

**WYRE FOREST SCHOOL CURRICULUM MAP Yearly plan for Early Years Rolling Cycle 2025-26**

**Apple, Orange, Pear and Lemon**

**AUTUMN TERM 1: All about me**

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

**AUTUMN TERM 2: Let's celebrate!**

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

**SPRING TERM 1: Traditional tales**

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

**SPRING TERM 2: The world outside**

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

**SUMMER TERM 1: All creatures great and small**

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

**SUMMER TERM 2: On the move**

|  |   |   |  |
|--|---|---|--|
| <p><b>Communication and Interaction</b><br/>         Involvement:<br/>         Responding to own name<br/>         Responding to words/questions<br/>         Observing results of own actions<br/>         Speaking: Using single words to name people/places</p> | <p><b>Cognition and Learning</b><br/>         Problem Scenarios – requesting resources<br/>         Literacy – Writing: Using tools<br/>         Maths: Counting/Cardinality<br/>         TWAU – Light and Dark/Electricity<br/>         Creative – Music</p> | <p><b>Physical and Sensory</b><br/>         PE – Gymnastics – static balance, counter balance<br/>         Imoves- pop hits<br/>         Fine Motor – Mark Making</p> | <p><b>Social, Emotional and Mental Health</b><br/>         Independence – Eating and drinking<br/>         Play – shared<br/>         MHWB – feelings and emotions</p> |
|--|---|---|--|

|   |   |  |  |
|---|---|--|--|
| Listening: Responding to stories, rhymes  |   |  |  |
| <b>Suggested Narratives:</b> We all go travelling by, Journey Home from Grampa's, That's not my fire engine, Peek-a-boo car, Thomas goes on holiday | <b>Suggested Themes/Experiences:</b> Transport, holidays, places, beach theme stay and play, possible visit to police station/community |  |  |