



What is sustainability?

‘meeting the needs of the present without compromising the ability of future generations to meet their own needs’

Add your setting
logo here

For practical ideas, examples of activities and curriculum links please visit the Early Years Sustainable Hub at [Early Years Sustainable Hub | ENSFC](#) where you can also find more information on the 17 Sustainable Development Goals

Setting Name – Climate Action Plan (2024 – 25)

Early Years Foundation Stage (DfE,2024, p 9) to *“foster their understanding of our culturally, socially, technologically and ecologically diverse world”*.

Pillar 1: Environmental- Make links to Specific Area “Understanding the World” The Natural World. For example, “Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter” (EYFS, DfE, 2024, p 15) and UNCRC General Comment no 26 (2023).

What is working well?

Started to work towards the DfE strategy through staff training.

What is our focus for this term/year?

How will we achieve this?

Link to DfE Strategy (DfE, 2021) regarding these 3 education points – Embed pedagogical experiences that enable children to be-

- *passionate about the natural world*
- *want to do their best to protect it*
- *can influence their wider communities*

Reflect and explore over the year through themed environmental work different projects/ provocations that work towards

Associated costs/budget code?

Audit free resources available in county or national – e.g. Woodland Trust. Audit local support teams such as National Education Park- [Home |](#)

Who will lead on this?

Whole school holistic approach - DfE (2021) *“adopt a systems-based approach”* rather *“than focussing on specific age or sectors”*.

What will success look like?

Both children and educators starting to feel more confident in environmental conversations and actions.

Stakeholders’ involvement?

Children as decision makers working collaboratively with the educators. Complete involvement of parents and community aspects of the setting.

	<p>children understanding “<i>the causes and impacts of climate change and the importance of sustainability</i>” (DfE, 2021).</p> <p>Themes could include -Place based learning/ Planet through the seasons/ Biodiversity/ Understanding Climate changes and actions / Indigenous learning/Rights of Nature.</p>	<p>Education Nature Park Or Royal Geographical /Horticultural Society partners that are part of the DfE Strategy for Sustainability- National Education Nature Park and Climate Action Awards - RGS</p>			
<p>Examples /planned activities</p>	<p>Provocations linked to SDG 3 SDG 4 SDG 11 SDG 13 SDG 14 SDG 15 SDG 17.</p> <p>The DfE Strategy asks educators to provide <i>“Practical opportunities to participate in activities to increase climate resilience, reduce carbon impact and enhance biodiversity will enable children and young people to translate knowledge into positive action to improve their local communities, their country and the planet”.</i></p> <p><i>A free online resource that focuses on all 17 SDGs is available to support you in this process. Here are some examples-</i></p> <p>For example- SDG 3/4/13/14 Visit the beach and observe natural habitats. Reflect upon the beach from a rights perspective – Who’s beach, is it? Use</p>		<p>Whole setting approach with all staff and parents/community involved.</p>	<p>Children engaging in discussions and posing relevant questions and considering solutions. Children’s views considered and heard. Acknowledgement of children’s self-determination.</p> <p>Key terminology to be always used from early childhood.</p> <p>Ensuring opportunities for observation, problem solving, and collaboration.</p> <p>Characteristics of Effective Learning key here</p>	<p>All children, educators’ parents and community.</p>

	<p>images that provoke but not distress, that demonstrate marine life is dying because of eating plastics (due to humans) rather than their food chain. Links to SDG 1 as it is impacting on our food chain for all ecology as plastics are being food inside fish.</p> <p>SDG 4 / 7 /13/ Discuss the difference between weather and climate. Make a weather chart for a week/month. Can you notice that the weather changes – how can we record different weathers? Look at the TV weather symbols.</p> <p>SDG 1/ 3/4/5/13/15 Make conker soap: Smash up your conkers into small bits – add to a pan of hot water on the fire (adult supervision) - watch how the material changes into a soap texture. Add ground lavender flowers for their smell and put into recycled hand canisters and use!</p> <p><i>Online resource</i> early-years-sustainability-resource.pdf</p>			<p><i>Playing and exploring. Active learning. Creating and thinking critically.</i></p>	
<p>Progress update: Date:</p>					

Pillar 2: Social – Make links to the Characteristics of Effective Learning (EYFS, DfE,2024, p 17) acknowledging and empowering children’s agency to be active participants within their community and culture and UNCRC (1989) (For example, articles 3, 4, 14, 30 and 31).

Playing and exploring - children investigate and experience things, and ‘have a go’.

