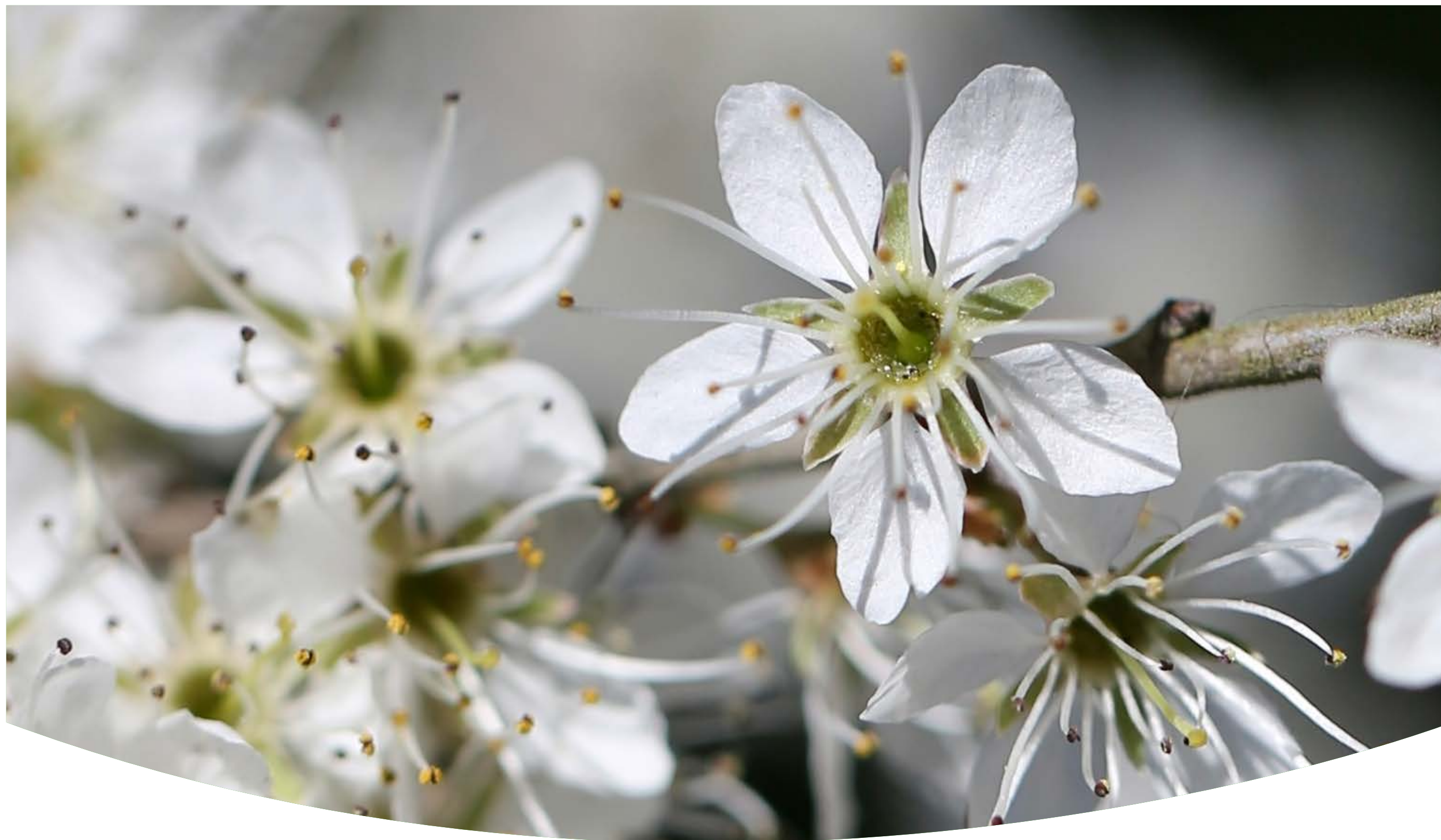




Harmony principles in the EYFS

Spring term 2 | The principle of Oneness



Oneness We are all one in Nature

All the principles of Harmony are ultimately one. They can be drawn out and explored separately to develop a greater understanding of what they mean, but they are wholly integrated principles that work together as one complex whole. In all our learning about Harmony, we want our children to understand that they are part of something greater than themselves. In understanding that they are wholly part of Nature, their way of seeing the world shifts to become more connected.

