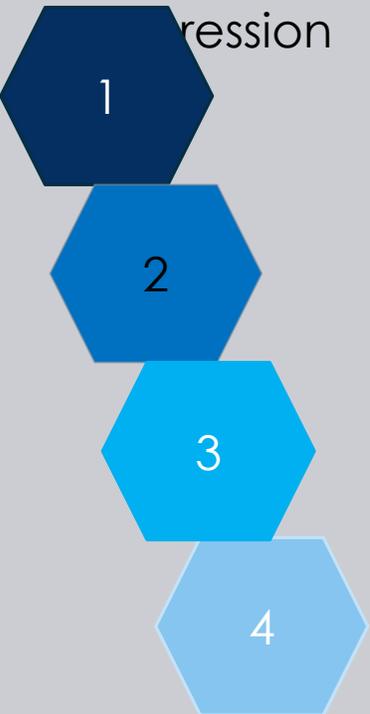


# Lodge Farm Early Years Curriculum Overview

At Lodge Farm Primary School we use the Early Years Foundation Stage (2021) as a basis to build our curriculum upon. We have identified 5 key areas that we feel our children should be able to achieve by the time they leave Reception in order to reach their full potential and develop their cultural capital.

<u>Curriculum Aim</u>	Where appropriate, all children will be independent in the self care skills of dressing and undressing for outside and independent toileting.	All children will create and prepare a healthy snack from a basic recipe.	All children will experience the Hygge way of life, develop a respect for the natural world and play a role in caring for nature	All children will use some household tools, managing risks effectively	All children will experience ways of life and cultures outside of the culture of their family both locally and beyond
<p><b>Skills Progression</b></p> 	<ol style="list-style-type: none"> <li>1. Clasp strength</li> <li>2. Waiting for support where necessary</li> <li>3. Pulling a zip</li> <li>4. Balance on the left leg</li> <li>5. Balance on the right leg</li> <li>6. Push into shoes using their feet and hands to support</li> <li>7. Use and understand instructive vocabulary</li> <li>8. Place clothing and shoes away safely</li> <li>9. Develop bilateral co-ordination</li> <li>10. Develop control of movements</li> <li>11. Select outdoor clothing and protective wear (coat/sunhat/gloves)</li> <li>12. Fingers into gloves</li> <li>13. Hats on correctly</li> <li>14. Scarves secured inside coats</li> <li>15. Welly boots on sitting/standing</li> <li>16. Using back to hang</li> </ol>	<ol style="list-style-type: none"> <li>1. Making toast for snack time.</li> <li>2. Learning to spread on to toast.</li> <li>3. Wash hands</li> <li>4. Express preferences</li> <li>5. Explore different textures, smells and tastes</li> <li>6. Understand vocabulary (mix, cut, put, add- Imperative verbs)</li> <li>7. Follow instructions</li> <li>8. Know safety requirements/risks</li> <li>9. Use a range of cooking equipment (knives, spoons, graters)</li> <li>10. Understand what healthy things are (food and drink) and that they are usually grown</li> <li>11. Select resources</li> <li>12. Read a recipe (in words or pictures)</li> <li>13. Identify food sources</li> <li>14. Measure and work out quantities</li> </ol>	<ol style="list-style-type: none"> <li>1. Explore nature in all weathers and seasons</li> <li>2. Look</li> <li>3. Respect nature and understand why we must not take from nature without giving back.</li> <li>4. Collect from nature mindfully</li> <li>5. Experience coziness inside after time spent outside</li> <li>6. Notice the effects of quality outside time on their bodies and feelings – cold hands, happy heart, exciting wind, rain, snow, calm shade, sun safety, etc.</li> <li>7. Plant a tree – why this is important</li> <li>8. Wild animal care – why this is important</li> <li>9. Goldworthy creations</li> <li>10. Changes and decay</li> <li>11. Bringing the outside in.</li> </ol>	<ol style="list-style-type: none"> <li>1. Use of household utensils – special attention on knife and fork use.</li> <li>2. Role Play using real tools</li> <li>3. Follow instructions</li> <li>4. Know safety requirements/risks</li> <li>5. Select safety equipment</li> <li>6. Gross motor strength</li> <li>7. Grip strength</li> <li>8. Investigate</li> <li>9. Hammer items</li> <li>10. Saw items</li> <li>11. Screw items</li> <li>12. Join materials</li> <li>13. Construct 3D models</li> <li>14. Evaluate/Compare</li> <li>15. Collaborate</li> <li>16. Select resources</li> <li>17. Plan</li> <li>18. Problem solve/Fix</li> <li>19. Measure</li> <li>20. Begin to make designs according to a brief / to meet a need</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify and share special/significant events in their own lives</li> <li>2. Show interest in/ask questions about the lives of people who are familiar to them</li> <li>3. Describes special times or events for family or friends.</li> <li>4. Observe</li> <li>5. Show interest in different occupations and ways of life</li> <li>6. Recall</li> <li>7. Role play-explore</li> <li>8. Identify some of the things that make them unique</li> <li>9. Compare different ways of life-identify similarities and differences</li> <li>10. Ask questions</li> <li>11. Describe</li> <li>12. Explain</li> <li>13. Nursery Rhymes</li> </ol>

# Lodge Farm Early Years Curriculum Overview

This page contains some of the experiences we may offer the children in order to reach our aims. This is not an exhaustive list or a tick sheet. This is a supporting document.

