



Early Years Foundation Stage (EYFS) Policy



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Overview

Welcome to Cann Bridge School Early Years Foundation Stage.



Staff work with children and families to build strong bonds using a Key Person approach. We recognise that children need to feel secure with the adults around them, and safe in their environment, to develop confidence and to maximise their learning. Children are welcomed into the setting using an enhanced transition process which draws upon information gathered from families and the multi-agency teams that work with the child. Staff use a Total Communication approach with high quality interactions throughout the day.



Our learning environment promotes exploration and learning through continuous provision. Our continuous provision is made up of carefully selected resources which are available for children to use every day. Our learning environment is enhanced with additional resources based on children's interests, schemas and curriculum themes. The environment is laid out to provide inviting spaces which give opportunities for interactions, curiosities and rehearsal of skills.



We follow a progressive and aspirational curriculum which prioritises the prime areas of learning: communication and language, physical development and personal, social and emotional development whilst building on children's independence. At the core of our curriculum is the Early Years Foundation Stage Framework. The Early Years Curriculum covers the 7 areas of learning: the three prime areas, and the four specific areas; literacy, maths, understanding the world and expressive arts and design. The curriculum is delivered using a combination of multi-sensory play-based approaches and adult led activities. This offers children ample opportunities to explore their environment, make choices, develop confidence and make progress across each of the areas of learning in preparation for Key Stage 1.



The EYFS team stays up to date with research-based practices, adapting teaching to maintain progressive development. The EYFS department has its own action plan linking to the school's development plan and staff within the EYFS team receive bespoke training unique to the Early Years.

Contents

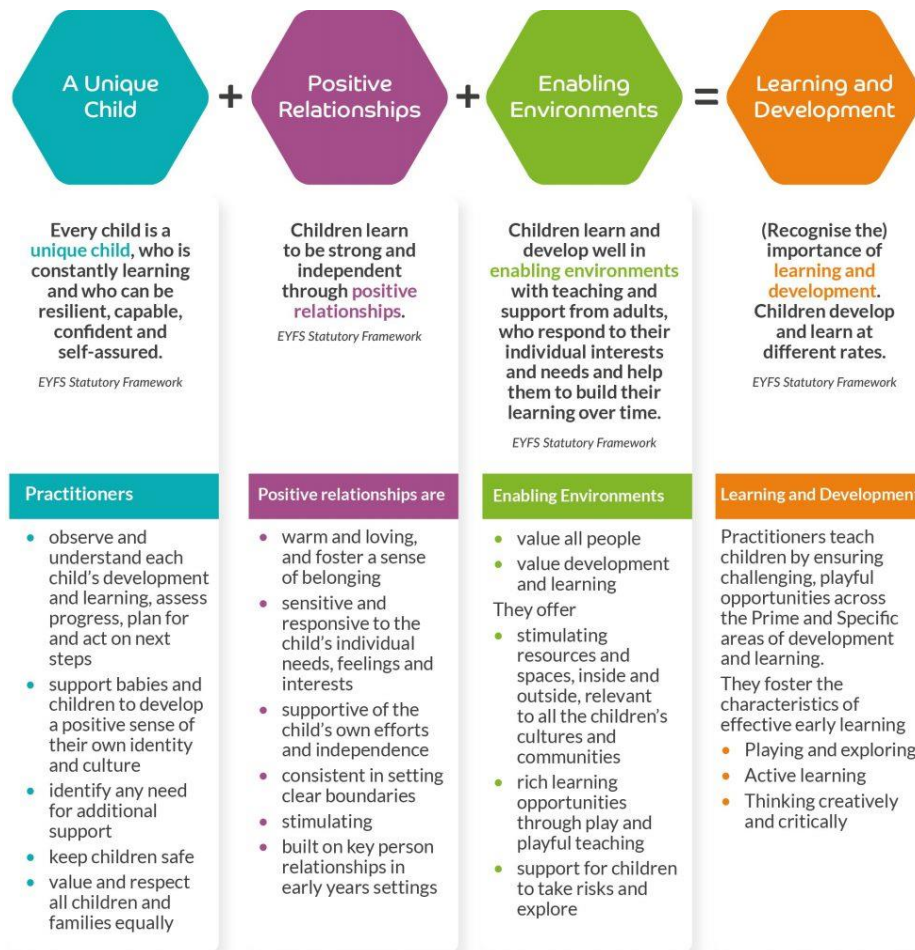
Aims	3
Legislation	4
Structure of the EYFS	5
EYFS Offer	5
Statement of Intent	5
Implementation	6
Impact.....	9
Monitoring, Evaluation, and Review	9
Staff Training and Continued Professional Development	10
Working with parents and carers.....	10
Transition into school	11
Working with Stakeholders.....	11
Safeguarding and Welfare Procedures	11
Monitoring Arrangements	12
Linked Policies.....	12
Appendix 1: EYFS Long Term Plan.....	13