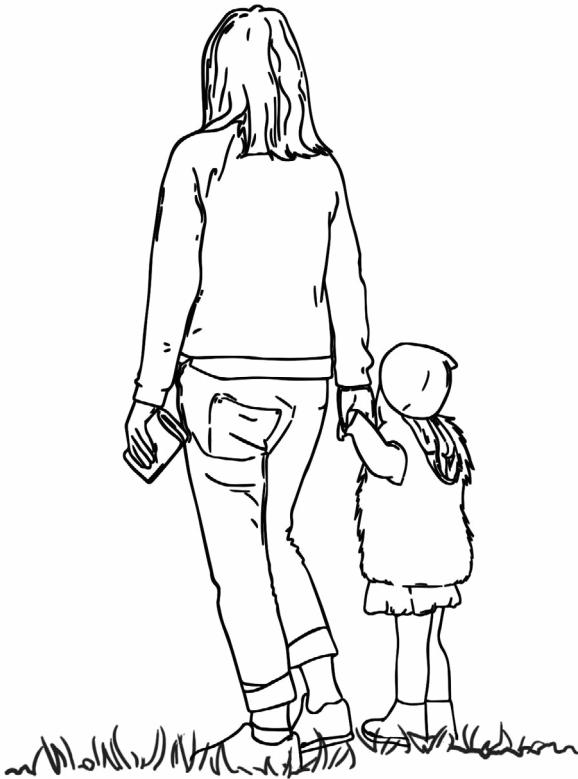
The principle of Oneness provides a spiritual dimension to our learning. It highlights that to fully appreciate Nature’s principles of Harmony, we need to find our own sense of peace and belonging. Enquiries of learning linked to the principle of Oneness explore how it has been interpreted over time and across religions, traditions and ways of life.

Throughout the EYFS, children are introduced to opportunities to explore and develop their initial knowledge and understanding about oneness, for example, when they find time to

be still, when they appreciate quiet times or when they experience the feeling of connecting well with their friends or family in times of celebration.

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

	EYFS	Year 1	Year 2
THEMES AND ENQUIRIES	Is my world the same as your world? Links could also be made to themes such as: What a wonderful world Under the sea Space Animals and minibeasts We belong	What would it be like to live on an island elsewhere in the world?	Where are the polar regions and how are they changing?
KEY CONTENT	UTW: The natural world Different environments Seasonal change PSHE: Valuable individual Relationships Feelings Others’ perspective Health and wellbeing	NC Science: Animals, including humans PSHE: Relationships – families, friendships, respecting self and others Health and wellbeing – healthy lifestyles Living in the wider world – communities, economic wellbeing	NC Science: Animals, including humans Living things and their habitats PSHE: Relationships – families Health and wellbeing – ourselves, growing and changing Living in the wider world – shared responsibilities, communities, economic wellbeing



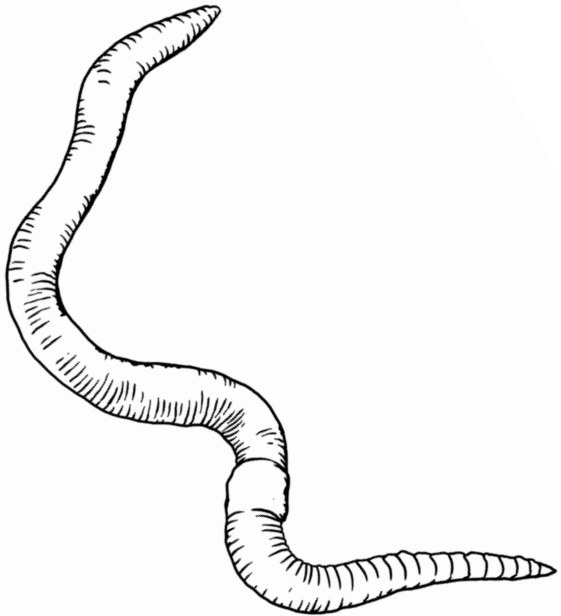
The printable planning grid below can be used as a framework to establish connections between learning themes, Nature-rich provision and a child’s developing awareness and understanding of Oneness.

