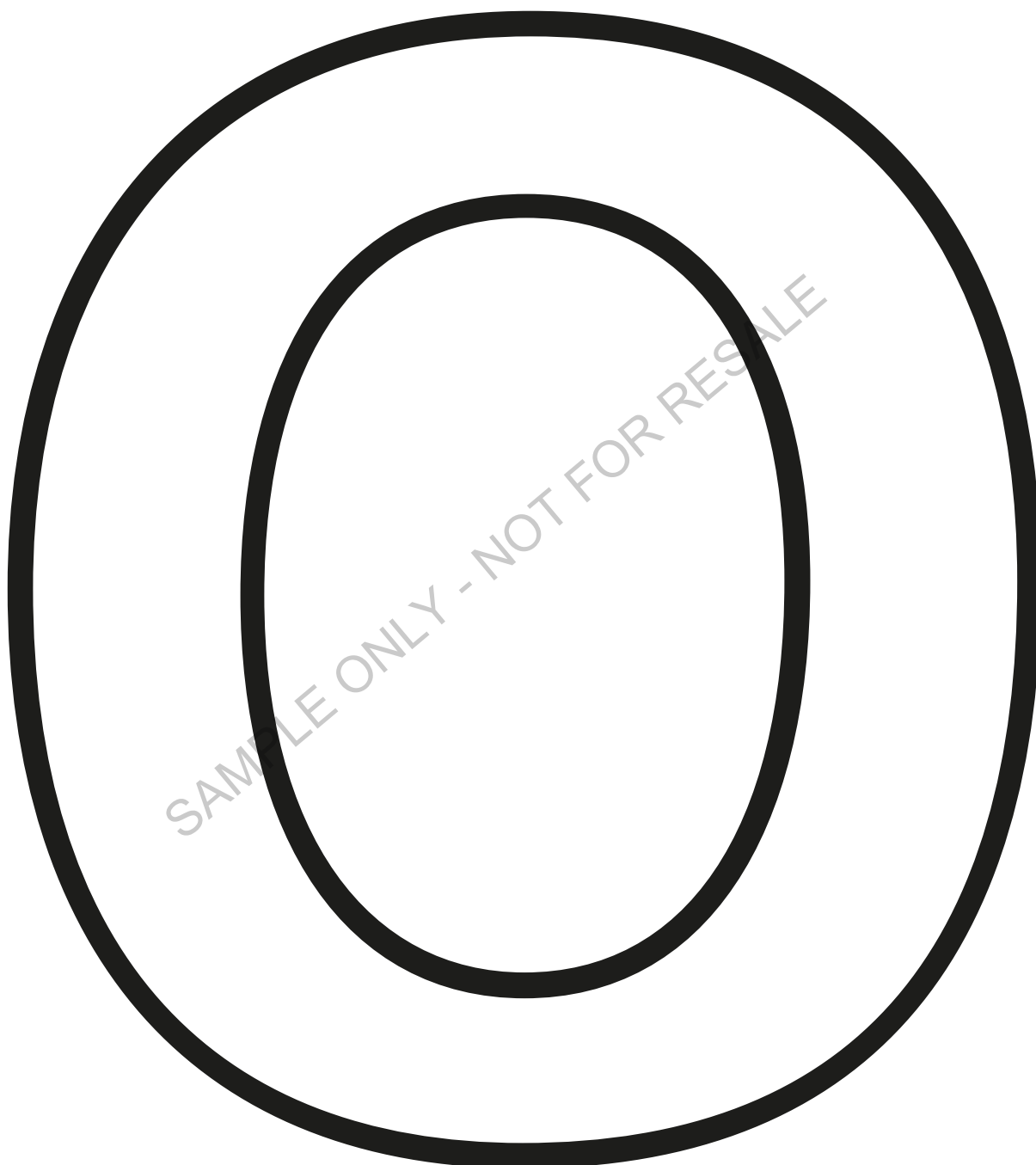




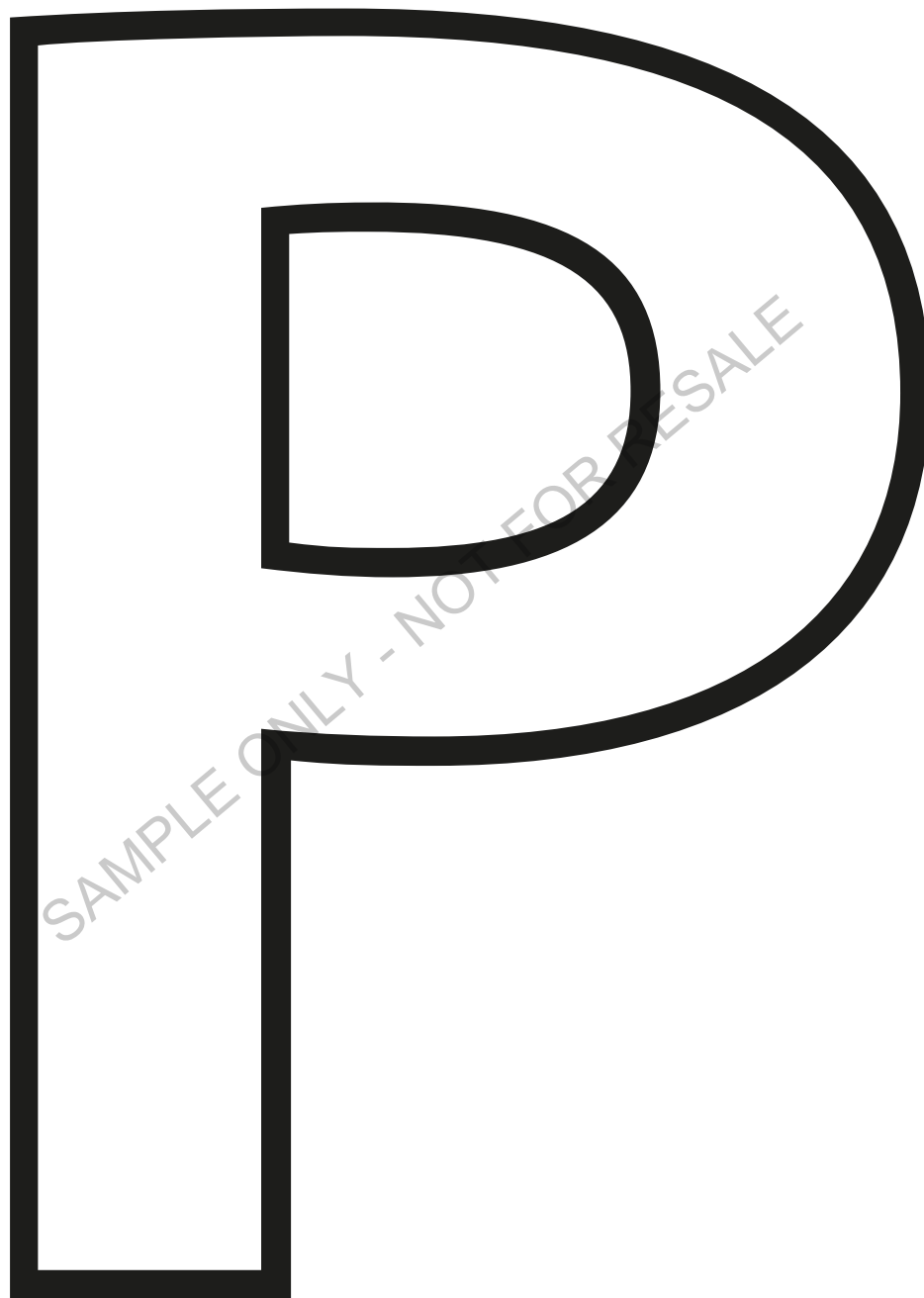




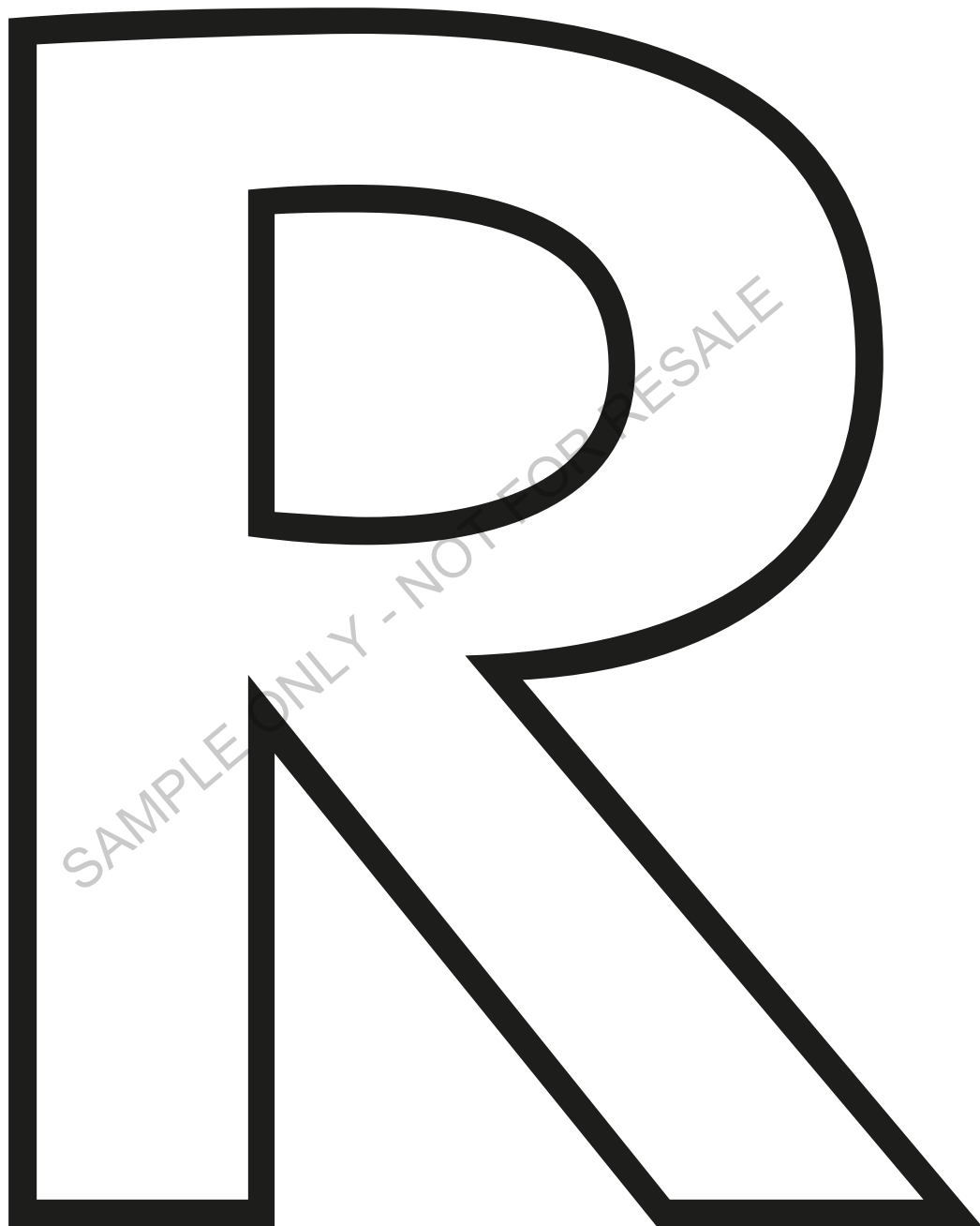




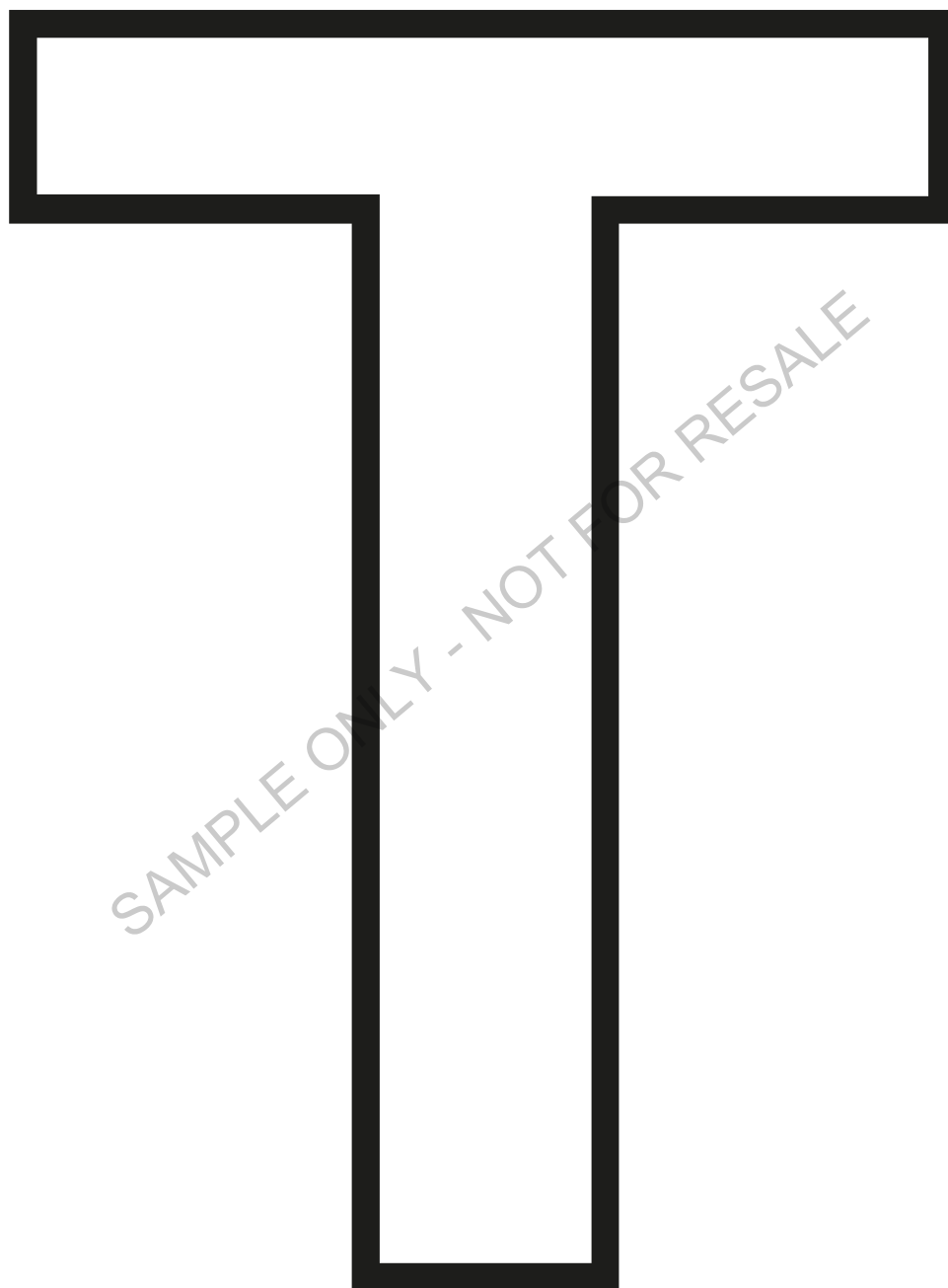


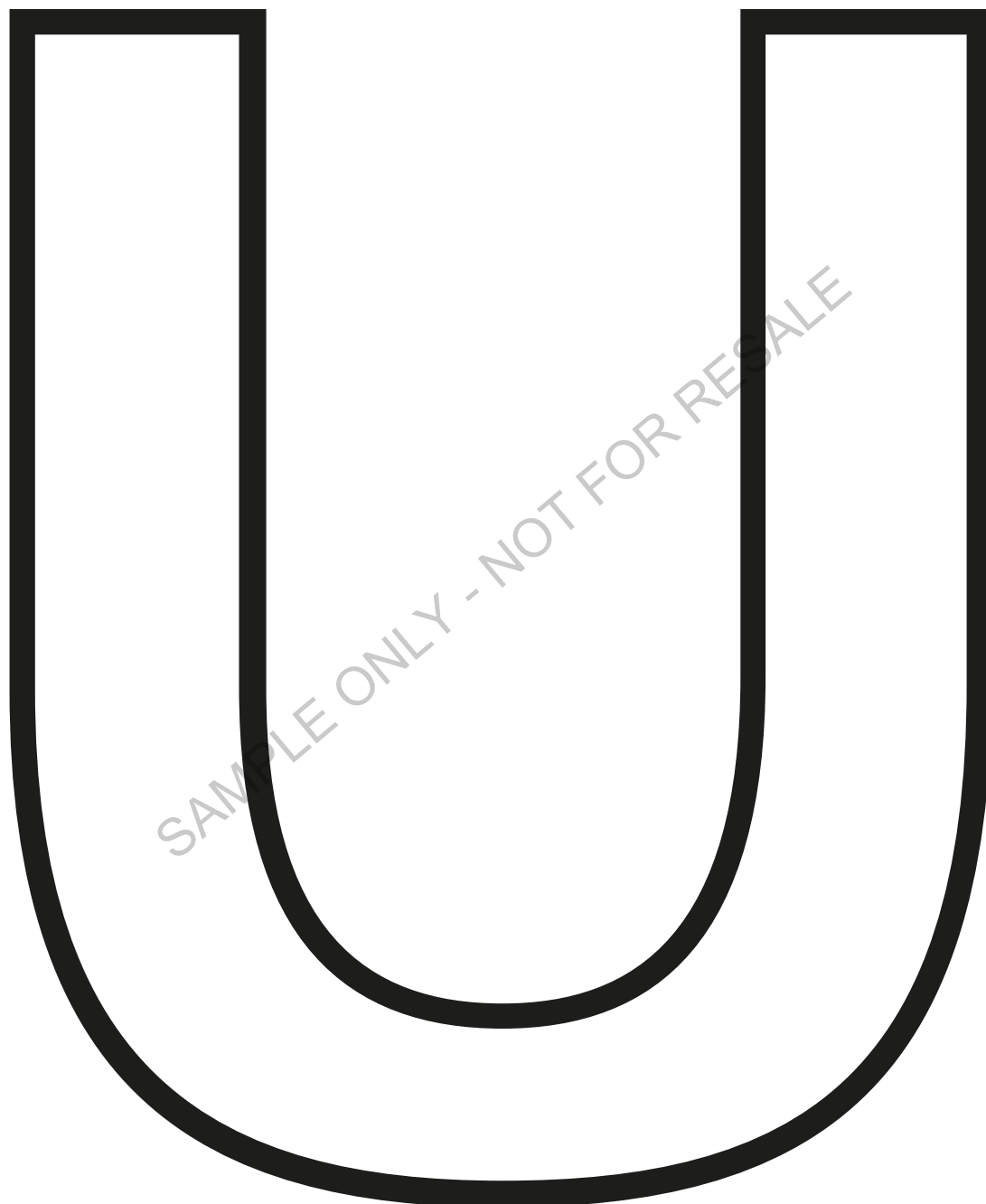


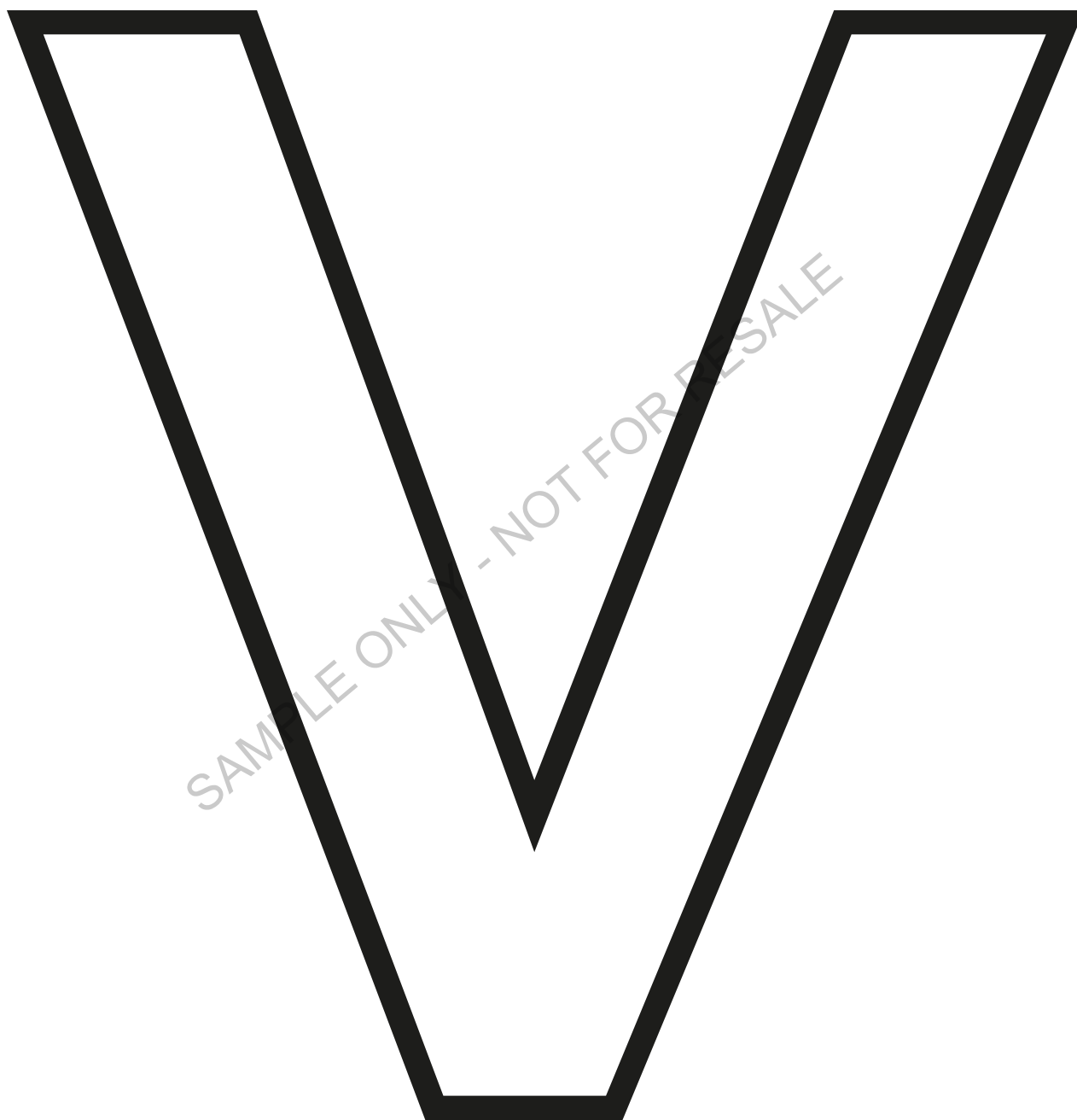






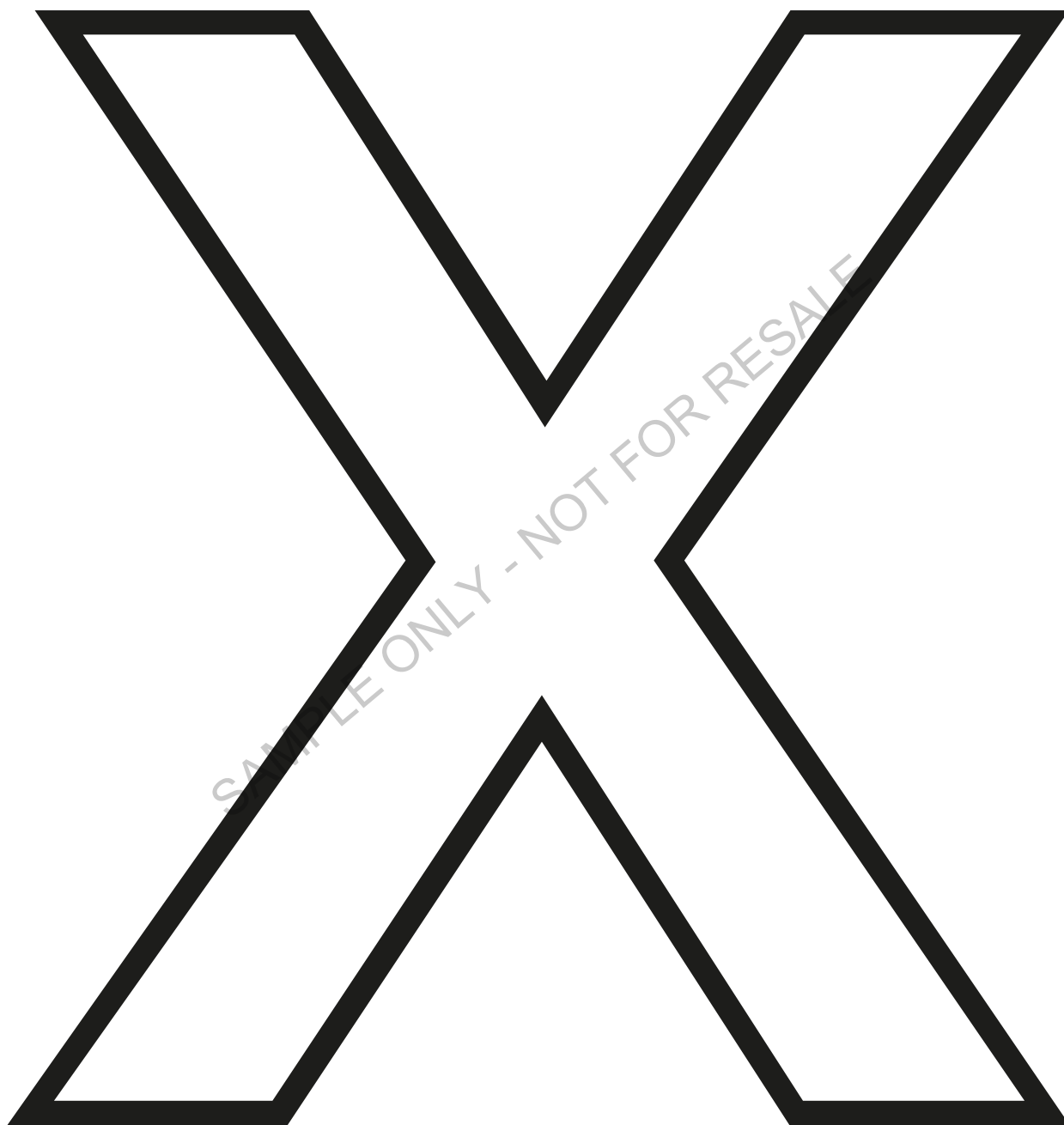


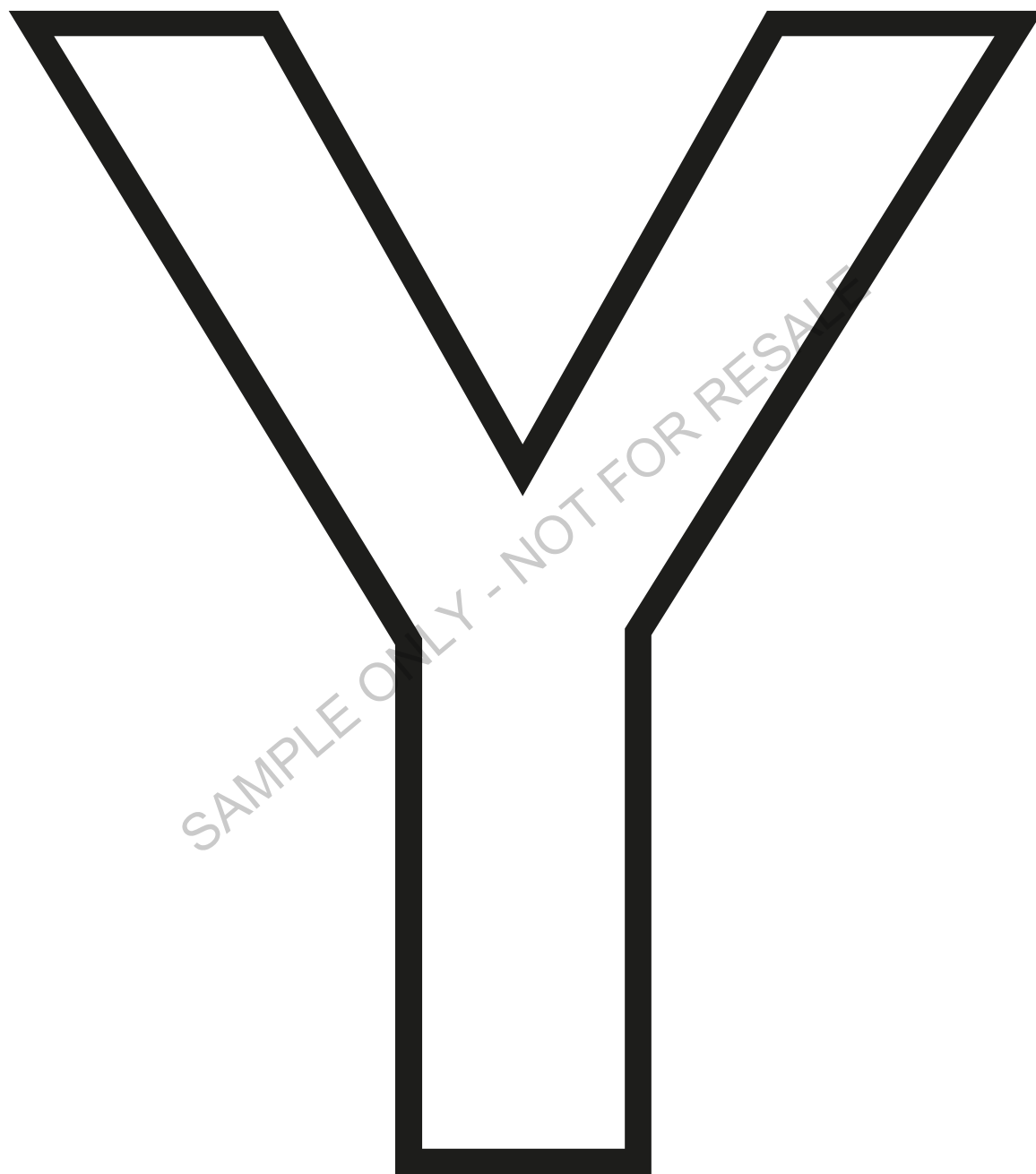














Reception 1 Autumn Term Week 1: Counting to 1, 2 and 3 and back from 3, 2 1			
Main Focus	Prior Knowledge	Key Vocabulary	Curriculum Objectives
<p>This week, the students will start to count to 3 and back from 3. They will link the skill of counting 3 concrete objects to the pictorial representation of 3, and then to the abstract numerals 1, 2 and 3.</p> <p>They will also be introduced to the concept of cardinality: that the number of objects they count is the total number of objects.</p>	<p>No prior knowledge is expected in Week 1.</p>	<p>One, two, three; 1, 2, 3; different, same, count, forwards/backwards, how many, number, next/after, before</p>	<p>N.R1.1A – Establish order of counting to 3 N.R1.1B – Understand one to one correspondence to 3 N.R1.1C – Understand cardinality to 3</p>
Introductions to learning			
<p><b>Lesson 1 Introduction</b></p> <p>Focus on the stable order of counting to 3 (forwards).</p> <p>Introduce the students to the nursery rhyme 'Three Blind Mice'. Allow the students to listen to the rhyme and join in when they are confident.