Aims

The Early Years Foundation Stage (EYFS) at Cann Bridge School applies to children from three years of age to the end of the reception year. The Foundation Stage is important in its own right to prepare children by providing the foundations for their school journey and moving into Key Stage 1.

The EYFS is based upon four principles:

- A Unique Child – developing resilient, capable, confident and self-assured individuals.
- Positive Relationships – supporting the children in becoming strong and independent.
- Enabling Environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and Developing – an acknowledgement that children learn in different ways and at different rates.



Birth to five matters <https://birthto5matters.org.uk/principles-of-the-eyfs/>

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed to progress through school and life.
- Quality and consistency in teaching and learning so that every child makes at least good progress and no child is left behind.
- A close working partnership between staff and parents/carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

Legislation

This policy is based on requirements set out in the Statutory Framework for the Early Years Foundation Stage (EYFS).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1170108/EYFS_framework_from_September_2023.pdf

Structure of the EYFS

The EYFS at Cann Bridge School supports children aged 3-5 years old, covering nursery and reception aged children. Children are placed by the Local Authority and their hours are agreed by the local authority until statutory school age. All children will receive a staggered start into school to support the settling process. During this time each child increases the time spent in school until they reach their full allocated hours. Please see the school's Admissions Policy for further details.

Many of our children are able to access local authority school transport if their parents/carers desire. The start time for the school day is 9:15am, when staff will collect children from the buses or from their parents in the reception area of the school. Lunch is served at 11:45. The school day ends at 3pm when children are collected by either school transport, or by parents/carers in reception.

There is more information about school lunches, Free School Meals and school transport on our website.

EYFS Offer

Statement of Intent

At Cann Bridge we offer an inclusive and aspirational EYFS curriculum that provides high-quality learner-focused teaching, preparing children for the next stage in education.

Guided by the four EYFS principles and promoting the Characteristics of Effective Learning, our curriculum acknowledges and builds upon children's own experiences and individual needs. We combine interest-led and themed teaching approaches to enhance their knowledge and skills development.

Our curriculum covers all seven areas of learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

The curriculum places particular focus on the prime areas: Communication and Language, Physical Development, and Personal, Social and Emotional Development.

Communication skills and vocabulary development are woven into all aspects of our teaching, alongside nurturing personal, social, and emotional growth. Our priority is to foster children's communication abilities and independence, ensuring they leave the early years provision as confident, communicative, and independent learners and prepared for Key Stage 1.

We provide children with a nurturing and stimulating environment that fosters key relationships and supports a positive transition from home and nursery to full time schooling. Collaborating closely with families and multi-agency professionals, we ensure children receive the necessary support to succeed and reach their full potential.

Implementation

The EYFS curriculum is delivered through the seven areas of learning. These curriculum strands are woven through the school day, and are taught using a mixture of adult-led and child-initiated sessions. Our continuous provision enables children to rehearse and reinforce prior learning; revisit experiences in different contexts; enhance their play skills; explore new interests; and learn in developmentally appropriate ways. Adults employ specialist teaching strategies; a total communication approach; and high-quality interactions to support children across the day. By combining interest-based and thematic planning, we enhance pupil engagement, making learning relevant to their lives. Our indoor and outdoor learning environments foster exploration, curiosity and enthusiasm for learning. We encourage children to develop and practice their skills in real-life scenarios, promoting independence.

The EYFS team builds strong relationships with children, and their families, using a key person approach, ensuring high levels of wellbeing and a sense of confidence in their surroundings. Pupil engagement and wellbeing are monitored using the Leuven Scales.

Through ongoing formative assessment and regular collaboration with multi-agency professionals, our planning and teaching remain progressive and learner-focused. This approach guarantees that all children receive aspirational, creative, and personalised learning experiences. The EYFS department undergoes regular internal and external audits, in addition to school monitoring, to ensure continuous improvement.