Active learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

<p>What is working well?</p>	<p>Develop relationships with local intergenerational community groups and strengthen strong parental partnerships.</p>				
<p>What is our focus for this term/year?</p>	<p>How will we achieve this?</p> <p>Link to the DfE strategy (2021) to “empower all young people to be global citizens” and through partnership work with others to “share objectives and extend and amplify existing good practice and initiatives.”</p> <p>Themes could include -Intergenerational learning/ Festivals and culture from the community/ The influence of Reggio Emilia/ Understanding Children’s rights/ Ethics of care for both human and non-human/ Diversity and inclusion for all/ Our community neighbourhood.</p>	<p>Associated costs/budget code?</p> <p>Audit community volunteer groups to develop strong partnerships and to access local indigenous knowledge.</p>	<p>Who will lead on this?</p> <p>Whole setting approach with all staff and parents/community involved.</p> <p>Elders from the community to mentor and scaffold.</p>	<p>What will success look like?</p> <p>Flowing and led by both children and adults. Strong Intergenerational links culturally and historically within your community.</p> <p>Children engaging in discussions and posing relevant questions and considering solutions.</p>	<p>Stakeholders’ involvement?</p> <p>All children, educators’ parents and community</p>
<p>Examples /planned activities</p>	<p>Provocations linked to SDG 3 SDG 4 SDG 5 SDG 10 SDG 11 SDG 16 SDG 17</p> <p>For example – SDG 4 SDG 11 Design a map of their community – add the pathways and access points. Look at old maps and compare how it has changed. Design towns of tomorrow</p>				

	<p>reflecting upon the needs of the human and non-human community. Make maps of their designs.</p> <p>SDG 4 SDG 5 SDG 10 SDG 11 SDG 16 - Reflect on the Black Lives Matter campaign. Discuss what it means to them? Consider the community/locality. Consider images of players “taking the knee”. Wales was the first country in the UK to embed Black Lives Matter into their curriculum (2022) – it is a mandatory” statement of what matters”. Discuss what “matters” means and ask what matters to them? Reflect on both human and non-human matters.</p> <p>SDG 1 SDG 2 SDG 3 SDG 4 SDG 10 - Read together and discuss: What is a Refugee? by Elise Gravel. Brainstorm how they felt when they did not feel comfortable. Revisit maps and see where refugee children have travelled from. Revisit transport and consider how dangerous it can be. Please be mindful of the community you are in – are there refugee children in your setting/ nursery?</p>				
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Pillar 3: Economic – Support children to develop their knowledge and understanding about the economy and traditional trades. EYFS (DfE,2024, p 14) link to Mathematics (Numerical Patterns)- “Verbally count beyond 20, recognising the pattern of the counting system”.					
What is working well?	We take the children out into the community and buy goods using real money, but we need to develop more economic strategies.				
What is our focus for this year?	<p>How will we achieve this?</p> <p><i>Encourage children to understand all aspects of the DfE strategy (2021) key actions –</i></p> <ul style="list-style-type: none"> • <i>green skills and careers</i> • <i>the education estate and digital infrastructure</i> • <i>operations and supply chains</i> <p>Themes could include Traditions and Crafts from the community/ Zero carbon/ Alternative energy power/ Your Local High Street/ Developing an awareness of Monetary exchanges/Transport systems.</p>	Associated costs/budget code?	Who will lead on this?	What will success look like?	Stakeholders’ involvement?
			Whole setting approach with all staff and parents/community involved.	<p>All aspects highlighted from DfE strategy to be embedded into both policy and practice within setting. Staff, children, parents and community all engaged. Children being involved and observing monetary exchanges. Handling real money.</p> <p>Children aware of the infrastructure of setting through pedagogical experiences – for example, flooding, wind damage and sun safety.</p>	<p>Local shopkeepers, trade people, council and all community.</p> <p>Green skill volunteers to share stories and trade with children, parents and staff.</p> <p>Internationally engaging with currency from holidays.</p>
Examples/planned activities	<p>Provocations linked to SDG 1 SDG 2 SDG 4 SDG 6 SDG 7 SDG 8 SDG 9 SDG 11 SDG 12 SDG 13 SDG 16 SDG 17</p> <p>For example, SDG 4 SDG 8- Share discussions with children about costs associated with them and their class- For example- if a class fish/ rabbit who</p>			Characteristics of Effective Learning are key here	
				<p><i>Playing and exploring.</i></p> <p><i>Active learning.</i></p> <p><i>Creating and thinking critically.</i></p>	

	<p>purchases the food etc? Highlight operations systems for purchasing decisions.</p> <p>SDG 7 SDG 8 SDG 9 SDG 11- Discuss with the children what infrastructure means and brainstorm different methods of travel/transport. Do an audit and make a graph to see which modes of transport are used the most frequently. Pose questions about potential link to renewable energy, SDG 7, ask if children have seen any electric cars/buses- how would they know?</p> <p>SDG 6 SDG 7 – Reflect on the power of natural energy. (Wind/solar)</p>				
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