</p> <p>Ask: <i>How many mice are in the rhyme? How do you know? What word(s) in the rhyme tells you this?</i></p> <p>Ask: <i>How do we count to three? What number do we start counting on? What number comes next? Can you all count to three together?</i></p> <p>Using toy animals or masks for the students, encourage small groups to act out the rhyme making sure they have enough mice by counting regularly.</p> <p>Briefly explain today's selection of carousel activities to the students.</p> <p><b>Lesson 2 Introduction</b></p> <p>Focus on the stable order of counting from 3 (backwards).</p> <p>Remind the students of their learning from the previous lesson. Ask: <i>What number did we count to yesterday?</i></p> <p>As a class, practise counting forwards to three and recap the nursery rhyme 'Three Blind Mice'.</p> <p>Explain that today they are going to count backwards from three. Ask: <i>Does anybody know what backwards means?</i></p> <p>Model counting back, '3, 2, 1'.</p>			

Ask: *Where might you have heard '3, 2, 1' before?* Encourage the students to discuss well-known/familiar events such as a rocket taking off or starting a race. If necessary, prompt discussion by asking: *What happens when a rocket takes off? How do we start a race?*

Model Activity 2, then move on to whole class participation with different students being asked to count down.

Some students may find the concept of counting backwards difficult and may revert to counting forwards once they have started. Lots of repetition will support the students in learning '3, 2, 1' along with hand signals to show a backwards movement.