Curriculum

Our Early Years setting follows the educational programmes as outlined in the EYFS statutory framework. It feeds into our whole school Pathways to Independence Curriculum, which is available on the school website.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. Three areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The Prime areas are:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

The Prime areas are strengthened and applied through four specific areas:

- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

These involve activities and experiences for the children as follows:

Communication and language development involves giving children opportunities to experience a rich language and communication environment; to increase their vocabulary; to build their attention skills; to develop their confidence and skills in expressing themselves; and to develop their listening and comprehension skills. At Cann Bridge School we use a Total Communication approach to support children to develop across all areas of learning, paying particular attention to Communication and Language development.

Physical Development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. At Cann Bridge School we provide opportunities for children to develop their agility, balance, coordination, fine and gross motor skills and sensory integration skills.

Personal, Social and Emotional Development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. At Cann Bridge School we use a Key Person approach to support children to develop relationships with key staff in the school, and we support and nurture the skills required to develop effective friendships. Each child at Cann Bridge School has a Positive Behaviour Support Plan which is developed in conjunction with parents to support children to understand appropriate behaviour. Cann Bridge School uses the SoSAFE! Programme to teach children to develop their abilities in managing and communicating about their relationships.

Literacy involves developing children's phonological awareness, paving the way for the development of phonics skills. Motor skill development, print awareness, and sensory integration prepares children for learning to write. Children at Cann Bridge are given access to a wide range of reading materials, and regular story and rhyme sessions, to ignite their interest in reading. Reading is a core aspect of the curriculum and parents are encouraged to support their child with reading at home.

Maths involves providing children with opportunities to develop and improve their number sense and spatial reasoning skills. At Cann Bridge, we emphasise teaching the number principles to ensure that children have a strong foundation in number skills.

Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and the environment. At Cann Bridge School we enhance our teaching of Understanding the World using Forest School and the Science Garden.

Expressive Arts and Design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feeling through a variety of activities in art, music, movement, dance, role-play and design and technology. At Cann Bridge School, we ensure children have opportunities to learn about different artists and art forms and are encouraged to show preferences. We value process over product and encourage children to take opportunities to explore freely applying the skills they have been taught.

The EYFS offer incorporations the Cann Bridge Curriculum Threads which are Total Communication, Preparation for Adulthood, Outdoor Learning, Careers Programme and Curriculum Rolling Programme Themes. Further information about each area of learning can be found in our EYFS Curriculum Information Booklet, which can be found on our website.

Planning

Our staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Staff consider whether specialist support is required, linking with relevant services from other agencies through the referral process, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

Long Term Plan & Scheme of Work

The Cann Bridge Long Term Plan has been developed mapping the 7 curriculum areas, to provide the foundations to build-on skills and knowledge as the children move through the school. This is enhanced by ongoing observations which personalise teaching and learning to the interests and needs of the children. The Long-Term Plan has allowed us to develop a comprehensive Scheme of Work to ensure a broad and balance curriculum.

See Appendix 1

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction. As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Enabling Environment

The EYFS at Cann Bridge uses a continuous provision approach, with high quality resources freely accessible across the day. Children are encouraged to explore the environment and to practice and apply skills. The environment is enhanced with provision based upon children's interests, needs, and the current curriculum themes. Children have free-flow access to indoor and outdoor environments which enhance learning across all 7 areas of learning. The enabling environments are designed to capture children's attention and provide high engagement, encouraging the development of the characteristics of effective learning, and promoting a love of learning.

Assessment

At Cann Bridge School, ongoing assessment is an integral part of the learning and development process. Staff observe children, captured using Evisense, to identify their level of achievements, characteristics of effective learning and levels of wellbeing and involvement (Leuven Scales). These ongoing observations are used to shape future planning. Staff also consider observations shared by parents/carers. At Cann Bridge School, we use B Squared Early Steps Assessment Frameworks to track each child's progress across the school in all areas of learning. Our assessment policy provides detailed information on our approach to tracking and evaluating each child's progress. The EYFS at Cann Bridge School fulfils the statutory duties of the EYFS Reception Baseline Assessment, and the end of year Early Years Foundation Stage Profile.

Baseline assessments are completed within 6 weeks of a child starting school. Baseline and ongoing assessments using the B Squared Early Steps Framework, in addition to Education Health Care Plan

(EHCP) Outcomes, identify children's next steps in learning and Personalised Learning Goals¹, enabling effective planning and teaching that meets individual needs and builds upon their existing skills and knowledge. At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the Early Learning Goals indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels (emerging).

