



Harmony principles in the EYFS

Summer term 2 | The principle of Interdependence



Interdependence Everything is connected

When learning about Nature’s interdependence, we want our children to begin to understand how every element within an ecosystem has a value and a role to play. Each part within a system or community is connected and supports the wider wellbeing of the whole. Through a focus on interdependence, children begin to connect their understanding of a way of working that is wholly built upon relationships, acknowledging that every action has a consequence.

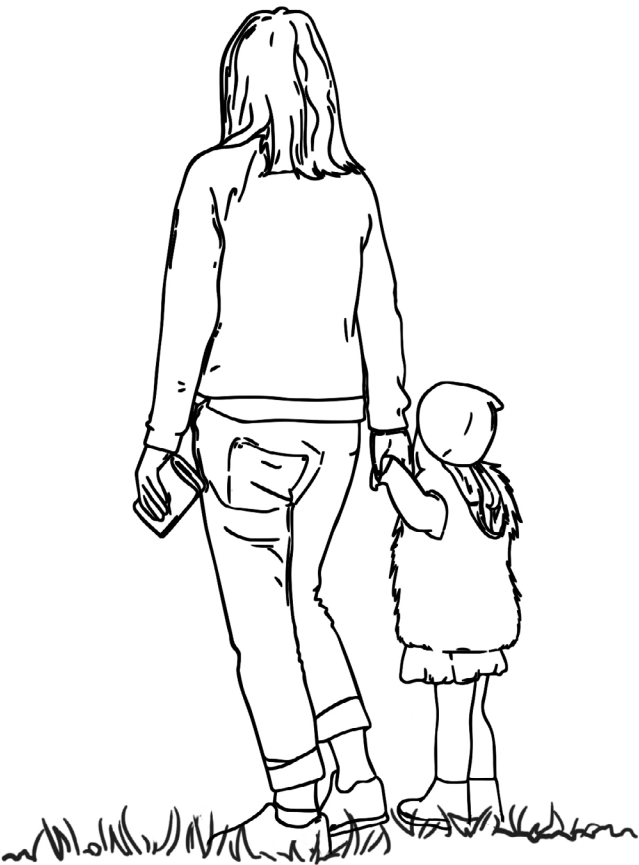
At the heart of a sustainable future is a way of thinking and acting that weighs up options and makes decisions based on a more considered view. We begin this journey of understanding in the early years, exploring a world of cooperation, where the whole depends upon the individual and vice versa.

Throughout the EYFS, children are introduced to opportunities to explore and develop their initial knowledge and understanding about interdependence, for example, when they experience working together as a team to

get something done that they could only do together, recognising the role that fallen leaves play in supporting wildlife and soil or observing the bees, butterflies or wasps that are pollinating plants to make food for us while the plant is feeding the pollinator.

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

	EYFS	Year 1	Year 2
THEMES AND ENQUIRIES	What lives outside our classroom? Links could also be made to themes such as: People who help us Cooking and growing On the farm Shopping The seaside Mermaids/pirates/tales of the sea	What will we find at the seaside? Where do we live and what makes it special? Which is my favourite wildflower and why?	Why are bees so brilliant?
KEY CONTENT	UTW: The natural world Different environments Seasonal change PSHE: Valuable individual Relationships Others’ perspective Health and wellbeing	NC Science: Animals, including humans Everyday materials Plants PSHE: Relationships – respecting self and others Health and wellbeing – keeping safe Living in the wider world – shared responsibilities, communities, economic wellbeing	NC Science: Living things and their habitats PSHE: Relationships – respecting self and others Living in the wider world – shared responsibilities, communities



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 Interdependence.

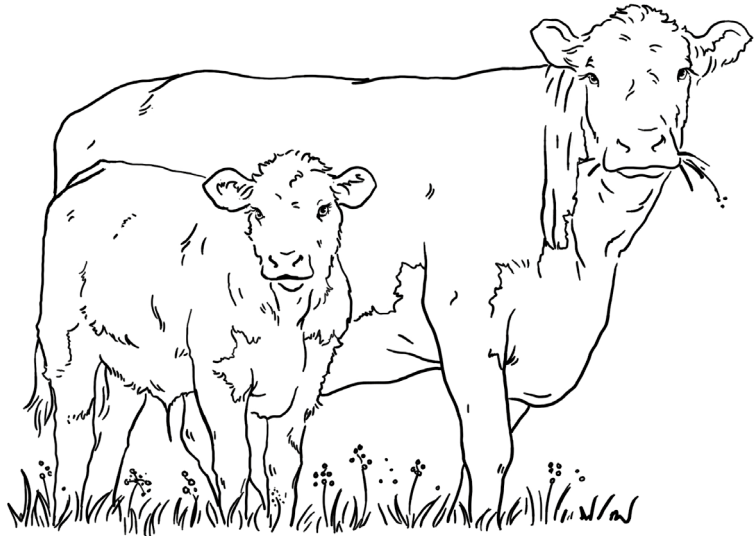
Thinking sustainably	Connecting with Nature and each other	Curating Nature tables and curiosity collections
Providing words, images or signs so children can connect with Nature’s awe and wonder, different phenomena, living things and the principle of Interdependence, for example:	Designing the indoor 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.
family members animals and their young community team whole	alone together important value need support	look after connected link action affect care
Celebrating Nature	Learning from Nature about Interdependence	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.