Briefly explain today's selection of carousel activities to the students.

### Lesson 3 Introduction

One to one correspondence to 3

Before the session, set up a nature tray that has a range of objects in – there should be one, two or three groups of the objects to give the students a range of counting opportunities within three.

Explain that in this lesson they will practise counting to three by touching each item as they count.

Model posing the question 'Can I count the ...?' then touch counting (touch each object as you count it) the objects. Over emphasise your touching of the objects and use slow and steady counting in an attempt to stop any students who would verbally count faster than they touch.

Ask: *Can you count the ...?* Invite different students to initially count the relevant object(s) and then ask another student to come and check. Repeat with the range of objects, choosing different students throughout.

Some students still may not grasp the concept of touch counting and may verbally say the numbers quicker than they touch the objects. Reinforce the technique by over emphasising the movement and counting as you demonstrate. You may need to guide the students' hands as they say the numbers aloud. Students may benefit from being told the rule 'one number, one touch' to help them slow their verbal counting down.

Briefly explain today's selection of carousel activities to the students.

### Lesson 4 Introduction

Understand cardinality to 3

Introduce the students to the phrase 'how many'. Provide the students with a simple definition related to counting given objects.

Show the students a 'busy picture' [the picture should include a range of objects (no more than three); some that are the same and some that are different. For example, different coloured and shaped cars, but also things like traffic lights that look the same. Objects should be lined up in the image].

Ask: *What can you see?* As a group, discuss the variety of objects in the image.

Model posing the question 'How many \_\_\_ are there?' then model finding the specified objects and touch counting them.

Ensure that the students understand that 'how many' is linked to the number they have counted. Model as many times as necessary, consistently

emphasizing the counting 'one, two so there are two \_\_\_\_.'

Ask the students if they can count 'how many...' there are. Encourage the students to come closer to the picture so that they can touch count.

Some students may not recognise the concept of cardinality and that the last number they counted is how many they have. Using the sentence stem, 'so there are \_\_\_\_' immediately after the last number counted may help the students to see the link between their counting and the answer to 'how many'. There may be some students who still require support with touch counting and/or slowing down their verbal counting.

