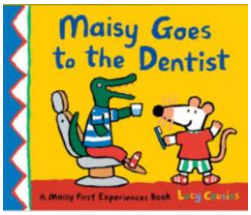



**Theme: Our Area** **Part 2: Maisy goes to the Dentist**

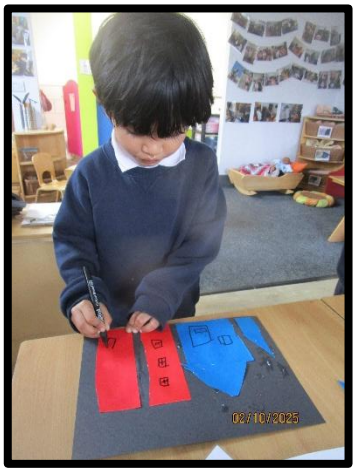
**Week 4-6 (16.04.26 – 27.03.2026)**

# We will help our friends to learn to:

| Communication | Physical | Personal, Social, Emotional |
|---|---|---|
| Beginning to understand why and how questions.<br><br>Ask and answer simple questions about places and journeys.<br><br>Use topic vocabulary linked to our local area and people who help us (doctors, dentists, construction workers).<br><br>Recognises and responds to many familiar sounds in their environment. | Collaborate with others to move heavier items, for example while using community blocks and other resources.<br><br>Use tools with increasing control to manipulate resources and materials to their desired effect.<br><br>Continue to develop balancing and riding skills. | Become more outgoing with unfamiliar people in the safe context of the setting, for example during visits from the dentist and doctor.<br><br>Develop their sense of responsibility and membership of a community.<br><br>Talk about feelings linked to new experiences.<br><br>Take turns and share resources in collaborative play (shops, cafés, building). |

| Literacy | Number |
|---|---|
| Know that print can have different purposes (signs, labels, menus, tickets, maps).<br><br>Use some of their print and letter knowledge in their early writing. For example, writing a shopping list that starts at the top of the page and writing letters from their name. | Show 'finger numbers' up to 5; children who are ready can show numbers up to 10.<br><br>Talk about and explore 3D shapes.<br><br>Select shapes appropriately, for example using flat surfaces for building and a triangular prism for a roof. |

| The World | Expressive Arts |
|---|---|
| Enjoys joining in with family customs and routines and talks about special celebrations such as Eid and Easter.<br><br>Shows interest in different occupations and what people do in our community.<br><br>Creates small-world models of the local community and uses them in role play. | Creates small-world scenes using blocks to build buildings and landmarks they have seen, and acts out simple stories and journeys, for example going to the shop.<br><br>Paints large-scale buildings and creates 3D models using recycled materials. |



## Ways to help at home:

**Active:** Go on a walk in your local area and look out for different places in the community, such as the dentist, shops, building sites or places of worship. Talk about what your child can see and how people help us.

**Creative:** Encourage your child to make decorations for a family celebration, or create pictures and models of buildings using boxes, paper and recycled materials.

**Encourage:** Help your child to practise brushing their teeth every morning and evening. Talk about healthy and unhealthy foods, and let them use one-handed tools such as crayons, scissors or glue spreaders to support their fine motor skills.

**Share:** Please send in a photo of your child taking part in one of these activities, such as brushing their teeth, making decorations, building models or visiting a special place in your local area.

**Some key experiences that your child will take part in:**

**Oral hygiene**

Children will learn about oral hygiene and the importance of keeping their teeth clean and healthy. They will talk about healthy habits, look at pictures and information books about teeth, and take part in role play linked to visiting the dentist. We will also have the dentist visiting the school so children can learn more about how to look after their teeth.

**Block play**

Children will use blocks, play people and cars to make a small-world city and act out simple journeys. They will talk about their local area, where they live, how they travel and how they visit family members. Adults will support children's communication and language by modelling key vocabulary and building on their ideas through play.

