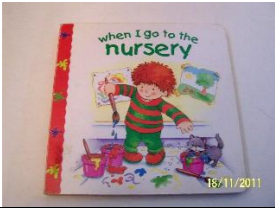
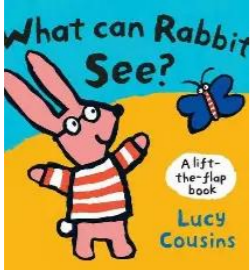
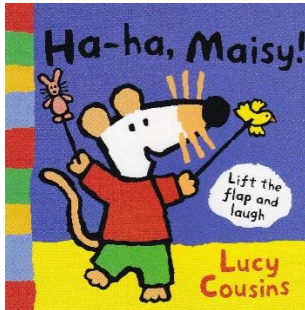
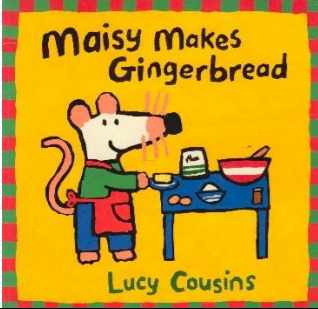
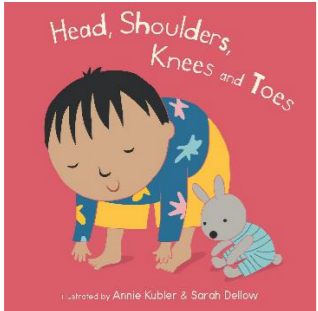
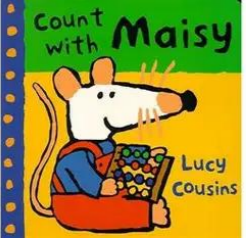


Prime Areas

Specific Areas  
WHOLE SCHOOL TOPIC: Power of Words

Week / Big Book	Communication & Language	PSED	Physical Development	Literacy	Letters and Sounds	Mathematics	Understanding the world	Expressive Arts & Design
<p><b>Week 1</b> Monday 5<sup>th</sup> January- Friday 9<sup>th</sup> January, 2026</p> <p>When I go to the Nursery.</p> 	<p>Children to settle into nursery setting and routines.</p>			<p>For children to show an interest and share the story with an adult.</p> <p>Enjoy sharing a story book with an adult.</p>	<p>Songs and Rhymes. Songs during circle time. Voice sounds</p> <p><b>Joins in with rhymes, songs, copy sounds, rhythms, tunes, and tempos.</b></p>	<p>For children to become familiar with counting items during snack. '1 apple, 2 banana etc' Adults to model good counting behaviours.</p> <p>Show counting like behaviours.</p>	<p>To begin understanding nursery routines.</p> <p>Repeat actions that have an affect.</p>	<p>Children to explore paint and paint a picture freely using their own imagination.</p> <p>Make simple models that express their ideas</p>
<p><b>Week 2</b> Monday 12<sup>th</sup> January- Friday 16<sup>th</sup> January, 2026</p> <p>What can rabbit see?</p> 	<p><b>Animal Role Play</b></p> <p>Provide soft animal toys or puppets from the story. Encourage children to take turns acting like different animals Rabbit sees. Prompt with emotions: "Rabbit sees a happy bird. Can you show a happy bird?"</p> <p>Develop pretend play.</p>	<p><b>Animal Role Play</b></p> <p>Provide soft animal toys or puppets from the story. Encourage children to take turns acting like different animals Rabbit sees. Prompt with emotions: "Rabbit sees a happy bird. Can you show a happy bird?"</p> <p>Begin to show 'effortful control. For example waiting for their turn or resisting the impulse to grab what they want.'</p>	<p><b>Animal Movements</b></p> <p>Encourage children to move like the animals in the story: Hop like Rabbit Flap arms like a bird Waddle like a duck</p> <p>Gross Motor skills - Gradually gain control of whole body through practise of large movements</p>	<p><b>Collage of Things Rabbit Sees</b></p> <p>Provide pre-cut pictures of animals, trees, flowers, and other objects from the story. Let children stick them onto paper with glue sticks or double-sided tape. Encourage naming each object as it's added.</p> <p>Notice familiar print.</p>	<p>Songs and Rhymes. Songs during circle time. Voice sounds</p> <p><b>Joins in with rhymes, songs, copy sounds, rhythms, tunes, and tempos.</b></p>	<p><b>Sorting by Colour or Shape</b></p> <p>Use small toys or picture cards from the story (e.g., animals, plants). Encourage then children to try and group them by colour or shape.</p> <p>Notice Patterns and arrange things into patterns.</p>	<p><b>Sensory Exploration</b></p> <p>Provide safe items from the story (soft leaves, small pebbles, toy animals). Let children touch, shake, or smell the items. Talk about textures and features: "Soft leaf, hard rock, smooth rabbit."</p> <p>Explore natural materials indoors.</p>	<p><b>Scribble Time</b></p> <p>Give children chunky crayons or markers on large paper. Encourage free scribbling while naming items from the story: "Rabbit sees a tree! Can you make a tree too?"</p> <p>Start to make marks intentionally.</p>