Briefly explain today's selection of carousel activities to the students.

### Lesson 5 Introduction

Keep in mind, for timing reasons, that today's lesson will end with a Plenary activity, outlined below.

Understand cardinality to 3

Recap the meaning of the phrase 'how many' and how they identify how many objects there are.

Show the students another 'busy picture' [This image needs to have a range of objects (no more than three of each) some that are same and some that are different. Some of the objects should be lined up, other should be grouped close together but not in a line, others should be spread obviously around the picture].

Ask the students what they can see. As a group, discuss the variety of objects in the image.

Model posing the question, 'How many \_\_\_\_ are there?' then model finding the specified objects and touch counting them. Refer to the objects being spread out and model how to efficiently count objects those that are not in a straight line. Ensure that the students understand that 'how many' is linked to the number they have counted. Model as many times as necessary; consistently emphasising the counting, 'one, two so there are two \_\_\_\_.'

Ask the students if they can count 'how many...' there are. Encourage the students to come closer to the picture so that they can touch count.

Some students may still not be confident with the concept of cardinality and that the last number they counted is how many they have. Reinforcing the sentence stem 'so there are \_\_\_\_' immediately after the last number counted may help the students in seeing the link between their counting and the answer to 'how many'. There may be some students who still require support with touch counting and/or slowing down their verbal counting.

Briefly explain today's selection of carousel activities to the students.

### Plenary

At the end of this first week of learning, and as a useful set up for the term ahead, work on a set of classroom rules together. Ask the students to consider things such as: *How many can play at the water table/sand pit/in the home area at one time?* Make signs with the students to display in these areas using the numeral and a picture of the number of students, to indicate the 'total' number of students allowed to play in any of the areas at one time.

## Carousel activities

### 1: [N.R1.1A] Nursery rhymes and counting songs

Introduce students to a range of nursery rhymes and counting songs, adapting the songs to be within the numbers one to three. For example: Three blind mice; Alice the camel; Three little men in a flying saucer; Three little ducks; Hickory, Dickory, Dock and the 1, 2, 3 song [available from Power Maths Reception if you have access to it].

There should be no reference to the taking-away elements of these rhymes and songs. Only emphasise the counting forwards and backwards concepts. Students may find it beneficial to act these songs out using role-play props, toys or printed images. Having objects to go alongside the rhymes will give students an early introduction to counting and one to one correspondence.

**Key questions:** *What numbers did you hear in the songs? How many \_\_\_ were there in the song? What number do you say first? What number comes before \_\_\_? What number comes after \_\_\_? What number will you say next? Are you counting forwards or backwards? Listen to my counting, am I saying the numbers in the right order?*

**What you are looking for/might see:** Look for the students' confidence with saying the numbers correctly. Are students confident counting forwards and backwards within three? Look for students who have a good understanding of knowing which number comes next whether they are counting forwards or backwards. Have students picked up on the natural rhythm of counting? If not, you could over emphasise your modelling of verbal counting and the rhythm within that.

**Resources required:** props, toys or laminated cut outs to go alongside the rhymes.

### 2: [N.R1.1A] Counting stick

Show the students a counting stick that is broken up into two colours.

Model counting forwards and backwards within three repeatedly, saying the next number when you point to the next colour on the counting stick. Explain that if students get to the end of the counting stick without making a mistake they win a point, if they make a mistake you get the point. Begin by counting forwards and backwards to each end of the counting stick, speeding up and slowing down as the students become more confident. Once the students understand the game, you can begin to move forwards and backwards before getting to the end of the counting stick. This means that students need to be extremely confident in their counting forwards and backwards within three.

**Key questions:** *What number will you say first at this end of the counting stick? If you are moving in this direction are you counting forwards or backwards? How do you know? Can you count forwards to three? Can you count backwards from three?*

**What you are looking for/might see:** Watch for students who can smoothly change between counting forwards and backwards. Do students recognise that the direction you are moving on the counting stick determines whether they should count forwards or backwards? Look for students who are confident in the stable order of counting both forwards and backwards.

**Resources required:** counting stick broken up into two colours

**3: [N.R1.1A] Get active**

Decide on an action that the group should complete (jumps, claps, star jumps, etc.). Model counting backwards from three while doing the action. Invite the group to carry out three of the decided movements whilst chanting 'one, two, three'. Repeat with different students choosing suitable movements and counting back to start the activity.

**Key questions:** *How do you know when to start your movements? What are you counting back from? What number will you say first? What number comes before \_\_\_? How long are you doing the movements for? How will you know when you've counted to three? What number will you say first? What number comes after \_\_\_?*

**What you are looking for/might see:** Look for students who are confident in counting backwards from three and understand that the movement starts after saying 'one' (similar to the familiar saying, 'ready, steady, go'). Are students picking up the rhythm of counting backwards? If not, model by over emphasising your counting. When completing the movements, ensure students are correctly counting from one to three, again looking for or encouraging the natural rhythm of counting. Look for students who may already have an understanding of cardinality/abstraction and complete three of the specified movements rather than completing as many as they can whilst counting to three.

**Resources required:** space, outdoor/sport equipment to use within their activities, such as bean bags, balls, skipping ropes, etc.

**4: [N.R1.1B/ N.R1.1C] Nature trays**

Create nature trays filled with a variety of objects. Ensure that there is a mixture of quantities (within three) of the objects in the tray.

Give the students a recording sheet with an image of each object in the tray. Explain that they need to count the amount of each object and have a go at recording the numeral next to the picture on their recording sheet. Some students may need number cards to place next to each image rather than writing the numeral, others may require some form of scaffolding such as a stencil or a numeral created in dots for them to trace over.

Depending on where in the week this activity is completed or the ability of the child, you may wish to set the trays up differently. In the early stages, you should line up items in the tray to make them easier to count. As students' confidence increases, you could arrange the objects in different ways and spread them out across the tray. Students may choose to line items up to count them or may physically move them when touch counting.

Students may not grasp the concept of touch counting and may verbally say the numbers more quickly than they touch the objects. Over emphasise the movement and counting during any introduction. It may be necessary to guide the students' hands as they say the numbers one to three aloud. Students may benefit from being told the rule 'one number, one touch' to help them slow their verbal counting down.

**Key questions:** *What can you see in the tray? What does 'how many' mean? How many \_\_\_ are there? Is there any objects that there are \_\_\_ of? Which? What number will you start counting on? What number comes next? What was the last number you said? Can you touch the \_\_\_ to help you count them? How many numbers do we say per touch?*

**What you are looking for/might see:** Look for students who are confident in the stable order of counting and correctly say the numbers within three in order. Look for students who understand the concept of cardinality and know that the last number they counted is the answer to 'how many'. Students may choose to line items up to count them or may physically move them when touch counting, this shows an early understanding of efficient counting. There may still be some students who have not mastered one to one correspondence and will need reminding of the 'one number, one touch' rule and/or physical intervention.



**Resources required:** a large tray/empty drawer, a recording sheet, a variety of toys or natural objects such as stones, leaves, sticks, etc. Ensure there are two and three of some of the items to give students as many opportunities to count within three as possible. Digit cards.

### 5: [N.R1.1B/ N.R1.1C] Busy pictures

Create some familiar images (town centre, beach, classroom, etc.) where there are a large range of different items for students to look for and count.

Give the students a recording sheet with an image of each object in the picture. Students need to count the amount of each object and have a go at recording the numeral next to the picture on their recording sheet. Some students may need digit cards to place next to each image rather than writing the numeral, others may require some form of scaffolding such as a stencil or a numeral created in dots for them to trace over.

Depending on where in the week this activity is completed or the ability of the student, you may wish to create different images for the students to look at. In the early stages, you should line up items in the picture to make them easier to count. As the students' confidence increases, you could arrange the objects in different ways and spread them out across the picture. Students may choose to line items up to count them or may physically move them when touch counting. The images in the picture should have some similarities and differences. For example, buckets and spades of different sizes/colours/shapes in a beach scene.

As students' knowledge and understanding becomes better, they could be tasked with creating their own busy picture for an adult or friend to complete.

Students may not grasp the concept of touch counting and may verbally say the numbers quicker than they touch the objects. Over emphasise the movement and counting during any introduction. It may be necessary to guide the students' hands as they say the numbers one to three aloud. Students may benefit from being told the rule 'one number, one touch' to help them slow their verbal counting down.

**Key questions:** *What can you see in the picture? What does 'how many' mean? How many \_\_\_ are there? Is there any objects that there are \_\_\_ of? Which? What number will you start counting on? What number comes next? What was the last number you said? Can you touch the \_\_\_ to help you count them? How many numbers do you say per touch?*

**What you are looking for/might see:** Look for students who are confident in the stable order of counting and correctly say the numbers within three in order. Look for students who understand that concept of cardinality and know that the last number they counted is the answer to 'how many'. Some students may wish to line the objects up in order to count them more efficiently, this is something that would not be possible using a printed image so adults may need to support students in finding other efficient methods for counting, for example, crossing off counted items. There may still be some students who have not mastered one to one correspondence and will need reminding of the 'one number, one touch' rule and/or physical intervention.

