

WYRE FOREST SCHOOL CURRICULUM MAP

Yearly plan for Early Years Rolling Cycle

2024-25 Apple, Orange and Lemon

AUTUMN TERM 1: All about me

Communication and Interaction Attention and Response: Responding to familiar adults Expression: likes/dislikes through physical behaviour Speaking: creating own meaningful sounds / making choices Listening: Responding to adults	Cognition and Learning Problem Scenarios – Responding to stimuli/sensory exploration Literacy – Reading: responding to sounds Maths – Spatial Awareness Creative – Dance/Art TWAU – People and Communities	Physical and Sensory PE – Creative: Dance Imoves – Other Cool Stuff Fine Motor – Reaching/Grasping	Social, Emotional and Mental Health Independence – Eating and Drinking Play – Solitary MHWB – Sense of self
Suggested Narratives: Monkey Puzzle, Owl babies, Colour monster, Copy cat peek-a-boo		Suggested Themes/Experiences: Myself, body parts, my family, special people, favourite things - Stay and Play	

AUTUMN TERM 2: Let's celebrate!

Communication and Interaction Response: Responding to familiar objects React to new experiences Co-active exploration Speaking: Using words/actions to reject Listening: Respond to single words related to self – body parts/possessions	Cognition and Learning Problem Scenarios – Cause and Effect/operating toys Literacy – Reading: responding to songs Maths – Shape TWAU – The world about me Creative – Sculpture	Physical and Sensory PE – Gymnastics: Gross Motor Development: mobility, co-ordination, balance Imoves – crazy fun Fine Motor – Grasping and Releasing	Social, Emotional and Mental Health Independence – Dressing and undressing Play - exploratory MHWB - relationships
Suggested Narratives: Dear Santa, My presents, Mog and Meg, Funnybones, Bing and the fireworks, One Snowy Night, Stick Man		Suggested Themes/Experiences: Halloween, Eid, Bonfire night, Diwali, Christmas EY Nativity. Visit from Santa.	

SPRING TERM 1: Traditional tales

Communication and Interaction Engagement: Consistent preferences and responses Responding to familiar events Speaking: Using single words to greet Listening: Responding to single words relating to objects	Cognition and Learning Problem Scenarios – Responding to and engaging with routines Literacy – Reading: responding to books/stories Maths – Pattern TWAU – The world about me Creative - Painting	Physical and Sensory PE – Games: Ball skills/footwork/body awareness Imoves – strong body Fine Motor – Manipulating	Social, Emotional and Mental Health Independence – Washing Play – functional MHWB – feelings and emotions
Suggested Narratives: The 3 Billy Goats Gruff, Goldilocks and the Three Bears, The Three Little Pigs, The Gingerbread Man.		Suggested Themes/Experiences: Teddy bears picnic at forest school, World book Day.	

SRPING TERM 2: The world outside

Communication and Interaction Engagement: Proactive interactions and developing intentionality Remember learned responses to events and objects Speaking: Using single words to request more Listening: Responding to single words relating to verbs/actions	Cognition and Learning Problem Scenarios – Awareness of purposeful movements and actions Literacy – Reading: narratives/stories Maths – Measures TWAU – Water, weather, sounds Creative – Music	Physical and Sensory PE – Pilates: Exercise and rest, body awareness Imoves – strong mind Fine Motor – Manipulating	Social, Emotional and Mental Health Independence – Travel training Play – relational MHWB – Relationships
Suggested Narratives: We're going on a bear hunt, the very hungry caterpillar, minibeasts		Suggested Themes/Experiences: Weather, Spring, The Natural World, Insects/Minibeasts, Planting seeds, walk in the community, Own grown caterpillars	

SUMMER TERM 1: All creatures great and small

Communication and Interaction Participation: Developing intentionality and requesting objects/events/help Developing concentration and attention Speaking: Using single words to name objects Listening: Responding to attributes	Cognition and Learning Problem Scenarios – searching for toys/objects Literacy – Writing: Sensory Mark Making Maths: Number/Comparison TWAU – Technology Creative – Markmaking/Colour	Physical and Sensory PE – Athletics – jumping, landing, co-ordination Imoves – challenge Tuesday Fine Motor – Mark Making	Social, Emotional and Mental Health Independence – going to the toilet Play – parallel MHWB - feelings and emotions
Suggested Narratives: Rainbow fish, Dear Zoo, At the farm, The odd egg,		Suggested Themes/Experiences: Zoo animals, farm, under the sea, dinosaurs, Birds, Animal Man Visit to school	

SUMMER TERM 2: On the move

<p>Communication and Interaction</p> <p>Involvement: Responding to own name Responding to words/questions Observing results of own actions Speaking: Using single words to name people/places Listening: Responding to stories/rhyme</p>	<p>Cognition and Learning</p> <p>Problem Scenarios – requesting resources Literacy – Writing: Using tools Maths: Counting/Cardinality TWAU – Light and Dark/Electricity Creative – Music</p>	<p>Physical and Sensory</p> <p>PE – Gymnastics – static balance, counter balance Moves- pop hits Fine Motor – Mark Making</p>	<p>Social, Emotional and Mental Health</p> <p>Independence – Eating and drinking Play – shared MHWB – feelings and emotions</p>
<p>Suggested Narratives: We all go travelling by, Journey Home from Grampa's, That's not my fire engine, Peek-a-boo car, Thomas goes on holiday</p>		<p>Suggested Themes/Experiences: Transport, holidays, places, beach theme stay and play, possible visit to police station/community</p>	