<p><b>Week 3</b> Monday 19<sup>th</sup> January- Friday 23<sup>rd</sup> January, 2026</p> <p>Ha-ha Maisy!</p> 	<p><b>Giggle with Maisy</b></p> <p>Read or Show Pictures of Book - Pause for Imitation - When you say "Ha-ha," pause and give children time to copy your laughter or funny sounds. Encourage Interaction - Point to Maisy and say, "Maisy laughs! Can you laugh too?" Add Gestures - Clap hands, wave, or bounce while saying "Ha-ha" to link words to actions.</p> <p>Gaze at faces, copying expressions</p>	<p><b>Happy/Not Happy Sorting</b></p> <p>Provide picture cards showing different emotions (happy, sad, silly, surprised). Ask children to sort them into "Maisy feels happy" and "Maisy feels other ways."</p> <p>Be increasingly able to talk about and manage their emotions</p>	<p><b>Laughter Line Tracing</b></p> <p>Draw wavy "ha-ha" lines or loops on paper. Children trace with crayons or markers following the lines. Make it silly: "Let's trace Maisy's laugh lines!"</p> <p>Fine Motor Development - Develop manipulation and control.</p>	<p><b>Giggle with Maisy</b></p> <p>Read or Show Pictures of Book - Pause for Imitation - When you say "Ha-ha," pause and give children time to copy your laughter or funny sounds. Encourage Interaction - Point to Maisy and say, "Maisy laughs! Can you laugh too?" Add Gestures - Clap hands, wave, or bounce while saying "Ha-ha" to link words to actions.</p> <p>Repeat words and phrases from a familiar book.</p>	<p>Songs and Rhymes. Songs during circle time. Voice sounds</p> <p><b>Joins in with rhymes, songs, copy sounds, rhythms, tunes, and tempos.</b></p>	<p><b>Build and Count Maisy's Blocks</b></p> <p>Use blocks to build "Maisy's tower." Count how many blocks tall it is, then build another for a friend and compare. "Which tower is taller? Which has more blocks?"</p> <p>Combine objects like stacking blocks and cups.</p>	<p><b>Family and Friends Photo Talk</b></p> <p>Invite children to bring or look at photos of family members. Identify who is who and Encourage Talk about who makes them laugh at home? "Which tower is taller? Which has more blocks?"</p> <p>Make connections between the features of their family and other families.</p>	<p><b>Funny Faces</b></p> <p>Provide paper plates or face-shaped cut-outs. Offer collage materials: yarn for hair, googly eyes, buttons, stickers, tissue paper for mouths. Encourage children to make "funny" or "happy" Maisy-style faces.</p> <p>Use their imagination as they consider what they can do with different materials.</p>

<p><b>Week 4</b> Monday 26<sup>th</sup> January- Friday 30<sup>th</sup> January, 2026</p> <p>Maisy Makes Gingerbread</p> 	<p><b>Making and cooking Gingerbread.</b></p> <p>Children to make gingerbread with adults, cut the dough into a shape of their choice, once cooked and cooled to decorate using different edible resources.</p> <p><i>Listen and respond to simple instructions.</i></p>	<p><b>Making and cooking Gingerbread.</b></p> <p>Children to make gingerbread with adults, cut the dough into a shape of their choice, once cooked and cooled to decorate using different edible resources.</p> <p><i>Grow in independence, rejecting help... 'me do it'</i></p>	<p><b>Making and cooking Gingerbread.</b></p> <p>Children to make gingerbread with adults, cut the dough into a shape of their choice, once cooked and cooled to decorate using different edible resources.</p> <p><i>Explore different tools.</i></p>	<p><b>Gingerbread Rhyme Time</b></p> <p>Sing rhymes like "Pat-a-cake," "Five Currant Buns," or "Mix a Cake."</p> <p>Add clapping or actions to match the rhythm. Children can use every day items to create sound. Pots and pans, wooden/metal spoons etc.</p> <p><i>Enjoy songs and rhymes, tuning in and paying attention.</i></p>	<p>Songs and Rhymes. Songs during circle time.</p> <p>Voice sounds</p> <p><b>Joins in with rhymes, songs, copy sounds, rhythms, tunes, and tempos.</b></p>	<p><b>Measuring and Pouring Fun</b></p> <p>Offer scoops, cups, and jugs for pouring flour, oats, or water. Use language like full, empty, more, less. Let children explore filling and pouring freely.</p> <p><i>Compare sizes, weights etc.</i></p>	<p><b>Sensory Gingerbread Playdough</b></p> <p>Make gingerbread-scented playdough (add cinnamon, nutmeg, or ginger). Provide cookie cutters and rolling pins like Maisy uses. Encourage children to notice the smell and feel of the dough.</p> <p><i>Explore materials with different properties.</i></p>	<p><b>Gingerbread Rhyme Time</b></p> <p>Sing rhymes like "Pat-a-cake," "Five Currant Buns," or "Mix a Cake."</p> <p>Add clapping or actions to match the rhythm. Children can use every day items to create sound. Pots and pans, wooden/metal spoons etc.</p> <p><i>Explore a range of sound-makers and instrument's and play them in different ways.</i></p>
