Pilgrim Federation Curriculum Coverage Ideas and Resources for the Learning Theme: Holes

EYFS	
Continuous provision will be in place throughout the learning theme based on PLODS (Possible Lines Of Development)	
Art & Design	**Computing**
Creating with Materials ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Holey art techniques – working with space in art – sculpture e.g. Barbara Hepworth and other artists where gaps have produced the overall effect as a specific technique such as Nikki Douthwaite. Cave paintings https://classroom.thenational.academy/lessons/cave-paintings-75k3ad?from_query=caves Look at the artwork of Yayio Kusama Holes by Shizo Shimamoto (1954) is one a series of works which, according to the artists was begun in either 1949 or 1059. Created in his studio in Nishinomiya City, Japan. I was made using a number of sheets of newspaper, topped with brown cartridge paper, pasted together with a glue made from flour and water. It was then painted white with hints of pale blue, and its surface was pierced irregularly to reveal the different layers underneath – The overall effect is that of a lunar landscape, all craters and bumps.	Use technological equipment effectively – use a program. Program and debug.

Design & Technology	Geography
Design stable tunnel or bridge – links to Science. Holey foods – links to art and design. Instrument making – holes for sound – links to science and senses/airflow etc Build a cave https://classroom.thenational.academy/lessons/build-a-cave-6mw38d?from_query=the+maya	**People Culture and Communities ELG** Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps Physical geography – geological features. Caves around the world e.g. Lascaux Internationally important historical finds of cave art – links to history and art and design. Features of caves – links to rocks – physical geography – signs of human habitation and exploration (caves and tunnels). Comparisons – between localities caves home and abroad. Map work if desired – e.g. London underground. Wooky Hole https://www.wookey.co.uk/ Cheddar Gorge https://www.cheddargorge.co.uk Durdle Door https://www.visit-dorset.com/listing/durdle-door/126276301/ MIrny Mine – Russia one of the deepest holes in the world. Kola Superdeep Borehole Russia The Kimberly Diamond Mine in South Africa IceCube Neutrino Observatory, Antartica – a deep and very cold hole.

History	Music
Past and Present ELG Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Lives of significant Britains – e.g. Charles 2nd Priest holes – hiding and persecution, changes to Britain Themes are revisited later on in the year at Bonfire night or can be made during this learning theme if being delivered in Autumn term. Cave paintings – early man. Man-made holes – history of mining for resources.	**See also Charanga Schemes of work** **Being Imaginative and Expressive ELG** Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. There's a hole in my bucket – traditional song for singing and teaching basic musical elements and inking to rest of curriculum e.g. science and maths problem solving. Fathomless Links can be made to pitch – works which represent the idea of falling, emptiness and the concept of nothing within sound. How do we represent this and what is it about the piece that conveys this idea?

Physical Education	Science
See also RealPE Schemes of work. **Gross Motor Skills ELG** Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Basic skills - agility, team sports. Links to topic can be made via teaching aiming – target work, hand/eye coordination, goal work - precision. Using hoops and tunnels.	**The Natural World ELG** Explore the natural world around them, making observations and drawing pictures of animals. 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 Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. What animals live in a cave? Animals that spend their lives in a cave are called troglophiles. Examples of these include: molluscs, worms, spiders, millipedes, centipedes, crustaceans, insects, fish, amphibians and repitels. Caves are important homes for the animals that live there. Hot rock energy – getting our heating from the Earth's crust – Geothermal energy https://www.bbc.co.uk/newsround/46109245

English	Maths
Fiction: The Tunnel by Anthony Browne. The little mole who knew it was none of his business. Alice in Wonderland – Lewis Carroll Kipper's Toybox - Mick Inkpen The Very Hungry Caterpillar – Eric Carle Hole in the Zoo – Mick Inkpen Mole and the new hole – Jane Clarke Sam and Dave Dig a Hole – Mac Barnett Cave baby by Julia Donaldson The book with a hole By Peter Newell The biggest hole in the world. By Penny Little The very long sleep. Winter's sleep a hibernation story by Alex Morss, Cinyee Chiu and Sean Taylor The Mousehole cat The hole in Casey's garden Never Hug a Grumpy Bat Billy's Bucket – Gray & Parsons Journey to the Centre of the Earth – Jules Verne *Holes – Louis Sachar – This is older pupil fiction but there may be some examples you can use from it*. **Non-fiction:** Holes: Discover a hidden world – Jonathan Litton Caves of Lascaux – non fiction Discovering Caves - sci/geo (national geographic) Dirt dwellers – animals that live underground. **Poetry**: Digging a Hole Dig a little hole (Joshua Allen)	Measure Shape and Space

One Mole Digging a Hole – Julia Donaldson and Nick Sharratt **Song**: A hole in the bottom of the sea by Jessica Law There's a hole in my bagpipes we Hamish, wee Hamish. There's a hole in my bucket There's a hole at the bottom of the sea I am a mole and I live in a hole	

Courageous Advocacy	Developing Spirituality
Looking after nocturnal wildlife – safe crossings for toads, deer, badgers that are nocturnal. Looking after bats – talk to the Bats Conservation Trust https://www.bats.org.uk/	Showing an awareness and appreciation of all living things – those animals that often live in the dark are not 'cute' and 'fluffy but deserve to be appreciated just the same.
Other Ideas	
Link to Alice in Wonderland – down the rabbit hole. Visit the Bug Parc to look at invertebrates that live in the dark. Creating a cave in the classroom as part of continuous provision and to	