



Harmony principles in the EYFS

Autumn term 2 | The principle of Health



Health Looking after ourselves and our world

Nature is, for the most part, healthy and, when we are in Nature, we feel well. Nature rejuvenates and heals us. It restores our spirit. It captures our imagination. It is a constant source of inspiration. When we tune in to Nature in all its elements, we come alive.

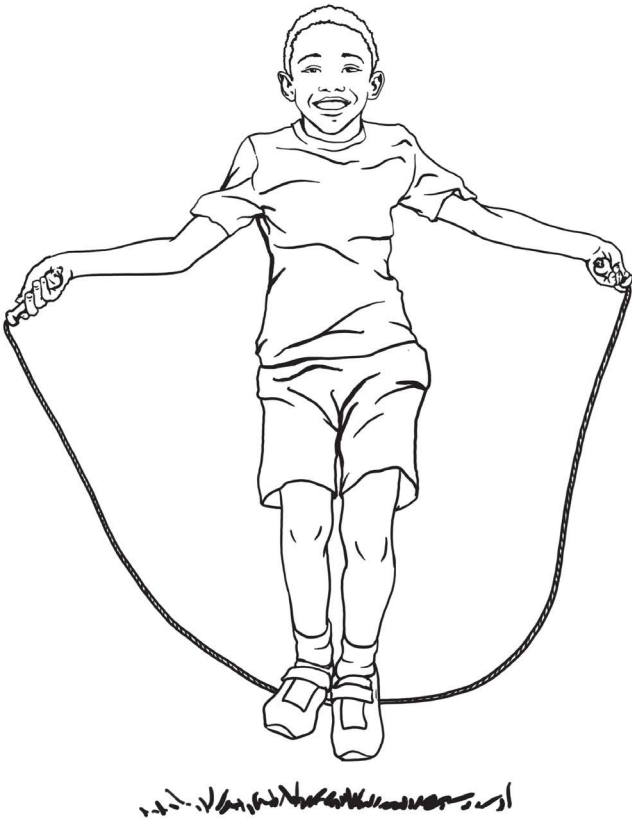
We know that our human health is inextricably linked to that of the natural world. When we develop a deep understanding of how Nature works, learning becomes even more meaningful. The more we can provide experiences that take children beyond the classroom and help them to connect with Nature, the more their wellbeing is likely to improve.

Enquiries of learning linked to Health teach us how to live healthy lives. They remind us of the need for balance and the link between our individual health and the health of our world.

Throughout the EYFS, children are introduced to opportunities to explore and develop their initial knowledge and understanding about health and the language that enables them to engage in the awe and wonder of a healthy world, for example, by exploring when we feel well, when we grow a plant from a seed successfully or when we eat good food and feel well because of it.

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

	EYFS	Year 1	Year 2
THEMES AND ENQUIRIES	How can we show that we care? Links could also be made to themes such as: Caring for my world People who help us Healthy me Toys and games Winter wonderland	What stories could our games and toys tell?	What do I need to be healthy?
KEY CONTENT	UTW: The natural world The senses Seasonal change PSED: Valuable individual Relationships Feelings Health and wellbeing	NC Science: Everyday materials PSHE: Relationships – friendships, managing hurtful behaviour and bullying Health and wellbeing – healthy lifestyles, mental health, ourselves growing and changing, keeping safe	NC Science: Animals, including humans PSHE: Health and wellbeing – healthy lifestyles, mental health, ourselves growing and changing, keeping safe



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 Health.