The profile reflects ongoing observations, and discussions with parents/carers. The results of the profile are shared with parents/carers for their child in the form of an End of Year Summary Report.

As children progress from the EYFS, they are well-prepared for the next stage of their education, equipped with the foundations required for Key Stage 1 and beyond. The EYFS Profile is completed at the end of the year and reports are shared with families and the year 1 teacher evidencing children's progress in all areas of learning and in the characteristics of effective learning.

Assessment is moderated internally and externally to ensure consistent assessment judgements. EYFS profile data is submitted to the Local Authority.

Impact

Children settle quickly into school life and enjoy their first school experience with staff that understand and meet their needs. Through high-quality interactions and a nurturing learning environment, children develop the confidence to engage in learning and take risks while feeling safe and secure at school. Children begin to understand routines and boundaries and begin to display behaviours that support their learning.

Attention and communication skills improve through the combination of adult-led and child-initiated sessions, equipping them with the ability to actively participate in teaching and learning opportunities, retain and apply knowledge, and seek assistance when necessary. Children become increasingly autonomous in self-care tasks. Play skills are developed and children learn to work, and play, alongside one another, enjoying each other's company.

Baseline and ongoing assessments using the B Squared Early Steps Framework, in addition to EHCP Outcomes, identify children's next steps, enabling effective planning that builds upon their existing skills and knowledge. Children leaving the EYFS are well prepared for the next stage of their education with the foundational skills needed to make an active contribution to society, and to lead healthy and fulfilled lives.

Monitoring, Evaluation, and Review

We ensure equal and appropriate access to the EYFS curriculum through ongoing monitoring, evaluation and review. The EYFS lead conducts regular meetings with the curriculum team leads and monitors children's learning and progress. The EYFS policy is reviewed yearly, and the action plan is updated accordingly. The EYFS also ensure that the policies and action plan align with the school's development plan.

¹ To learn more about Personalised Learning Goals, please see the Pathways to Independence Curriculum which is available on school website.

- Early Years Action Plan
- PLG progress
- EHCP Annual Review
- Learning Walks
- Planning
- B Squared & Evisense
- School Improvement Partner Visits
- Education Improvement Officer Visits – EYFS Advisory Teacher
- Stakeholder Survey Results
- Staff training records and evaluations

Staff Training and Continued Professional Development

At Cann Bridge School dedicated time is allocated each week to continuous professional development. This is further enhanced in the EYFS with additional dedicated time for specific training in matters relating to the Early Years Foundation Stage. This includes but is not limited to training in:

- EYFS framework
- EYFS assessment
- Play based learning
- EYFS curriculum and areas of learning
- Characteristics of effective learning
- Continuous provision
- Schematic learning
- The Key Person Approach
- Specialist teaching strategies

Working with parents and carers

Working with parents and carers is central to the Early Years Foundation Stage. We recognise parents as the child's first educator and value the wealth of knowledge that they hold on their child. At Cann Bridge School we want parents and carers to be involved in their child's learning. There are a number of ways we communicate with parents and encourage parental involvement, including:

- Enhanced transition into school (as detailed below)
- Daily information sharing using the home-school book
- Parent forums
- Parents evenings
- Review meetings
- Phone calls home
- 'wow' celebrations
- 'This week I have enjoyed...' home slips
- Home reading
- Parent coffee mornings
- School events

Transition into school

Transitions into school are carefully planned via school entry planning meetings with parent carers, nurseries, preschools and other professionals involved to ensure children have the best possible start. Wherever possible, children and their parents/carers are offered school visits and sessions prior to starting to develop familiarity with the school, staff and other children.