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, animals and the principle of Oneness, for example: <table><tr><td>team</td><td>school</td><td>vocabulary</td></tr><tr><td>quiet</td><td>community</td><td>linked to local</td></tr><tr><td>belong</td><td>world</td><td>wildlife and</td></tr><tr><td>place</td><td>animals</td><td>wildlife in other</td></tr><tr><td>local</td><td>change</td><td>environments</td></tr><tr><td>family</td><td>camouflage</td><td></td></tr></table>	team	school	vocabulary	quiet	community	linked to local	belong	world	wildlife and	place	animals	wildlife in other	local	change	environments	family	camouflage		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.
team	school	vocabulary																		
quiet	community	linked to local																		
belong	world	wildlife and																		
place	animals	wildlife in other																		
local	change	environments																		
family	camouflage																			
Celebrating Nature	Learning from Nature about Oneness	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.																		

ELG

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 Oneness 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, animals and the principle of Oneness. 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 Oneness 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 Oneness, for example, by providing: • Moments for Nature journalling – observing the areas where we planted a variety of bulbs in the autumn and sketching changes, looking for signs of new life, e.g. spring flowers, blossom on trees • Opportunities to care for Nature – minibeast hotels, butterfly feeders, hedgehog highways • Outdoor performance spaces where links with seasonal celebrations and different cultures and beliefs can be celebrated through music, dance and pretend play • An outdoor log circle or other natural places to sit, observe and wonder • Observation stations – eggs hatching, nesting areas, sun shining through different materials, opportunities to observe a ‘big sky’ and the awe and wonder contained within • Areas for pretend play, such as a hedgehog hospital or a space station, where children can explore green careers and the people who care for the natural world • Small world play that allows exploration of seasonal scenes, festivals and characters • Sensory play that allows children to explore seasonal change and textures • Opportunities to create a frog pond • Areas to explore life underground through activities such as worm charming from the National Education Nature Park’s EYFS materials • Opportunities to explore water permeability through different surfaces in the outdoor play area, as an introduction to understanding our role when faced with natural challenges such as flooding	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 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: • Providing baskets of sticks, leaves, scavenged materials and twine to create spring story sticks • Planting eggy cress heads (National Education Nature Park) as an introduction to growing food – investigating what happens when we change the amount of water or sunlight each cress head receives • Hanging window crystals to catch the light and scatter the room with rainbows alongside opportunities to create their own using torches and prisms • Building an awe and wonder wall including images and information books linked with spring, wildlife and scenes from other environments • Nurturing a variety of living plants, spring bulbs grown in reusable transparent plastic cups, blossom and indoor gardens • Building a Curiosity Corner with links to Wildlife Trust webcams