<p><b>Week 5</b> Monday 2<sup>nd</sup> February- Friday 6<sup>th</sup> February, 2026</p> <p>Head, Shoulders, knees and toes.</p> <p>Assessment Week</p> 	<p>For children to follow simple instructions from Head, shoulders, knees and toes and copy movements/ actions.</p> <p><i>Enjoy singing, music and toys that make sounds</i></p>	<p>For children to follow simple instructions from Head, shoulders, knees and toes and copy movements/ actions.</p> <p><i>Engage with others through gaze, gestures and talk.</i></p>	<p>For children to follow simple instructions from Head, shoulders, knees and toes and copy movements/ actions.</p> <p><i>Clap, Stamp, and move to music.</i></p>	<p>For children to follow simple instructions from Head, shoulders, knees and toes and copy movements/ actions.</p> <p><i>Say some of the words in songs and rhymes.</i></p>	<p>Songs and Rhymes. Songs during circle time.</p> <p>Voice sounds</p> <p><b>Joins in with rhymes, songs, copy sounds, rhythms, tunes, and tempos.</b></p>	<p><b>Puzzle Time</b></p> <p>Children to complete an insert puzzle on body parts.</p> <p><i>Complete an insert puzzle</i></p>	<p><b>Explore</b></p> <p>Explore the outdoor area freely.</p> <p><i>Explore and respond to different natural phenomena</i></p>	<p>For children to follow simple instructions from Head, shoulders, knees and toes and copy movements/ actions.</p> <p><i>Enjoy and take part in action songs</i></p>
<p><b>Week 6</b> Monday 9<sup>th</sup> February- Friday 13<sup>th</sup> February, 2026</p> <p>Count with Maisy</p> 	<p><b>Story Basket: Count with Maisy</b></p> <p>Gather props from the story — toy animals, small cars, blocks, or dolls. Read the story and let the children act it out with the props. Ask simple questions: "What is Maisy counting?" "Can you say the number?"</p> <p>Recognise and point to objects if asked about them</p>	<p><b>Maisy's Counting Picnic</b></p> <p>Set up a pretend picnic and encourage the children with 'Maisy' and peers. Encourage children to share resources between peers and work collaboratively to have a play picnic.</p> <p><i>Develop friendships with other children.</i></p>	<p><b>Maisy's Number Obstacle Course</b></p> <p>Place number cards 1-5 around the room or garden. As a group child move around the room to the different numbers and complete an activity. Eg - 1 star jump, 2 hops, 3 twirls.</p> <p><i>Enjoy moving when outdoors or indoors.</i></p>	<p><b>Find Maisy's Friends Game</b></p> <p>Hide small toy animals or character cards around the room. Give simple clues: "Maisy is looking for one duck. Can you find it?" Count together when the child finds it: "One duck! Quack!"</p> <p><i>Develop play around favourite stories using props.</i></p>	<p>Songs and Rhymes. Songs during circle time.</p> <p>Voice sounds</p> <p><b>Joins in with rhymes, songs, copy sounds, rhythms, tunes, and tempos</b></p>	<p><b>Maisy's Counting Picnic</b></p> <p>Set up a pretend picnic and encourage the children with 'Maisy' and peers. Encourage children to share resources and count as they play or show counting like behaviours. 1 plate, 2 cups, 3 sandwiches, etc. Adults to support and model counting behaviours.</p> <p><i>Count in everyday contexts sometimes skipping numbers</i></p>	<p><b>Counting Nature Walk - Collection box</b></p> <p>Class to use a box and look for things of interest to collect. Bring all things together and look at findings. Come back indoors and look at findings encouraging children to count what they have collected — "One leaf, two conkers , three flowers..." Compare sizes and shapes ("This leaf is big, this one is small").</p> <p><i>Explore natural materials outdoors.</i></p>	<p>Children to make friendship cards for someone special in their life.</p> <p><i>Explore paint, using fingers and other body parts as well as brushes and other tools.</i></p>