<u>Curriculum Aim</u>	Where appropriate, all children will be independent in the self care skills of dressing and undressing for outside and independent toileting.	All children will create and prepare a healthy snack from a basic recipe.	All children will experience the Hygge way of life and develop a respect for the natural world and play a role in caring for nature	All children will use some household tools, managing risks effectively	All children will experience ways of life and cultures outside of the culture of their family both locally and beyond
Experiences we could offer	<ul style="list-style-type: none"> <li><input type="checkbox"/> Always raising the importance of correct outdoor clothing.</li> <li><input type="checkbox"/> Good adult modeling</li> <li><input type="checkbox"/> Changing for outside is used as a key part of the routine and putting clothing back where it belongs and not on the floor is vital to out safety and for the care of out clothes so they last us well.</li> <li><input type="checkbox"/> Plentiful time spent with adults supporting dressing and undressing</li> <li><input type="checkbox"/> Links via tapestry to raise the profile of this at home.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Playdough</li> <li><input type="checkbox"/> Role Play- kitchens/restaurants/d octors</li> <li><input type="checkbox"/> Children independently follow recipes to make simple things such as playdough, rainbow salad, bird feeders</li> <li><input type="checkbox"/> Meet a chef</li> <li><input type="checkbox"/> Meet a doctor</li> <li><input type="checkbox"/> Farm trip</li> <li><input type="checkbox"/> Growing</li> <li><input type="checkbox"/> Farm to fork (Tesco)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Quality outdoor time</li> <li><input type="checkbox"/> Access to resources to care for wildlife and plants</li> <li><input type="checkbox"/> Excellent adult role models</li> <li><input type="checkbox"/> Recycling and reusing and reducing has a high profile in our daily practices.</li> <li><input type="checkbox"/> Plentiful opportunities to bring the outside in, collect from nature in a mindful and thank =ful way</li> <li><input type="checkbox"/> Impressing on the children that we must not pick from nature, only to take what is on the floor and therefore has been given</li> <li><input type="checkbox"/> Bee care – wildflowers</li> <li><input type="checkbox"/> Development of the insect world.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Wood work bench</li> <li><input type="checkbox"/> Build some planters</li> <li><input type="checkbox"/> Campfire</li> <li><input type="checkbox"/> Carpenter visit</li> <li><input type="checkbox"/> Mr Bently talk?</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Make links with other local schools in Stevenage, and Villages (think about size and cohorts)</li> <li><input type="checkbox"/> Make links with schools further afield like London and costal destinations and worldwide</li> <li><input type="checkbox"/> Share experiences of visits to other towns and cities</li> <li><input type="checkbox"/> Visits from speakers</li> <li><input type="checkbox"/> Explore different places of worship</li> <li><input type="checkbox"/> Explore different types of accommodation</li> <li><input type="checkbox"/> Celebrations</li> </ul>

# Lodge Farm Early Years Curriculum Justifications

This page contains some of the experiences we may offer the children in order to reach our aims. This is not an exhaustive list or a tick sheet. This is a supporting document.

<u>Curriculum Aim</u>	Where appropriate, all children will be independent in the self care skills of dressing and undressing for outside and independent toileting.	All children will create and prepare a healthy snack from a basic recipe.	All children will experience the Hygge way of life and develop a respect for the natural world and play a role in caring for nature	All children will use some household tools, managing risks effectively	All children will experience ways of life and cultures outside of the culture of their family both locally and beyond
Reasoning	<p>Self care skills are life long skills that not all of our children have access to. When children are allowed to be independent with self care skills they gain positive experience of perseverance, failure and success. We have found an increasing lack of self care skills year upon year coming into our Early Years. We are raising the priority of this with parents while they are with us in the EYFS but also before coming to school. This is something we will mention to parents at the first point of meeting such as</p>	<p>To encourage independence in both preparing and making healthy choices.</p> <p>KS1 children are not always able to explain where food comes from (supermarket is the usual response) so to support their cultural capital we thought it would also link to our growing focus in the curriculum and also would link beautifully with our Huggle ethos Also, visiting the local farm would be a wonderful enhancement.</p>	<p>Hygge - a quality of cosiness and comfortable conviviality that engenders a feeling of contentment or well-being (regarded as a defining characteristic of Danish culture). "why not follow the Danish example and bring more hygge into your daily life?"</p> <p>We would like the children to experience the contentment of living in the moment, gaining joy from life small and very special pleasure. These pleasures to be found in togetherness with each other and with nature. To understand</p>	<p>Poses risks that children can be taught to manage effectively.</p>	<p>In response to the lockdown during the children's vital informative years we have noticed that the children have so far led quite isolated lives. When our children move on from EYFS we want them to be ready for what is out there.</p> <p>We want them to develop the foundations for tolerance, respect and understanding of others.</p> <p>Be more aware of their place in this world.</p>