



Harmony principles in the EYFS

Autumn term 1 | The principle of Diversity



Diversity It's Good to be different!

When we observe the natural world, we can see that its richness lies in its diversity. Life teems with diversity, and diversity is a good thing – be it in human form, in the different varieties of a particular species of plant or animal or in the food that we grow and eat. Diversity enriches our lives. It is something not just to value, but to encourage, promote, embrace and celebrate.

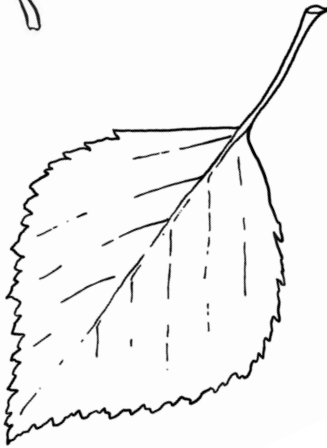
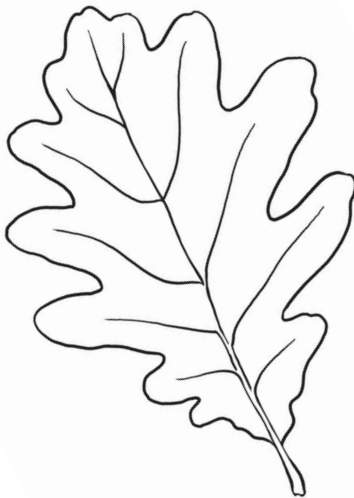
Enquiries of learning and themes for learning linked to diversity help us to appreciate that difference and diversity are essential to the health of any system or community.

Throughout the EYFS, children will be introduced to opportunities to explore and develop their initial knowledge and understanding of diversity and the language that enables them to engage in the awe and wonder of our diverse world, for example,

when they notice different species of flowers, trees, birds, fish, animals or dinosaurs, individual strengths or languages spoken.

The table below shows how the principle of Diversity can be brought into learning in the EYFS and what learning about the principle of Diversity looks like in Years 1 and 2 when following a Harmony curriculum.

	EYFS	Year 1	Year 2
THEMES AND ENQUIRIES	What makes me special? Links could also be made to themes such as: All about me Marvellous me Senses Our wonderful world Dinosaurs	What kind of superhero do I want to be?	What can we learn about the plants that grow in the UK?
KEY CONTENT	UTW: The natural world The senses Different environments Seasonal change PSHE: Valuable individual Relationships Others' perspective	NC Science: Animals, including humans PSHE: Health and wellbeing – healthy lifestyles, ourselves, growing and changing Living in the wider world – shared responsibilities	NC Science: Plants Living things and their habitats PSHE: Health and wellbeing – healthy lifestyles, ourselves, growing and changing Living in the wider world – shared responsibilities



The printable planning grid below can be used as a framework to establish connections between learning themes, Nature-rich provision and a child’s developing awareness and understanding of Diversity.

Thinking sustainably	Connecting with Nature and each other	Curating Nature tables and curiosity collections
Providing words, images or signs so children can connect with Nature’s awe and wonder, different phenomena, the human body and the principle of Diversity, for example:	Designing the indoor and outdoor learning environment to promote Nature connection and connection with others.	Creating intriguing natural collections and spaces to encourage talk, touch and physical exploration of Nature and natural objects.
same different Nature natural made by humans		
outside inside spring summer autumn		
winter seasons body labels senses special		
Celebrating Nature	Learning from Nature about Diversity	Finding maths in Nature
Sharing and exploring books, rhymes, stories and songs so children can engage in the language and joy of Nature.	Providing opportunities to connect with, and be inspired by, Nature will ensure that children will:	Providing natural objects and opportunities for the practical development and application of mathematical skills in the natural world.
	• Explore the natural world around them • Describe what they see, hear and feel while outside • Recognise some environments that are different to the one in which they live • Understand the effect of changing seasons on the natural world around them	
Exploring natural creativity	Being out and about in Nature	Facilitating loose parts play
Providing opportunities for children to explore beauty, art, geometry and pattern in Nature – and to create using natural resources.	Using welly walks or wonder wanders to spark curiosity and connection with the natural world.	Using open-ended, natural and recycled materials.

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Understanding the world: The natural world
Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

We have included examples below that show how Nature connection and a child’s developing understanding of the principle of Diversity can be nurtured through continuous and enhanced provision.