**Eid decorations**

Children will talk about Eid and learn about some of the family traditions linked to this celebration. They will be encouraged and supported to make Eid decorations, cards, and drawings. This will help children to talk about special celebrations and express their own ideas creatively.

**Shape Hunt**

Children will go on a shape hunt around the playground to look for 3D shapes. They will look for shapes such as cylinders, cones and triangular prisms in the environment. Adults will help children to notice, name and talk about the shapes they find.

**Large-scale painting**

Children will explore large-scale painting to create pictures of buildings, landmarks and places in their local area. They will use a range of tools and materials to make marks, lines and shapes, and will be encouraged to talk about what they are creating.

**Making Easter baskets**

Children will make Easter baskets using a variety of materials and will be encouraged to decorate them using a range of resources. They will use one-handed tools safely and carefully, helping to develop their fine motor skills. They will also solve simple problems as they make and join their baskets.

## Key Vocabulary

Local area, buildings, house, shop, café, market, park, pavement, route, map, journey, doctors, dentist, construction workers, teeth, toothbrush, toothpaste, dentist,

**Adaptive teaching and a Total Communication approach will include:**

Visual support / real objects (photos from our local walks, simple maps, pictures of the local area, street signs and logos, pictures of buildings, houses, parks, doctors, dentists, construction workers, toothbrushes, toothpaste and teeth)

Gestures / actions (following a route on a map, pretending to go on a journey, visiting the doctor or dentist in role play, brushing teeth, building houses and shops)

Signing (BSL) (key signs linked to the theme, e.g. local area, house, shop, café, park, map, journey, doctor, dentist, teeth, toothbrush, help, please, thank you)

**Local Walks**

The children enjoyed going on walks in our local area, where they spotted familiar places such as the doctor's, the park and their homes. We took photos during our walks and used them back at nursery to encourage the children to talk about what they see on their journey to nursery and to create collages.

## Key Dates:

**Supporting Learning at Home:**
Session 2: Wednesday 18th March at 12.30pm

**Children's Eid Party:**
The Eid party will take place on the next school day following Eid, which will be either 20th or 23rd March. Children can come dressed in their party clothes. This will be a normal school day.

**Parents' Eid Party:**
Monday 23rd March at 2pm
(This will be a joint federation party and will be held at Old Palace Primary School.)

**School/Family Photos:**
24th March
(For family photos, please book a slot with Sabiya in the office.)

**Progress Meetings for New Families:**
Tuesday 24th and Wednesday 25th March
(These meetings will be held after school. Key people will speak to you to book slots.)

**Trip to the Young V&A:**
Thursday 26th March, 9.45am–2pm
Trips will take place in small groups. A member of staff will speak with you if your child is selected to take part on this occasion. All children will have opportunities to attend trips during their time at the nursery.

**Easter Raffle and Parade:**
We are selling raffle tickets for £1 a strip for a chance to win an Easter egg. Tickets are on sale now. The draw will take place on Friday 27th March.

We will also have our Easter Bonnet Parade on Friday 27th March. Please can you support your child to make or decorate an Easter hat at home. Staff are joining in too.

**End of Spring Term:**
School closes on Friday 27th March and reopens on Tuesday 14th April.

**Key Dates for the Summer Term:**

Bank Holiday: Monday 4th May
Half-term: 25th May – 29th May
Graduation Photos: Tuesday 23rd June
Leavers' Trip to Hertfordshire Zoo: Thursday 25th June
Last Day of Term: Thursday 23rd July

**Cityscape Collage / Large-Scale Art**
As part of our key learning, the children created city pictures using coloured paper and a range of materials to cut and stick shapes for buildings. Some children also explored painting and printing with blocks. This activity supported their creativity, fine motor skills and early understanding of shape and space, while also encouraging them to talk about buildings and features in their local area. We used the story *Maisy Goes to the City* to inspire their ideas, language and imaginative thinking.

## World Book Day