All children attending Cann Bridge EYFS have an Education, Health and Care Plan (EHCP), and are placed through the Local Authority. See the school's Admissions Policy for further details. Once an EYFS placement has been allocated, the class teacher or Family and Learner Support Advisor (FaLSA) will contact the family to advise them of the transition process into school. The transition process is based on Plymouth's Enhanced Transition framework and comprises of:

- A phone call home
- A visit to the current setting by the class teacher
- A home visit from the Family and Learner Support Advisor and class teacher
- A welcome meeting for parents/carers
- X2 transition visits into school, each lasting approximately 1 hour, for the new child, with a parent/carer or nursery worker
- A transition meeting with multi-agency professionals if this is required
- A transition photo booklet sent home for the child
- The transition process can be adapted to meet the needs of individual child/family
- A transition review takes places during the first term

Working with Stakeholders

“Working effectively with other professionals, both within your setting, and externally is key to providing a good service to families. It supports the individual development of children, ensures continuity of care”. (PACEY)

At Cann Bridge School, we are fortunate to work with a wide range of professionals. This supports positive outcomes for children and provides a natural opportunity for continued professional development for staff. We work in partnership with local and national agencies to promote the wellbeing and learning of all children. When working with wider professionals we make those individuals feel welcome in the setting, and their professional roles are respected. We aim to work collaboratively with multi-agency professionals creating a team approach to meeting the child's needs by offering a combination of individually targeted interventions and through integrating interventions into the day to day planning and routines of the class (under the guidance and direction of the specialist professionals).

Pupils access wider professional teams via a referral process which is accessed according to pupil need.

Safeguarding and Welfare Procedures

Safeguarding and welfare procedures are outlined in the school's child protection and safeguarding policy. In addition to these the EYFS follows the statutory requirements on safeguarding and welfare within the EYFS. Cann Bridge School EYFS promotes good oral health and good health in general.

EYFS children participate in a supervised toothbrushing scheme, and we follow the guidelines for safety around supervised brushing.

Monitoring Arrangements

This policy will be reviewed and approved by the Headteacher and EYFS Lead annually. At every review, the policy will be shared with the governing board.

Linked Policies

This Policy should be read in conjunction with the following Cann Bridge policies:

- Pathways to Independence Curriculum
- Planning, Assessment, Marking, Reporting & Recording
- Behaviour & Statement of Behaviour Principles (including De-escalation & Physical Restraint)
- Early Years Foundation Stage (EYFS) Curriculum Booklet
- Child Protection & Safeguarding
- Admissions

All additional policies can be found on the school website.

Appendix 1: EYFS Long Term Plan



YEAR 1	Theme	Suggested Texts	Suggested Educational Visits / Outdoor Learning / Employer Encounters	Communication and language	Physical development	Personal, social and emotional development	Literacy	Mathematics	Understanding the world	Expressive arts and design
Autumn 1	Linked to pupil interest and lives Focus – Starting School & All about me & Autumn	<ul style="list-style-type: none"> • New class transition book • Snail Trail • My Five Senses by Alik • Class made book All about pupils • Wheels on the Bus • It's My Birthday, Helen Oxenbury • Wow said the owl? • Family book??? 		Early communication skills Attention Skills Receptive communication skills Vocabulary development Requesting help	Fundamental PE and dance Core strength and coordination Gross motor skills- including large muscle movements & ABC Fine motor skills	Relationship building & relationships Health, hygiene and self care – independence skills Self confidence, self awareness & self regulation Play skills	Pre-phonics skills Reading Skills RfP Language comprehension Pre-writing Focus – Non fiction	Prerequisites to learning Number Spatial reasoning – space & size Everyday mathematical experiences	Places People Religious celebrations The Natural World Technology	Art – colour and line. Drawing and painting.
Autumn 2	Linked to pupil interest and lives	<ul style="list-style-type: none"> • The Very Hungry Caterpillar's First Winter 		Early communication skills Attention Skills	Fundamental PE and dance	Relationship building & relationships Health, hygiene and self care –	Pre-phonics skills Reading Skills RfP	Prerequisites to learning Number	Places People Religious celebrations	Music and Performance (Christmas Performance)