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 Interdependence 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, living things and the principle of Interdependence. 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 Interdependence 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 the principle of Interdependence, for example, by providing: • Opportunities to care for Nature and to observe the wonder of interdependence first-hand through outdoor growing spaces, insect hotels or butterfly feeders • Nature journalling to observe and note links and connections in Nature • Areas for pretend play, such as a seaside visitor centre or a sea life centre, where children can explore the roles of people who care for visitors and the natural world through green careers • Outdoor performance spaces, where links with the interdependence of seasonal celebrations, different cultures and beliefs, songs and rhymes can be celebrated through music, dance and pretend play • Small world play, which allows exploration of the interdependence that exists within families, seasonal festivals, under the sea or on a farm • Observation spots where children can watch and note interdependence in action, for example, bug gardens, soil squares or pond-dipping jetties • Curiosity corners where children can sit and stare, talk, listen to stories, draw, observe and wonder, exploring <i>Who is helping who?</i> • Nature’s TV (cardboard frames) where children can look closely and describe any connections that they see to their friends • Water play that promotes team approaches to problem solving, such as building a floating leaf raft using natural materials or creating a water flow system	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 examples of natural materials (such as pebbles, shells, sticks, fallen petals) from different environments (seashore, woodland, garden) into play areas to stimulate sensory exploration and creativity • Providing baskets of sticks, petals, scavenged materials and twine so children can create their own summer story wands • Using seasonal observation jars, magnifying glasses, loupe magnifiers and visualisers to encourage children to observe closely and over time • Establishing natural treasure shelves, including objects such as seaweed, a tomato plant or an image of a wildflower as a provocation, exploring <i>Do all plants grow in the same places?</i> • Caring for a variety of living plants and indoor gardens • Providing spotter sheets and collector pots so that children can collect and share their own items • Exploring picture and information books about seas and oceans, farms and summer • Establishing a curiosity corner webcam link to underwater cameras

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 to create using natural resources.
Exposing children to a wide range of stories, non-fiction, rhymes, songs and poems can enhance their understanding of how everything within our world is connected and can provide opportunities to explore and develop the language of Interdependence. Books linked to the principle of Interdependence could include: <i>The Trouble With Dragons</i> by Debi Gliori <i>Emma's Lamb</i> by Kim Lewis <i>The World Came To My Place Today</i> by Dr Jo Readman and Ley Honor Roberts <i>Belonging</i> by Jeannie Baker <i>You Matter</i> by Christian Robinson <i>Sharing A Shell</i> by Julia Donaldson and Lydia Monks <i>By The Beaver Pool</i> by Catherine Ward and Phoebe Roze <i>Look What I Found On The Farm</i> by Moira Butterfield and Jesus Verona <i>Food For The Future</i> by Mia Wenjen and Robert Sae-Heng Or other examples such as those listed in the National Education Nature Park EYFS Booklist. In addition, sharing non-fiction texts that explore the people who help us in our communities and the ecosystems that exist in our seas and oceans and on our farms, alongside seasonal songs, poems and rhymes, can further enhance this understanding. Festivals and celebrations also play a significant role in supporting children's learning and development. They help children to begin to understand diversity but also the commonalities of human values and the cyclical nature of celebrations. Celebrations that take place in Summer 2 and support an exploration of this aspect of the principle of Interdependence, could include: • 30 Days Wild (the Wildlife Trusts) • World Environment Day • World Oceans Days • Hijri New Year • Summer Solstice • Insect Week	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 Interdependence could include: • Measuring and comparing plants within our growing spaces • Sorting fruits and vegetables • Ordering the length of daisy chains • Recording flying insect tallies • Finding shapes within shadow play and natural sundials • Engaging in a variety of counting outdoors activities • Making patterned summer crowns using natural found materials • Playing camouflage caterpillars • Counting petals on wildflowers • Exploring shell and pebble number bonds using 5-frames and 10-frames • Singing rhymes linked with farm animals, sea and ocean life and seasonal counting songs such as <i>One tomato, two tomatoes</i>	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 Interdependence could include: • Collecting seasonal colour palettes using Nature's colours • Making seasonal smelly potions • Making summer flower crowns and friendship bracelets to celebrate Nature • Weaving nests using natural materials such as twigs and wool • Exploring interdependence within music • Creating songs and rhymes to celebrate the people who help us • Finding geometry on a butterfly watch • Taking part in scavenger hunts to create natural art installations linked to interdependence • Exploring the music and dance of summer festivals and celebrations • Nature journaling through the seasons – recording the signs of summer and connections within the natural world • Identifying, sketching, painting or collaging summer wildflowers or fruits • Finding geometry in bees, hexagons and stripey patterns • Creating woodland spirits or a woodland Green Man

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 interdependence within the local area could include: • Identifying living things around us using the Woodland Trust’s spotter sheets for summer • Looking at how we dress differently when we go outdoors through the seasons • Looking for links to interdependence in the natural world. For example, gardeners caring for plants, insects looking for food in flowers, searching for animal homes/natural microhabitats • Visiting a local farm to explore how farmers care for plants and animals and why • Using a talking telescope (cardboard tube or rolled-up paper) to play a game of guess the habitat • An opportunity to look at interdependence while pond-dipping • Experiencing the outdoors from the perspective of local wildlife using the National Education Nature Park website’s points of view resource • Talking about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers, and exploring: <i>How do they help other people within their communities?</i> • Making a soil creation station • Taking part in a woodland Olympics	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 interdependence 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 underwater habitats, farms or pollination in action • A collection of loose parts and recycled materials that can be used for a loose parts challenge such as creating scarecrows to protect their summer crops • A store of recycled materials for large art projects • A bank of dressing-up clothes that can be reused to create vignettes around the people who help us • Team den-building challenges that allow children to create shelters for living things • Opportunities to explore objects and materials that are natural or made by humans within a tuff tray representing a beach habitat, exploring: <i>What impact does the plastic found on beaches have on living things?</i> • Obstacle courses that allow cooperation, team play and opportunities for children to move and balance together