**Resources required:** busy pictures, a recording sheet and pencil

### 6: [N.R1.1B/ N.R1.1C] Matching

Give the students digit cards and cards with pictures of objects on. The picture cards will have one, two or three of the objects on them. Students need to count the number of items on each card and match it up to a digit card. Students working in pairs could check their partner's work which would further support number recognition, one to one correspondence and cardinality. The objects on the picture cards could be lined up, arranged

in the style of a dice or in a random arrangement depending on the ability and understanding of the child. Some students prefer to physically move items when they count them, as this is not possible with picture cards, support students in finding other efficient counting strategies. Students could be taught to cross out counted objects or cubes could be introduced to cover up objects once the child has counted them.

**Key questions:** *What number is this? Can you find the card with the number \_\_\_ on it? How many \_\_\_ are there? What does 'how many' mean? How will you work out how many \_\_\_ there are? What number do you start counting on? How will you know when to stop counting? What number comes next? What was the last number you said? Is there any objects that there are \_\_\_ of? Which? Which number card will these pictures match up to? How many picture cards are there that have \_\_\_ object on them?*

**What you are looking for/might see:** Check students' number recognition – do students recognise the numerals one to three and can they correctly identify them in any order? Look for students who start counting correctly from one and stop counting after the last object. Look for students who can confidently touch count pictures and understand the concept of cardinality. There may be some students who can visually count objects and do not need to touch them, this gives you an early indication of students' ability to subitise.

**Resources required:** digit cards, picture cards and cubes (optional)

## 7: [N.R1.1C] 'I spy' table top game

Set a table up with a range of objects – there needs to be different quantities (within three) of each object.

Start the game by saying "I spy one/two/three objects." Students must guess what objects you could have spied depending on the number given. Students need to listen to the number given and then identify which objects on the table have that amount. Objects on the table could be lined up, grouped together or arranged randomly around the table.

Some students may need showing strategies for identifying the possible object chosen. Students could be shown how to systematically count each set of item and disregard those that do not have the quantity specified. To keep a record of the possibilities, students may benefit from having a card with the different objects on; students could then cross off or tick the objects according to whether they could be what was chosen.

When groups of students become confident with the game, they can take it in turns to take the role of the person who spies.

**Key questions:** *What number did I say? You are looking for objects that have how many? Could it be the \_\_\_? Why? Can you prove it? How many \_\_\_ are there? Could that be what I spied? Can you show me how you checked it was/wasn't the \_\_\_? What number do you need to start counting on? What number do you need to stop counting on? Was there \_\_\_ of them? How many were there?*

**What you are looking for/might see:** Look for students who immediately on hearing the number begin counting the groups of objects. Are the students confident in counting objects successfully within three? Do the students know the correct order for counting? Do the students know to stop counting when there are no more of the same object? Look for students who are confident in counting just by looking. Are there any students who know how to systematically disregard objects that cannot be the answer?

**Resources required:** a range of classroom/teaching resources (some of which have two and three of each), such as toy cars/fruit/vegetables, cubes, blocks, etc.

**8: [N.R1.1B/ N.R1.1C] Counting hoops**

Set up three hoops. Inside each hoop have the numeral 1, 2 or 3.

Give the students images or small containers showing/containing groups of objects to three. The students must count 'how many' and place the picture or the container in the correct hoop.

Some students may not be confident with written numerals and may need a prompt of which hoop is which.

Depending on the layout of the pictures/objects inside the containers, students may be able to start spotting similarities and differences between the objects in the '3 hoop' – this is an objective for Week 2 but could give you a good idea of who is confident in understanding numbers can be represented in a variety of ways.

**Key questions:** *What number hoop is this? Which hoop does the \_\_\_ go in? How do you know? Can you prove it? How many \_\_\_ are there? So which hoop will it go into? Can I put the \_\_\_ in this hoop? Why? Can you check? How many things have you put in hoop 2? What number did you start counting from? When did you stop counting? How did you know to stop counting? What was the last number you said? Why is the last number you said important?*

**What you are looking for/might see:** Look for students who are confident with numerals. Are there any students who can immediately sort pictures/containers without physically counting them? Can students touch count and/or physically move the items in order to identify how many? Once the students have identified how many there are, can they identify which hoop they should put it into? Look for students who can verbally explain why they know a specific picture/container does or doesn't belong in a certain hoop.

**Resources required:** 3 hoops; one to three numeral cards; a range of pictures and/or counting objects in small containers

**9: [N.R1.1B/ N.R1.1C] Spot the mistake – follow on activity from no. 7**

Pre-sort images and containers into three hoops.

Ask the students to spot the mistake and to check your answers. Students should check that pictures/containers are in the correct hoop and should attempt to verbally explain which are not correctly sorted and why. Ask students to correct any mistakes to further reinforce the skills from activity 7.

**Key questions:** *What number hoop is this? What should be in this hoop? Do all of the pictures/containers in this hoop have \_\_\_? How can you check whether I have put them in the correct hoop? How did you know it was in the wrong place? Where should it go? Can you show me why?*

**What you are looking for/might see:** Look for students who have a good understanding of what should be in each hoop without being prompted. Do students know that in order to check the adults' answers they must count the pictures/objects themselves? Can students correctly count and identify errors? Do the students understand how to correct errors and can they explain why they have made changes?

**Resources required:** 3 hoops, one to three digit cards, a range of pictures and/or counting objects in small containers

**10: [N.R1.1B/ N.R1.1C] Number detectives**

Ask the students to move around the classroom to find a set number of objects, for example, three paintbrushes.

Choose, or set up, items to find that do not need counting out from a larger group. For example, if the students are being asked to find three paintbrushes, ensure there are only three paintbrushes out so that students do not need to count three out from a box of many. You could continue

to give the students a specific number and object to find, or depending on the student's ability, you could ask the students to move around the classroom and find as many things in a group of one/two/three as possible. This creates a more open-ended investigation and gives students an early introduction to quantities looking different depending on the item.

Students could share the results by bringing the object(s) to you or they could complete a recording sheet by writing the names of objects or drawing them.

**Key questions:** *Can you find me ...? What have you found? How did you know there were \_\_\_ of them? What did you do to check? How did you count? Can you show me your counting? Can you prove that there are \_\_\_? How many objects can you find that are in \_\_\_? How do you know you've found them all? Could \_\_\_ be one of your answers? Why not? How many are there? How many was it that you wanted?*

**What you are looking for/might see:** Look for students who are confident in knowing what a given number would look like – are there any students who immediately disregard certain items because they can instinctively tell that there are more/less than asked for. Look for students counting objects around the classroom. Are the students confident in the stable order of counting? Can the students touch count/visually count/subitise? Do students understand how many they are looking for and when to stop counting? When challenged, can any students explain why a certain set of objects cannot be included in their results?

**Resources required:** items around the classroom that are on their own or in groups of two or three

## 11: [N.R1.1B/ N.R1.1C] Counting containers

Create a range of bags or containers with various counting items inside them (cubes, beads, candles, shells, pegs, etc.).

Students should spend time counting the items within the container and could record the quantity on a sticky note to attach to the front. Students should be given the opportunity to count a wide range of items – items of different size, colour, texture, familiarity, and interest.

**Key questions:** *What is in the container? How many \_\_\_ are in there? What does 'how many' mean? How do you find out how many there are? How do you count? Can you count out loud for me? What number do you start with? What was the last number you said? Why is the last number you said important?*

**What you are looking for/might see:** Watch students' counting to see whether they are confident in touch counting, visual counting or whether they are able to subitise the number of items. Do students need to remove the items from the container to count them, or can they count them from within? Do students understand the cardinal principle? Can the students correctly record the number of items in the container?

**Resources required:** bags/containers, a wide range of everyday and teaching items to count, sticky notes, pencils

## 12: [N.R1.1B/ N.R1.1C] Picture books

Share picture books and short stories with the students. Regularly stop and ask them to recall 'how many \_\_\_ have they heard/seen?' and to count objects shown in pictures. You could verbally re-tell a familiar story and ask the students to draw pictures for specific points in the story ensuring they draw the correct number. For example, re-telling the story of *Goldilocks and the Three Bears* and asking students to show the table in the bear's kitchen.

**Key questions:** *How many \_\_\_ have we seen/heard? Look at the picture – can you count the \_\_\_? Can you draw the \_\_\_ from the story? How*

*many will you need to draw? How do you know? Can you check you've drawn the correct amount?*

**What you are looking for/might see:** Look for students who notice numbers within stories without been prompted. Can students recall numbers from the story when asked at regular intervals? Can students re-tell/draw sections of the story incorporating numbers? Can students identify what the drawing would look like for a number they heard/saw in the story?