Thinking sustainably	Connecting with Nature and each other	Curating Nature tables and curiosity collections
Providing simple word collections, symbols or images so that children can engage in the awe and wonder of Nature, different phenomena, the human body and the principle of Diversity. Finding ways in which they can observe, feel and express their thoughts and understanding. In the planning grid on the previous page, we have simply included examples of some of the vocabulary that could form a solid foundation for future learning linked to the principle of Diversity and connected science/PSHE learning in Year 1. This can be adapted or extended depending on the direction taken by children’s curiosity and interest, individual learning needs and teacher-led provision. 	Designing the indoor and outdoor learning environment to promote Nature connection and connection with others. Through the design of our continuous provision and specific elements of the indoor and outdoor learning environments, we can secure a place for Nature-rich provision. We can also create enhanced opportunities for children to make connections in their learning, to connect with each other and to further develop their understanding of Diversity, for example, by providing: • Opportunities to care for Nature and to nurture diversity, such as planting different bulbs in outdoor growing spaces or introducing a variety of indoor plants • Areas for pretend play such as an RSPB centre, where children can explore the roles of people who nurture diversity within the natural world through green careers • Outdoor performance spaces and role play areas where links with celebrations and different cultures and beliefs can be celebrated through music, dance and pretend play • An outdoor log circle or other places to sit and stare, talk, listen to stories, draw, observe, wonder and celebrate diversity • Observation spots, or using Nature’s TV (cardboard frames) to watch and to note where the children see diversity, for example, on a bird-feeding station or in a bug garden • Opportunities to explore the wonders of water through leaf boats made using a variety of leaves, sizes and shapes • Nature journalling to observe and note the diversity that exists in Nature • Small world play, which allows exploration of the diversity that exists within families, communities, seasonal festivals or woodland habitats • Opportunities for storytelling through cloud gazing	Creating intriguing natural collections and spaces to encourage talk, touch and physical exploration of Nature and natural objects. Nature tables, curiosity collections and treasure troves filled with objects found in the natural world allow us to blur the lines between the outdoors and indoors, and to further cultivate a deep appreciation of the awe and wonder of Nature. When children are immersed in Nature-rich environments, they are more likely to experience a sense of wonder and curiosity about the beauty and diversity that exists in the world around them. This can enhance their personal, social and emotional development and a growing desire to care for the natural world. Children can be invited to stand, stare and take note of Nature’s wonders or to engage with the questions and observations that these collections can provoke. Examples could include: • Incorporating natural materials such as wood, stones, shells and pine cones into play areas to stimulate sensory exploration and creativity • Providing baskets of sticks, leaves, feathers and twine so children can create their own Nature wands • Growing vegetable tops and seeing the new shoots appear – this could be linked with a local harvest • Exploring the variety of fallen leaves • Following changes linked to the seasons using natural resources on a light box • Introducing examples and images of natural items from diverse environments (seashore, woodland, garden) • Using an awe and wonder word wall with photos and posters (volcanoes, clouds) alongside descriptive words • Providing spotter sheets and collector pots so that children can collect and share their own items • Exploring picture and information books about autumn