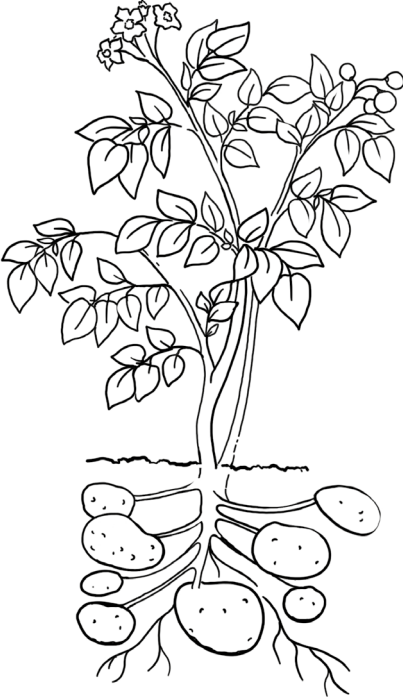
Thinking sustainably	Connecting with Nature and each other	Curating Nature tables and curiosity collections			
Providing words, images or signs so children can connect with Nature’s awe and wonder, different phenomena, materials and the principle of Health, for example: <table><tr><td>well unwell happy unhappy healthy</td><td>unhealthy wellbeing winter feelings</td><td>object natural materials materials made by people litter</td></tr></table>	well unwell happy unhappy healthy	unhealthy wellbeing winter feelings	object natural materials materials made by people litter	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.
well unwell happy unhappy healthy	unhealthy wellbeing winter feelings	object natural materials materials made by people litter			
Celebrating Nature	Learning from Nature about Health	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: • 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	Providing natural objects and opportunities for the practical development and application of mathematical skills in the natural world.			
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 Health 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, materials and the principle of Health. 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 Health 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 Health, for example, by providing: • Opportunities to care for Nature and nurture a growing understanding of what it means to be healthy, such as looking after an indoor garden or creating hibernation stations and bird-feeding stations • Areas for pretend play, such as a wildlife rescue centre, a doctor’s surgery or a repair shop, where children can explore green careers and the people who care for the natural world • Sensory play that allows children to explore seasonal change, cold and ice, such as a tuff tray containing natural frozen objects • Indoor and outdoor seasonal weather observation stations • Outdoor performance spaces where links with seasonal celebrations, songs and rhymes can be celebrated through music, dance and pretend play • Small world play that allows exploration of seasonal scenes, celebrations and festivals • An outdoor log circle or other places to sit and stare, talk, listen to stories, draw, observe, wonder and to reflect on how being in Nature makes us feel • Rainwatch spots to observe the wonders and flow of water through dam building or using the bottom of a drainpipe and allowing rain to flow over different natural materials, such as pebbles, gravel or sand • Nature journalling to observe and note signs of health in Nature	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 ojects 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 explore the impact that sights, smells and textures have on our wellbeing, 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, bark, cones and twine so children can create tree wands as a celebration of trees during National Tree Week • Using seasonal observation jars, magnifying glasses, loupe magnifiers and visualisers • Creating a treasure trove of different apple varieties • Building a ‘winter in Nature’ curiosity collection • Making winter silhouettes using the light box • Providing spotter sheets and collector pots so that children can collect and share their own items • Creating seasonal scent jars using festive herbs and spices and exploring how the scents of winter festivals make us feel • Building an awe and wonder wall including images and books linked with different places in the world, snow, ice and winter

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 the natural world and provide opportunities to explore and develop the language of Health. Examples linked to the principle of Health could include: <i>The Ugly Vegetables</i> by Grace Lin <i>The Go-Away Bird</i> by Julia Donaldson and Catherine Rayner <i>My Daddy Is A Pretzel</i> by Baron Baptiste and Sophie Fatus <i>A First Book Of Nature</i> by Nicola Davies and Mark Hearld <i>The Oak Tree</i> by Julia Donaldson and Victoria Sandøy <i>The Wild</i> by Yuval Zommer <i>My Butterfly Bouquet</i> by Nicola Davies and Hannah Peck Or other examples such as those listed in the National Education Nature Park EYFS Booklist. In addition, this understanding can be supported by sharing non-fiction texts about contrasting environments, and seasonal songs, poems and rhymes – and by offering children opportunities to invent their own. Festivals and celebrations help children to recognise the link between the principle of Health and wellbeing. You may wish to focus on themes of family and love, special food and gifts, prayer, places of worship, thanksgiving for Nature, kindness, birthdays or other special days, and how these celebrations affect how we feel. Celebrations that take place in Autumn 2 and support an exploration of this aspect of the principle of Health, could include: • Remembrance Day • National Tree Week • St Andrew's Day • Hanukkah • Winter Solstice • Christmas	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 Health could include: • Following recipes linked with seasonal foods and celebrations • Making pattern garlands using natural objects • Playing natural hopscotch • Ordering the sizes of natural frozen hanging decorations and ornaments • Following recipes linked with Nature's health, such as how to make a simple bird feeder • Measuring in the mud kitchen to create healthy shakes and feasts • Using egg box number frames and natural seasonal objects to create number bonds • Comparing lengths of twigs and other natural, found materials • Discovering puddle potential	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 beauty and patterns that exist within the natural world and the impact that this has on their wellbeing. Examples of continuous and enhanced provision that link creative development with the principle of Health could include: • Collecting seasonal colour palettes • Making windchimes from natural materials • Creating songs and rhymes to celebrate the apple harvest • Making firework collages from fallen leaves • Finding geometry in the cross-section of a Christingle orange • Exploring the music and dance of winter festivals and celebrations • Creating ivy garlands • Nature journalling through the seasons – recording the signs of winter's arrival • Exploring ephemeral art, allowing our creations to weather or blow away in the wind • Making ice art, such as natural frozen tree decorations or ice lanterns

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 the school and home environments. Examples of guidance that could spark curiosity and connection while exploring Health within 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 • Identifying trees in winter using activities such as finding your tree twin, twig spotting or the Woodland Trust’s tree iDials • Using a talking telescope (cardboard tube or rolled-up paper) to focus in on an aspect of Nature and describe it to a friend • Going on an elf and fairy hunt – can we see any signs or create stories as we search? • Identifying living things around us using the Woodland Trust’s spotter sheets for winter • Exploring and flying different kites • Recording sounds in Nature such as walking through water, mud, twigs and leaves or the sound of raindrops • Engaging in a Christmas scavenger hunt	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 Health 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 trees • Creating fitness circuits and obstacle courses using found materials • A store of recycled materials for large art projects such as the creation of Remembrance poppies • A bank of dressing-up clothes that can be reused to create vignettes around seasonal celebrations • Team den-building challenges that allow children to explore natural materials and materials that have been made by people • Inventing our own healthy toys and games using found materials