	Focus – Autumn/Winter & Christmas	<ul style="list-style-type: none"> • Teddy’s First Christmas • Nativity Story • Bonfire Night • The Snowy Day, Ezra Jack Keats 		Receptive communication skills Vocabulary development Requesting help	Core strength and coordination Gross motor skills- including large muscle movements & ABC Fine motor skills	independence skills Self confidence, self awareness & self regulation Play skills	Language comprehension Pre-writing Focus – fiction	Spatial reasoning – space & size Everyday mathematical experiences	The Natural World Technology	
Spring 1	Linked to pupil interest and lives Focus – Winter/Spring & Easter	<ul style="list-style-type: none"> • A Snowy Day (bag books) • Along a long road • Penguin • Rosie’s Hat • The Windy Day • My Mum is Fantastic (Mother’s Day) • 	Visits to local nursery Science garden	Early communication skills Attention Skills Receptive communication skills Vocabulary development Requesting help	Fundamental PE and dance Core strength and coordination Gross motor skills- including ball skills & bilateral coordination Fine motor skills	Relationships Health, hygiene and self care – independence skills Self confidence, self awareness & self regulation Play skills	Pre-phonics skills Reading Skills RfP Language comprehension Pre-writing Focus – fiction	Prerequisites to learning Number Spatial reasoning – capacity & sequencing Patterns in Number	Places People Religious celebrations The Natural World Technology	Art – Shape, form and space. Sculpture & crafts. (Creativity Day)
Spring 2	Linked to pupil interest and lives Focus – Spring	<ul style="list-style-type: none"> • A seed in need • Hooray for Hoppy • Titch • We’re Going on an Egg Hunt • Where, oh where, is Rosie’s Chick? • Easter Story 	Visits to local nursery Outdoor classroom day Science garden	Early communication skills Attention Skills Receptive communication skills Vocabulary development Requesting help	Fundamental PE and dance Core strength and coordination Gross motor skills- including early ball skills & bilateral coordination Fine motor skills	Relationships Health, hygiene and self care – independence skills Self confidence, self awareness & self regulation Play skills	Pre-phonics skills Reading Skills RfP Language comprehension Pre-writing Focus – fiction (World Book Day)	Prerequisites to learning Number Spatial reasoning – capacity & sequencing Patterns in Number	Places People Religious celebrations The Natural World Technology (Science Day)	Music and movement

<p>Summer 1</p>	<p>Linked to pupil interest and lives</p> <p>Focus – Summer</p>	<ul style="list-style-type: none"> • The Hot Air Balloon (Bag Books) • The Very Lazy Ladybird? • Big Green Crocodile – Poems to Say and Play • Poems for the Very Young • My dad is amazing (Fathers day) 	<p>Visits to local library</p> <p>Forest school</p> <p>Trip within local area based on pupil interest</p>	<p>Early communication skills</p> <p>Attention Skills</p> <p>Receptive communication skills</p> <p>Vocabulary development</p> <p>Requesting help</p>	<p>Fundamental PE and dance</p> <p>Core strength and coordination</p> <p>Gross motor skills- including ball skills</p> <p>Fine motor skills</p>	<p>Relationships</p> <p>Health, hygiene and self care – independence</p> <p>skills & oral health</p> <p>Self confidence, self awareness & self regulation</p> <p>Play skills</p>	<p>Pre-phonics skills</p> <p>Reading Skills RfP</p> <p>Language comprehension</p> <p>Pre-writing</p> <p>Focus – poetry</p>	<p>Prerequisites to learning</p> <p>Number Spatial reasoning – shape</p> <p>Patterns in Number</p>	<p>Places</p> <p>People</p> <p>Religious celebrations</p> <p>The Natural World</p> <p>Technology</p>	<p>Art – Texture & Pattern</p> <p>Printmaking & Collage</p>
<p>Summer 2</p>	<p>Linked to pupil interest and lives</p> <p>Focus – oral health & transitioning to a new class</p>	<ul style="list-style-type: none"> • Brush Your Teeth, Please - Leslie McGuire • Transition books for next class • 	<p>Visits to local library</p> <p>Forest school</p> <p>Visit from dentist</p>	<p>Early communication skills</p> <p>Attention Skills</p> <p>Receptive communication skills</p> <p>Vocabulary development</p> <p>Requesting help</p>	<p>Fundamental PE and dance</p> <p>Core strength and coordination</p> <p>Gross motor skills- including ball skills</p> <p>Fine motor skills (Sports Day)</p>	<p>Relationships</p> <p>Health, hygiene and self care – independence</p> <p>skills & oral health</p> <p>Self confidence, self awareness & self regulation</p> <p>Play skills (Diversity Day)</p>	<p>Pre-phonics skills</p> <p>Reading Skills RfP</p> <p>Language comprehension</p> <p>Pre-writing</p> <p>Focus – Non fiction</p>	<p>Prerequisites to learning</p> <p>Number Spatial reasoning – shape</p> <p>Patterns in Number</p>	<p>Places</p> <p>People</p> <p>Religious celebrations</p> <p>The Natural World</p> <p>Technology</p>	<p>Music and Performance (Summer Show)</p>