Celebrating Nature	Finding maths in Nature	Exploring natural creativity
Sharing and exploring books, rhymes and songs so children can engage in the language and joy of Nature. Exposing children to a wide range of stories, non-fiction, rhymes, songs and poems can enhance their understanding of our diverse world and provide opportunities to explore and develop the language of diversity. Books linked to the principle of Diversity could include: <i>Where Is The Green Sheep?</i> by Mem Fox and Judy Horacek <i>All Are Welcome</i> by Alexandra Penfold and Suzanne Kaufman <i>My Hair</i> by Hannah Lee and Allen Fatimaharan <i>Monkey Puzzle</i> by Julia Donaldson and Axel Scheffler <i>Millie's Marvellous Hat</i> by Satoshi Kitamura <i>The Same But Different</i> by Molly Potter and Sarah Jennings <i>If All The World Were</i> by Joseph Coelho and Alison Colpoys <i>Grow: Secrets Of Our DNA</i> by Nicola Davies and Emily Sutton Or other examples such as those listed in the National Education Nature Park EYFS Booklist. In addition, this understanding can be supported by sharing stories about different family structures; rhymes and poems about the natural world; and non-fiction texts about contrasting environments. Festivals and celebrations also play a significant role in supporting children's learning and development. They help children begin to understand diversity but also the commonalities of human values that are shared by many cultures and religions. You may wish to focus on themes of family and love expressed through special food and gifts, voluntary service and charitable giving, prayer, places of worship, thanksgiving for Nature, kindness, birthdays or other special days. Celebrations that take place in Autumn 1 and support an exploration of this aspect of the principle of Diversity could include: • Harvest Festival • Yom Kippur • Diwali • Apple Day	Providing natural objects and opportunities for the practical development and application of mathematical skills in the natural world. Nature provides us with a boundless diversity of natural objects (such as pine cones, leaves, acorns, conkers etc) that can be used when exploring recurring patterns, subitising, counting and number bonds. Examples of continuous and enhanced provision that link mathematical development with the principle of Diversity could include: • Going on a twig hunt, exploring <i>Who can find the largest, shortest, thickest, spikiest, roughest, tickliest or smoothest twig?</i> • Engaging in a shape scavenger hunt • Outdoor measuring introducing measurement concepts and comparisons using natural objects • Sorting natural objects • Noting the diversity of trees and finding 10 ways to measure a tree • Creating natural autumnal hanging ornaments ordered by size • Exploring mud kitchen measures • Creating egg box number frames using natural seasonal objects • Conker maths 	Providing opportunities for children to explore beauty, art, geometry and pattern in Nature – and creating using natural resources. Creative areas can be enhanced with a range of natural resources that will help children to explore, look for and notice the diversity, beauty and patterns that exist within the natural world. Examples of continuous and enhanced provision that link creative development with the principle of Diversity could include: • Natural music – making simple instruments such as percussion instruments or shakers from twigs, seeds or dried beans • Finding the geometry in the cross-section of an apple at snack time • Exploring crafts from different cultures, for example a Diwali rangoli • Making natural art installations following a scavenger hunt • Freezing Nature – collecting leaves, seeds, flowers and pebbles or anything else that catches the eye on a welly walk, placing them in water, freezing them and talking about what's happening as the ice begins to melt • Nature hairstyles – drawing a face on a piece of cardboard then, when you are out in Nature, encouraging the children to put it up against diverse natural backgrounds to create different hairstyles • Leaf art – making leaf animals, masks, crowns, giant initials, muddy faces, a Hapa Zome or leaf printing in clay using and noting a variety of shapes, sizes and colours • Creating an autumn mandala • Nature journaling through the seasons – recording the signs of autumn's arrival

Being out and about in Nature	Facilitating loose parts play
Using welly walks or wonder wanders to spark curiosity and connection with the natural world.	Using open-ended, natural and recycled materials.
Welly walks or wonder wanders provide a wealth of opportunities to engage with the natural world and to nurture an increasing awareness and love of Nature. Guiding explorations and supporting children’s developing curiosity can also lead to further explorations within both the school and home environments. Examples of guidance that could spark curiosity and connection while exploring the natural diversity of the local area could include: • A focus on how animals behave differently through the seasons • Looking at how we dress differently when we go outdoors through the seasons • Going on a senses walk and providing hands-on experiences so children can touch, smell, hear and see the natural world • Forest bathing – taking a moment to explore the awe, wonder and diversity of trees and leaves • Making seasonal potions, smelling bottles and pies • Going on a sound safari with examples such as walking through leaves or listening to raindrops • Identifying living things around us using the Woodland Trust’s spotter sheets for autumn • Going on a welly walk in the local streets after rain and encouraging the children to splash in puddles and listen to and distinguish natural sounds • Collecting natural objects to create seasonal colour palettes	The use of natural, open-ended and recycled materials to support physical development provides a perfect opportunity to introduce the language of sustainability within play. These materials can be used for larger creations, constructions and diagrams, and children can be encouraged to think about and explain where these materials have come from and why they have been chosen. Provision designed to encourage a growing understanding of sustainability and diversity could include: • A collection of objects and materials such as bricks, logs, rocks, repurposed tyres, pallets, crates, clay and rope ends that can be used by children to create representations of animals, plants or parts of the human body • A store of recycled materials for large art projects • A bank of dressing-up clothes that can be reused to create vignettes • Team den-building challenges that support children’s understanding of the varied skills and strengths of different team members • Obstacle courses that use repurposed materials to support physical development • A barefoot safari through areas with natural loose parts