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.	Providing natural objects and opportunities for the practical development and application of mathematical skills in the natural world.	Providing opportunities for children to explore beauty, art, geometry and pattern in Nature – and creating using natural resources.
Exposing children to a wide range of stories, non-fiction, rhymes, songs and poems can enhance children’s understanding of the awe and wonder of the natural world, their sense of belonging to a greater whole and opportunities to explore and develop the language of Oneness. Examples could include: <i>The Wild Woods</i> by Simon James <i>The Spaces In Between</i> by Jaspreet Kaur and Manjit Thapp <i>Tree</i> by Patricia Hegarty and Britta Teckentrup <i>Animals In The Sky</i> by Sarah Gillingham <i>When The Sky Glows</i> by Nell Cross Beckerman and David Litchfield <i>Amara And The Bats</i> by Emma Reynolds <i>My Friend Earth</i> by Patricia MacLachlan and Francesca Sanna <i>Busy Spring</i> by Sean Taylor, Alex Morss and Cinyee Chiu Or other examples such as those listed in the National Education Nature Park EYFS Booklist. In addition, this understanding can be supported by sharing texts, images and oral stories that gift opportunities to be curious about the natural world, engaged and tranquil, so developing a sense of inner-self and peace, plus stories that build an understanding and awareness of community. Festivals and celebrations play a significant role in supporting children’s understanding of how Oneness has been interpreted over the years across religions, traditions and ways of life. Celebrations that take place in Spring 2 and support an understanding of Oneness could include: • St David’s Day/St Patrick’s Day • World Wildlife Day • World Book Day/World Poetry Day • Holi (Festival of Colour) • Cherry Blossom Festival – Sakura • Eid al-Fitr • Easter	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 Oneness could include: • Following recipes linked with seasonal festivals and mud kitchen measures • Measuring and comparing spring bulbs • Counting petals on blossom, spring flowers or emerging bulbs • Exploring the maths through puddle potential • Singing seasonal counting songs such as <i>Five Little Speckled Frogs</i>, <i>The Animals Went In Two By Two</i>, <i>Five Little Ducks</i> • Using eggs and chicks within five frames and ten frames • Patterning using found materials • Playing wildlife dominoes and wildlife pairs • Engaging in a shape scavenger hunt • Exploring parts within a whole - ‘There were eight eggs in the incubator. Two have hatched and six have not yet hatched’ • Using natural materials, recycled materials or Play-Doh to make a model of our setting or a section of it, as well as modelling what children might like it to look like, with a focus on appearance, scale and distance	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 Oneness could include: • Collecting seasonal colour palettes and creating spirals within the natural landscape • Making a rainstorm – creating the sounds of a rainstorm using their own movements or loose parts • Taking part in scavenger hunts to make natural art installations linked to the celebration of wildlife, oceans and space • Creating songs and rhymes to celebrate animals • Observational drawings of ‘new life’ and spring flowers • Identifying and sketching, painting or collaging blossom • Creating bluebell mosaics • Listening to music within mindful moments or moments of visual immersion in underwater worlds and space • Exploring crafts from different cultures linked with Holi festival of colour, Sakura blossom and daffodils • Experimenting with light travelling through different transparent materials • Building a natural nest for eggs • Choosing a tree and making a clay tree face on the trunk using natural objects for features • Shadow painting or chalking branches suspended in the sun to trace • Engaging in Nature journalling through the seasons – recording the signs of spring or tree observational drawings (these can be revisited regularly through the year to note the seasonal changes)

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 whilst exploring Oneness within the local area could include: • Identifying living things around us using the Woodland Trust’s spotter sheets for spring • Taking part in a listening walk linked with the sounds of spring, insect-spotting or a woodland wander • Recording the seasonal sounds of Nature – walking through wet grass, birdsong, raindrops • Finding signs of amazing amphibians – how do animals behave differently through the seasons? • Learning the names of native animals or investigating how many minibeasts share our local spaces • Identifying trees in spring using activities such as finding your tree twin, twig spotting or The Woodland Trust’s tree iDials • Engaging in Nature Yoga using resources such as the Yoga Pretzels cards • Experiencing the outdoors from the perspective of wildlife using the National Education Nature Park website’s points of view resource • Leading an egg box treasure hunt – can you find something that looks beautiful, that feels hard/soft, rattles when you shake it, smells sweet? • Going on a special places walk, selecting the spots where you wish to sit/lie and contemplate the world/sky/ grass/displays or maybe cloud gaze for just a few minutes	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 Oneness could include: • Building 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 ways to represent local wildlife • Exploring team or group construction and balancing activities where everyone is contributing to the ‘whole’ • Gathering a store of recycled materials for large art projects such as creating spring flowers or blossom • Gathering a bank of dressing-up clothes that can be reused to create vignettes around seasonal celebrations • Building large scale ‘nests’ – opportunities to transport things up and down on different surfaces (grass, earth and bark chippings) • Exploring resources on the National Education Nature Park website such as Nature’s loose parts or dam building