**Resources required:** story and picture books

### Activity sheets

N/A

### Additional resources

Toy animals or masks

Props, toys or laminated cut outs to go alongside the rhymes

Counting stick broken up into two colours

Space, outdoor/sport equipment to use within their activities, such as bean bags, balls, skipping ropes, etc.

A large tray/empty drawer, a recording sheet, a variety of toys or natural objects such as stones, leaves, sticks, etc. Ensure there are two and three of some of the items to give students as many opportunities to count within three as possible.

Busy pictures, a recording sheet and pencil

Digit cards, picture cards and cubes (optional)

A range of classroom/teaching resources (some of which have two and three of each), such as toy cars/fruit/vegetables, cubes, blocks, etc.

3 hoops; one to three numeral cards; a range of pictures and/or counting objects in small containers

3 hoops, one to three digit cards, a range of pictures and/or counting objects in small containers

Items around the classroom that are on their own or in groups of two or three

Bags/containers, a wide range of everyday and teaching items to count, sticky notes, pencils

Story and picture books

Reception 1 Autumn Term Week 1: Feelings			
Main Focus	Prior Knowledge	Key Vocabulary	Curriculum Objectives
<p>We are learning to recognise different emotions.</p> <p>We will use feeling words to talk about our emotions.</p>	<p>Students may have a basic understanding of the different feelings they might experience at different times.</p>	<p>happy, good, sad, cross, angry, tired, expressions, feelings, emotions</p>	<p><b>WAU 1.1</b> The student is developing awareness of their own feelings.</p> <p><b>WAU 1.2</b> The student is beginning to talk about their feelings.</p> <p><b>WAU 1.3</b> The student understands who they can talk to for emotional support or wellbeing (appropriate adult or friend).</p> <p><b>WAU 1.6</b> The student understands some of the key values in building positive relationships (caring, sharing, equality, fairness, friendship).</p> <p><b>WAU 1.10</b> The student is aware of how friendships are formed and the factors that can affect relationships (likes, dislikes, etc).</p> <p><b>WAU 4.1</b> The student has engaged with and responded to a variety of different images and objects.</p> <p><b>WAU 4.2</b> The student has begun to experiment with creating their own images or objects in imitation, using a variety of materials.</p> <p><b>WAU 4.8</b> The student has explored ways of using their voice and movement in role play.</p> <p><b>WAU 4.9</b> The student has used role play to explore real and imagined situations.</p>
<b>Introductions to learning</b>			
<p><b>Lesson 1 Introduction</b></p> <ul style="list-style-type: none"> <li>• Introduce two puppets/soft toys using names of your choice. (In these lesson plans, they will be referred to as puppet A and puppet B.) Explain that this term the puppets will be helping us to learn about feelings.</li> <li>• Ask: <i>What are feelings?</i> Collect from students any words for feelings that they already know and add them to a flipchart page titled 'Feelings'. (For example: happy, sad, cross, tired). Drawing simple faces with the different expressions will help the students to visualise the feelings.</li> <li>• Use one of the puppets to say how they are feeling, each time using expression/actions appropriate to the emotion, e.g. the puppet might say 'I am tired' whilst yawning, or 'I am cross' and you could frown to reinforce the emotion.</li> <li>• Explain that sometimes we find it difficult to say how we are feeling but that it is important to learn to talk about our feelings so that we can ask for help when we are not feeling good.</li> <li>• Establish that the students' familiar adults are always there for them to go to for help when they are not feeling good. Name the specific adults in the</li> </ul>			



setting the students should go to for help.

- Briefly explain today's selection of carousel activities to the students.

Suggested activities are:

- Activity 2, 7, 10 (WAU 1.1)
- Activity 2, 7, 10 (WAU 1.2)

## Lesson 2 Introduction

- Remind the students that they are learning how to talk about their feelings. Review the 'Feelings' list/pictures from Lesson 1.
- Explain that this week they will be focusing on feeling happy.
- Explain the puppet scenario: *One of the puppets has a birthday party soon and feels as though he wants to jump about and wear a smile on his face.*
- Ask: *What words could we use to describe how the puppet might be feeling?*
- Support students in naming appropriate emotion vocabulary, e.g. good, positive, excited, joyful and happy. Record the emotion words with simple drawings on a new flipchart page entitled 'Good feelings'. This can be displayed on the Learning Wall.
- Ask: *Have you felt this way before? When?*
- Invite students to share with the class some times when they have felt happy/excited, etc.
- Briefly explain today's selection of carousel activities to the students.

Suggested activities are:

- Activity 1, 3, 9 (WAU 1.1)
- Activity 1, 3, 9 (WAU 1.2)
- Activity 1, 3 (WAU 4.8)
- Activity 1, 3 (WAU 4.9)

## Lesson 3 Introduction

- Remind the students that they are learning about feelings and in the last lesson they talked about times when they felt happy/excited, etc.
- Review the words to describe these 'Good feelings' from the previous lesson.
- Explain that we can also use the word 'emotions' to describe our feelings too.
- Invite students to think of a time when they have felt happy/excited etc. Ask: *What does your face look like when you feel happy or excited?*
- Discuss how we may feel like smiling and laughing when we are happy or excited.
- Give students time to practise making positive facial expressions with their Talk Partner.
- Invite some students to share facial expressions with the class. Support students in noticing smiling mouths and wide eyes if excited.
- Briefly explain today's selection of carousel activities to the students.

Suggested activities are:

- Activity 2 (WAU 1.1)

- Activity 2 (WAU 1.2)
- Activity 5 or 6 (WAU 4.1)
- Activity 5 or 6 (WAU 4.2)
- Activity 2, 11 (WAU 4.8)
- Activity 2 (WAU 4.9)

## Lesson 4 Introduction

- Remind the students that in the last lesson they were looking at the facial expressions we make when we are happy.
- Ask: *Can you show me your happy face?*
- Invite students to tell their Talk Partner what things make them happy. (For example: playing with friends, listening to a good book, being with family).
- Discuss how our friends can make us happy.
- Explain the puppet scenario: *The puppets are playing together. Puppet A asks puppet B if he would like to have a turn with their toy.*
- Ask: *What words could we use to describe how puppet B might be feeling?*
- Support students in naming appropriate emotion vocabulary, for example, happy, pleased, excited. Record (using words and simple drawings) on a new flipchart page entitled 'Friendship'. This can be displayed on the Learning Wall.
- Next, talk about how puppet A has acted to make puppet B feel this way — support students in giving answers such as kind, caring, fair, friendly. Add these words to the 'Friendship' page.
- Briefly explain today's selection of carousel activities to the students.

Suggested activities are:

- Activity 8, 12 (WAU 1.1)
- Activity 8, 12 (WAU 1.2)
- Activity 7, 8, 12 (WAU 1.6)
- Activity 7, 8, 12 (WAU 1.10)
- Activity 8 (WAU 4.8)

## Lesson 5 Introduction

Keep in mind, for timing reasons, that today's lesson will end with a Plenary activity, outlined below.

- Remind the students that in the last lesson they were talking about how friendships can help make us feel happy.
- Explain that you would like their help to make a class poster about friendship.
- In the middle of a flipchart page, write the title 'Friends ...'
- Ask: *What makes a good friend? What do friends do to make you feel happy?*
- In the style of a spider diagram, begin to record students' ideas using short phrases and simple illustrations. For example: share toys, are fair, say



- something kind, cheer me up, ask me to join in with a game.
- Invite the students to tell their Talk Partner about a time when they were a good friend.
- Briefly explain today's selection of carousel activities to the students.

Suggested activities are:

- Activity 7, 8, (WAU 1.6)
- Activity 7, 8, 10 (WAU 1.10)

## Plenary

Bring the students together. Remind them that they have been learning to talk about feelings.

Model saying how you feel, for example: *Today I feel happy because you have all played together well, like happy friends.*

Ask: *How do you feel today? Can you tell us why?*

Invite students to share their feelings with the group.

## Carousel activities

### 1 [WAU 1.1/ 1.2/ 4.1/ 4.8/ 4.9] The birthday party role-play

Set up a party for one of the stuffed toys in the role-play area. The students could be provided with blank greetings cards to mark-make and give to the toy whose birthday it is.

**Key questions:** *What are the toys celebrating? How is the birthday toy feeling? What would the birthday toy's face look like? How do you feel when it's your/Mummy's/Daddy's birthday?*

**What you are looking for/might see:** Students attempt to explain how the toy whose birthday it is might be feeling. They attempt to use appropriate vocabulary to describe the toy's feelings (e.g. happy, excited, glad). Some students may use actions to convey the emotions, such as smiling, jumping in excitement.

