

EYFS – Sustainability and Eco curriculum

(Covered across the PSHE, science and Geography curriculums. Kapow structures its sustainability across five strands: Appreciation of nature, Interdependence, Resources and waste, Climate change and Individual and collective responsibilities.)

Vocabulary: Recycle, responsibility, protect, planet,

<p>Appreciation of nature</p> <p><u>Biodiversity:</u> To recognising and name different types of living things and natural features in the local environment.</p> <p>To know that plants and animals are living things.</p> <p>To know that plants and animals live in a range of different places (land, sea, air).</p> <p><u>Environments:</u> To explore and observe the natural world through play and outdoor activities.</p> <p>To know that different environments have different features.</p> <p><u>Wonder:</u> To express curiosity and delight at the variety they see in nature.</p>	<p>Interdependence</p> <p><u>Needs:</u> To identify living and non-living things.</p> <p>To know that animals, including humans, need food.</p> <p>To know that plants need water to grow.</p> <p><u>Relationships:</u> To observe where animals live and the food that they eat.</p> <p>To know that animals often make their homes in trees and other plants.</p>	<p>Resources and waste</p> <p><u>Use of non-living natural resources:</u> To name some of the objects and materials they use in school and saying what they use them for.</p> <p><u>Waste:</u> To know that some resources cannot be used again and others can.</p>	<p>Climate change</p> <p><u>Understanding climate change:</u> To observe and describe simple weather changes.</p> <p>To know that the weather changes daily and across seasons.</p> <p><u>Human Impact on climate change:</u> To know that people can take care of the environment by making good choices.</p> <p><u>Effects of climate change:</u> To identify how they feel when they are too hot or too cold.</p> <p>To know that changes in weather can affect people.</p>
<p>Individual and collective responsibility</p> <p><u>Taking action:</u></p>			

To participate in simple environmental tasks.

To know that small actions can help the environment.

Working together:

To take turns and listen to others in group activities.

To know that working together can help solve problems.

Making a difference:

To share simple ideas for helping the environment.

To know that everyone can make a small difference.

Kapow Sustainability Lesson:

How can we welcome animals on the school grounds?

Learning objective

- To understand how to help local animals by making places for them to live.

EYFS outcomes

Development matters

Understanding the world

Children in reception will be learning to:

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.

See [Development Matters \(non-statutory curriculum guidance\)](#) – contains public sector information licensed under the Open Government Licence v3.0.

Early learning goals

ELG: Understanding the world – The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.

Vocabulary:

- **alive**
- **home**
- **non-living**
- **notice**
- **observe**
- **sort**

Enrichment opportunities:

- Nower Wood School Trip
- Outdoor learning / pond dipping / woodland
- Tadpoles
- Growing cress