

Adult Input Plan

Topic Theme: Treasures in the Garden	Activity Title: Treasures in the Garden Happy and Sad Circle Time
Date:	Organisation: An indoor, carpet-based circle time for a small or large group.
Learning Intention: Aware of own feelings, and knows that some actions and words can hurt others' feelings.	
Key Questions: How does Jake feel at the beginning of the story? Why does Jake feel like this? Have you ever felt sad? What makes you feel sad? Can you make a sad face? What does Holly do to help Jake? How does Jake feel now? What makes you feel happy? Can you make a happy face? How does this person feel? Do they feel happy or sad? How do you think they feel? Why do they feel that way?	Key Vocabulary: Treasures in the Garden, story, Jake, Holly. Happy, sad, feelings, emotions. Face, mouth, eyes. Listen, take turns, share, look, patience, wait.
Resources: Treasures in the Garden Resource Pack, Treasures in the Garden Story PowerPoint , small bag, a teddy.	
Adult Role(s): Before the activity, print, cut and laminate the Happy and Sad Faces and place the faces into a small bag. Print out the Treasures in the Garden Happy and Sad Story Prompts. Children should be familiar with the Twinkl Original story, 'Treasures in the Garden'. <ul style="list-style-type: none"> • Sit the children in a circle and ensure that all of the children can see and have space. • Tell the children that we are going to have a circle time and remind the children of specific rules for this time (for example, listening to others, waiting for their turn to talk). • Ask the children how Jake was feeling at the beginning of the story. Can the children tell you how he was feeling and why? • Show the children the 'sad' page from the Treasures in the Garden Happy and Sad Story Prompts. Talk to the children about why Jake was feeling sad. Can the children make a sad face? • Introduce a teddy to the children and tell the children that the teddy will be passed around the circle and when they are holding the teddy, they can talk. Remind the children of the importance of listening to others and waiting patiently for their turn. Tell the children that if they do not want to say anything, they can pass the teddy on to the next person. • Tell the children that when they are holding the teddy they can say something that makes them feel sad. Begin by modelling this yourself, for example, 'I feel sad when I hurt myself.' • Allow time for the teddy to move around the circle and for the children to share their thoughts. • Once all of the children have had an opportunity to talk, ask the children how Jake feels at the end of the story? Why does Jake feel happy now? • Show the children the 'happy' page from the Treasures in the Garden Happy and Sad Story Prompts. Who helped him to feel happy? Can the children make a happy face? • Tell the children that we are going to pass the teddy around the circle again and tell our friends what makes us feel happy. • Model this yourself and then pass the teddy around the circle again. • Once all of the children have had an opportunity to talk, introduce the Happy and Sad Faces in the bag. • Explain to the children that we are going to pass the bag around the circle and when it is their turn, they can reach inside and pull out a face. Tell the children to keep their card a secret. • If the child pulls out a happy face card, they must make a happy face. Similarly, if they pull out a sad face card, they must make a sad face. Can the rest of the children guess the feeling they are showing and say 'happy' or 'sad'? 	

- Continue to pass the bag until all of the children have had an opportunity to have a turn.
- At the end of the circle time, suggest to the children that they could keep an eye out for anyone that is feeling sad. Do they think that they could try to make them feel happy again, just like Holly did in the story?

Differentiation/Opportunities for Challenge:

- Some children may need some support with waiting for their time to talk and/or listening. The children may benefit from [Circle Time Rules Posters](#) being displayed and referred to.
- Some children that do not wish to share their ideas with the group may wish to tell you at a quieter time or individually.
- Extend children's thinking by asking them about their actions. What could they do to make someone feel sad? What could they do to make someone feel happy?

Ideas for Extension into Continuous Provision:

- Allow children to play with this [Feelings Face Matching Game](#) to develop their ability at recognising emotions.
- Use these [Playdough Face Mats](#) for children to create faces with different emotions.

Opportunities for Observation and Assessment:

PS&ED: Managing Feelings and Behaviour

Can express their own feelings such as sad, happy, cross, scared, worried.
 Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.
 Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
 Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
 Aware of the boundaries set, and of behavioural expectations in the setting.
 Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

C&L: Listening and Attention

Focusing attention – still listen or do, but can shift own attention.
 Maintains attention, concentrates and sits quietly during appropriate activity.

C&L: Understanding

Understands 'who', 'what', 'where' in simple questions (e.g. Who's that /can? What's that? Where is.?).
 Beginning to understand 'why' and 'how' questions.
 Listens and responds to ideas expressed by others in conversation or discussion.

C&L: Speaking

Beginning to use more complex sentences to link thoughts (e.g. using and, because).
 Can retell a simple past event in correct order (e.g. went down slide, hurt finger).
 Questions why things happen and gives explanations. Asks e.g. who, what, when, how.
 Uses vocabulary focused on objects and people that are of particular importance to them.
 Builds up vocabulary that reflects the breadth of their experiences.
 Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
 Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.

Activity Adaption:

Next Steps:

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Evaluation to Inform Future Planning:
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