**Resources required:** soft toys, party hats, toys for wrapping, wrapping paper/newspaper, birthday cake, candles, flags/bunting for decorating area, blank greetings cards (e.g. A4 card folded in half), pens and pencils

### 2 [WAU 1.1/ 1.2/ 4.8/ 4.9] Making happy and excited facial expressions in mirrors

Offer students different sized mirrors in which to pull different facial expressions. They could be encouraged to use larger mirrors to look at their whole face or smaller mirrors to look at part of the face (e.g. focusing just on what their eyes look like when they smile/frown etc).

**Key questions:** *Can you show me how your eyes look when you are feeling excited? Can you show me how your mouth looks when you are feeling happy/excited? Can you guess how your friend might be feeling when their face looks like this? What might have happened for you/your friend to feel happy/excited?*

**What you are looking for/might see:** Students attempt to pull appropriate faces linked to a given emotion. They may begin to describe what their body part looks like when pulling the expression.

**Resources required:** variety of mirrors/different shaped mirrors placed inside and outside environment

### 3 [WAU 1.1/ 1.2/ 4.1/ 4.2/ 4.8/ 4.9] **Birthday party sandpit**

Ask students to hold a birthday party using play-sand to mould cakes, gifts, toys, etc. Encourage students to explore ways of using their voices and movements in their role-play.

**Key questions:** *What happens at a birthday party? How do you feel when it's your birthday? What might your face look like when you're getting ready for a birthday party? Can you show me how you act when it's your birthday? How do you feel when it's your/Mummy's/Daddy's birthday?*

**What you are looking for/might see:** Students attempt to explain how they feel when it is their birthday. They attempt to use appropriate vocabulary to describe the feelings (e.g. happy, excited, glad). They may use their first language. Some students may use actions to convey the emotions, such as smiling, jumping in excitement.

**Resources required:** sand moulds, spades, sticks to push into sandcastles as candles, pans and spoon for cake-making

### 4 [WAU 4.1/ 4.8] **Story stones**

Introduce the story stones and talk about how to use them to make up simple stories. Ask students to make up their own stories using story stones to guide their thoughts. Encourage them to explore ways of using their voice to show how the characters are feeling. You may need to model this process first.

**Key questions:** *Can you tell me a story? How do the characters feel? Why do they feel this way? How do the characters' voices show their feelings?*

**What you are looking for/might see:** The student attempts to use key emotional vocabulary to talk about their character's feelings. They may use their first language. Some students may use actions to convey the emotions, such as looking sad or smiling. They try to convey their character's feeling with their voice but may describe the character's actions instead, for example, 'She is smiling.'

**Resources required:** pebbles painted with simple faces (for example: happy, sad, scared) and with items such as a gift, a toy, a bike, a birthday cake, a balloon, a cat, a tree

### 5 [WAU 4.1/ 4.2] **Happy faces collage**

Encourage students to create a collage of happy faces. They could make a collection of different people's faces or create a new face of their own using features cut out from different pictures.

**Key questions:** *Can you tell me about your picture? What feelings is your picture showing? What have you used to make your picture?*

**What you are looking for/might see:** The student demonstrates an awareness of feelings and attempts to use appropriate vocabulary. They may use their first language. Some students may use actions to convey the emotions, such as looking sad or smiling.

**Resources required:** old magazines/newspapers featuring people's faces, scissors, glue, card, paper, pens, pencils

## 6 [WAU 1.2/4.1/ 4.2] **Clay faces**

Ask students to create clay faces showing different feelings. Encourage them to think about how they will make each face look different.

**Key questions:** *Can you tell me about your face(s)? What feeling is your face(s) showing? Have you felt like this before?*

**What you are looking for/might see:** The student demonstrates an awareness of feelings and attempts to use appropriate vocabulary. They may use their first language.

**Resources required:** modeling clay, clay tools

## 7 [WAU 1.1/ 1.2/ 1.6/ 1.10] **Books about feelings and friendship**

Provide a selection of appropriate, simple books about feelings and friendship for students to explore independently. Encourage the students to find pictures that show a person's feelings. Ask them to draw a picture of a character or person in a book they have been looking at, showing how he or she feels.

**Key questions:** *Can you tell me about your book? What feelings can you see? Have you ever felt like that? When did you feel like that? Can you tell me about these friends? How do they make each other happy/unhappy?*

**What you are looking for/might see:** The student demonstrates an awareness of different feelings and attempts to use appropriate vocabulary. They may use their first language.

**Resources required:** a selection of appropriate books about feelings and friendship (fiction and non-fiction) in English or in the students' first language, paper, pencils, colouring pencils/pens

## 8 [WAU 1.1/ 1.2/ 1.6/ 1.10/ 4.8/ 4.9] **Friends**

Encourage students to use the small characters to develop a role-play dialogue based on feelings. Encourage them to think about how the characters feel, talk and move. Are the characters friends or not? If necessary, demonstrate the kinds of dialogue the small characters might have.

**Key questions:** *How is this character feeling? How can you tell? How would they look? What would they say? What would they sound like? Have you ever felt like that? When did you feel like that? What does the character's friend do? How do they feel?*

**What you are looking for/might see:** Students use role play to show an understanding of emotions. They attempt to use appropriate emotion words and talk about how the characters might look and sound to mirror their emotions. They may use their first language.

**Resources required:** small characters

## 9 [WAU 1.1/ 1.2] **Happy music**

Encourage the students to dance to 'happy' music. Demonstrate the kind of moves they might make if they feel happy. Encourage them to think about how the music makes them feel, and how they can show those feelings through movement.

**Key questions:** *How does the music make you feel? Does dancing make you feel happy?*

**What you are looking for/might see:** The students attempt to talk about their feelings using appropriate vocabulary. They may use their first language.

**Resources required:** 'happy' music, device to play the music, space to dance and move

## 10 [WAU 1.1/ 1.2/ 1.10] **Pass the feeling game**

Arrange the students in a circle and play a game where they 'pass' a happy face around the circle. The students take turns to smile and look happy to the student sitting next to them.

**Key questions:** *How does smiling make us feel? How do we feel when someone smiles at us? How do we feel if a friend smiles at us? Do we want to be friends with someone who smiles at us? Why?*

**What you are looking for/might see:** The students attempt to talk about their feelings using appropriate vocabulary. They may use their first language.

**Resources required:** a smile!

## 11 [WAU 1.1/ 4.1/ 4.8] **Feelings hopscotch**

Using chalk, draw a hopscotch grid on the ground. In each square, draw a face showing a different emotion, e.g. happy, sad or angry. (Restrict this to a small number of emotions that are clearly different from each other and that students are likely to identify). Demonstrate how to play the game – the student throws a bean bag, aiming to land it in one of the squares. They then have to hop and jump to the end of the grid, picking up the bean bag on their way.

**Key questions:** *What square has the bean bag landed on? What feeling is that face showing? Can you make that face? Can you show me how you might move if you felt that way?*

**What you are looking for/might see:** The student demonstrates an awareness of different feelings and attempts to use appropriate vocabulary. They may use their first language.

**Resources required:** chalk and bean bag

## 12 [WAU 1.1/ 1.2/ 1.6/ 1.10/ 4.1] **Sorting feelings game**

In pairs, students take turns in sorting the emotion picture cards (from the '**Feelings**' Activity Sheet) into two groups on the floor: 'good' feelings and 'bad' feelings. Support the students where necessary in thinking about how each person might be feeling.

**Key questions:** *How do you think this person is feeling? How do you know? Is this a good or bad feeling? Have you ever felt this way before? Do friends make us feel this way? How do friends make us feel good/bad?*

**What you are looking for/might see:** Students should be able to sort the emotions into positive and negative groups. Students should be able to name some of the emotions, e.g. happy, sad and angry. They may use their first language.

**Resources required:** two hoops on floor, labelled 'good feelings' and 'bad feelings', ['Feelings' Activity Sheet](#)

## Activity sheets

['Feelings' Activity Sheet](#)

## Additional resources

Flipchart and pens

Puppets/soft toys, party hats, toys for wrapping, wrapping paper/newspaper, birthday cake, candles, flags/bunting for decorating area, blank greetings cards (e.g. A4 card folded in half)

Paper, colouring pencils/pens

Variety of mirrors/different shaped mirrors placed inside and outside environment

Sand moulds, spades, sticks to push into sandcastles as candles, pans and spoon for cake-making

Pebbles painted with simple faces (for example: happy, sad, scared) and with items such as a gift, a toy, a bike, a birthday cake, a balloon, a cat, a tree

Modeling clay, clay tools

Selection of appropriate books about feelings and friendship (fiction and non-fiction) in English or in the students' first language

Small characters

'Happy' music, device to play the music, space to dance and move

A smile!

Chalk and bean bag

Two hoops on floor, labelled 'good feelings' and 'bad feelings'

SAMPLE ONLY - NOT FOR REPRODUCTION



happy



proud



excited





sad



angry



lonely