



## 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”*.

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?	As a team we are passionate to embrace a whole setting approach for sustainability.				
	<b>Theme- Place based learning</b>				
<b>What is our focus for this term/year?</b>	<b>How will we achieve this?</b> To embed the 17 SDGs into everyday pedagogy. On this plan with a particular environmental emphasis on <b>SDG 11</b> <b>SDG 13</b> <b>SDG 14</b> and <b>SDG 15</b> .  To highlight place -based (knowing your locality and community contextually, historically, geographically) ecological	<b>Associated costs/budget code?</b>	<b>Who will lead on this?</b>  Whole school approach	<b>What will success look like?</b>  Both children and educators starting to feel more confident in environmental conversations and actions.  Flowing and led by both children and adults.	<b>Stakeholders’ involvement?</b>  Children as decision makers working collaboratively with the educators.  Complete involvement of parents and community aspects of the setting.

	environmental aspects in policy and practice through training and pedagogical experiences.				
<b>Examples /planned activities</b>	<p><b>Provocations to include - SDG 11/13/14/15</b></p> <p><b>SDG 11</b> – Neighbourhood walks -to audit the locality and be aware of the different environmental places such as parks, rivers, woods etc.</p> <p><b>SDG 13-</b> Go on neighbourhood weather walks – try to ensure children experience rain, wind, snow, fog and sun. Ask questions – for example, do they notice how fog changes perceptions of space. How does the weather affect our feelings? How does the weather affect our bodies (sweat, goosebumps) clothes and actions? Can we walk on ice? How does snow feel?</p> <p><b>SDG 14-</b> Design litter posters and reminders of the damage debris in the sea does to marine life. Reflect on balloons and how can you celebrate a birthday without balloons.</p> <p><b>SDG 15-</b> Go on woodland walks – place-based (<b>SDG 4</b>) to develop a regular relationship with the locality. Observe the seasonal changes and habitats. Introduce terminology – evergreen and deciduous trees.</p>	<p>Free neighbourhood walks.</p> <p>Associated texts to support conversations.</p> <p>Taking photographs of specific cultural interest – links to Reggio Emilia and Katz Project based learning.</p>	Whole setting approach	<p>Children engaging in discussions and posing relevant questions and considering solutions.</p> <p>Naming seasons – plant/tree/etc terminology. Observing Seasonal change-posing questions/ investigations</p> <p><b>Characteristics of Effective Learning key here in all activities.</b></p> <p><i>Playing and exploring.</i> <i>Active learning.</i> <i>Creating and thinking critically.</i></p>	All children, educators’ parents and community.
Progress update: Date:					

**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.*

What is working well?

Good developing relationships with local intergenerational community groups.  
Strong parental partnerships

**What is our focus for this term/year?**

**How will we achieve this?**

**Provocations to include –** SDG 3 SDG 4 SDG 5 SDG 10 SDG 11 SDG 16

To embed the 17 SDGs into everyday pedagogy. On this plan with a particular environmental emphasis on SDG 3 SDG 4 SDG 5 SDG 10 SDG 11 SDG 16

**Associated costs/budget code?**

**Who will lead on this?**

Whole setting approach

**What will success look like?**

Flowing and led by both children and adults.

Children engaging in discussions and posing relevant questions and considering solutions. This is listening to children, hearing them, respecting them and supporting their self-determination.

Children leading with Why-how – what questions. Children reflecting on and considering solutions. Problem based learning.

**Characteristics of Effective Learning key here in all activities.**

**Stakeholders’ involvement?**

All children, educators’ parents and community

Audit local groups

**Examples /planned activities**

To highlight and incorporate social and cultural aspects into policy and practice through training and pedagogical experiences. For example, **SDG 4** - The Reggio Emilia approach advocated the use of child-initiated projects through multimodal ways of learning.

	<p><b>SDG 5</b> - Highlight participation is equitable. Develop room/ nursery rules and encourage all to think of how they could look after their shared space and community together. Emphasise the importance of their shared community here – develop relationships with different groups, e.g. litter patrols.</p> <p><b>SDG 4/11</b>- Design a map of their community – add the pathways and access points. Look at old maps and compare how it has changed. Question decisions regarding community developments.</p> <p><b>SDG 16</b>-Embed the UNCRC – rights of the child in authentic decision making.</p>			<p><i>Playing and exploring.</i> <i>Active learning.</i> <i>Creating and thinking critically.</i></p>	
<p>Progress update: Date:</p>					

**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”.**

<p>What is working well?</p>	<p>Children are developing an awareness and early understanding of industry /trade through community place-based experiences.</p>				
<p><b>What is our focus for this year?</b></p> <p><b>Examples /planned activities</b></p>	<p><b>How will we achieve this?</b></p> <p>Through our neighbourhood walks and community links – develop stronger links with local shops on our daily/weekly walks <b>(SDG 11)</b>.</p> <p>Engaging with a variety of shop keepers – for example, observing a cobbler at work using his tools or a watch maker, which highlights sustainable questions such as old batteries. Developing strong community links and becoming familiar with types of produce sold in each shop. <b>(SDG 4 SDG 5 SDG 10 SDG 6 SDG 7 SDG 8 SDG 9 SDG 11)</b></p> <p>Aware of seasonal variations (link to environmental pillar) <b>(SDG 13 SDG 15)</b></p> <p>Be aware through neighbourhood walks of any trade or business to engage children with industry /innovation etc through observing different tools of trade. For example, construction sites, park rangers, bus or train drivers.</p>	<p><b>Associated costs/budget code?</b></p> <p>Monetary exchanges – snack costs etc</p>	<p><b>Who will lead on this?</b></p> <p>Whole setting approach</p>	<p><b>What will success look like?</b></p> <p>Embedding Sustainability into policy and planning.</p> <p>Children are beginning to be familiar with trade names of shops/ merchandise such as different apples (Galas/ Granny Smiths) in Greengrocers and using real money exchanges.</p> <p>Becoming aware of different types of energy producers on walks through observations and discussions- e.g. solar panels, wind turbines, chimneys etc.</p> <p><b>Characteristics of Effective Learning key here in all activities.</b></p>	<p><b>Stakeholders’ involvement?</b></p> <p>Local community and parental relationships and support.</p>

	<p>On walks looking for alternative recycling and responsible consumption practices.  <b>(SDG 12 SDG 13 SDG 15)</b></p>			<p><i>Playing and exploring.  Active learning.  Creating and thinking critically.</i></p>	
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