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| *Buckden Primary Academy - Thematic Sustainable Development Goals Objectives Grid – EYFS* | | | |
|  | Autumn 1- Quality Education / Good Health + Well Being | Spring 1 – No Poverty | Summer 1 – Life on land/ Climate action/ Responsible consumption and production |
| Knowledge and Understanding | * Become familiar with school setting. * Working together in the classroom.  Learning spaces and stimulating environments. * Play as an important vehicle for learning. * Language and literacy to talk and write about experiences | * Awareness of self and others, of differences, and of the world around them, through experiential and exploratory learning. * Describe Reception and associated experiences. * Conditions of poverty due to lack of food, poor sanitation and other losses of services. | * Elementary knowledge of the environment and land pollution. * Understanding of wild animals and their habitats. |
| * Basic learning on personal hygiene and well-being, including exercise and healthy eating. * Fun and play as a context for learning. * Basic emergency preparedness and evacuation drills and learning to be safe. | * Understanding of nature through forest/nature classes. |
| * Introduction of reduce, reuse, recycle, repurpose (‘4 Rs’). * Material cycles and environmental impact of wastes. * Experiential learning. |
| Skills and applications | * Demonstrate ability for sharing and for playing together. * Ability to respond and self-regulate. * Communication – orally and through art. * Developing fine and gross motor skills. * Creative representation (e.g. draw, paint, role play, pretend, make models). * Logical reasoning. * Social skills and behaviours | * Engagement in activities to foster skills and abilities development, including through exploration and problem solving, the asking and answering of questions, and interaction with classmates and adults. * Learning supported by teamwork and co-operation, discussion and reflection, and the application of different methods | * Know how to take action to keep environment clean (e.g. picking up litter). * Experiential learning – seeing wildlife in its natural environment, participating in school gardening. |
| * Developing life skills for resilient individuals, and bullying prevention. * Basic hygiene and food handling practices. * Motor skills development to set a platform for lifelong physical activity. * Ability to stay safe in emergencies. * Begin to develop empathy and emotional intelligence (manage feelings, build relationships, understanding others’ emotions). | * Analysis for understanding of and concern for the environment. * Gardening and plant-growing skills. |
| * Application of ‘4 Rs’ (e.g. reusing boxes or plastic bottles during play). * Analysis of where waste goes (landfill, water). * Water conservation (e.g. turn off taps). |
| Values and attitudes | * Open and expressive communication. * Showing sensitivity to others. * Observing school rules. * Participate in play activities and solve problems encountered in play * Initiative and social relations (e.g. to make plans and decisions, solve problems encountered in play, express feelings and be sensitive to others). * Participation in early learning. * Feel good about personal identity. | * Promotion/development of empathy, generosity and sharing, interest in engaging with others, and emotional well-being. * Qualities of empathy and understanding, sensitivity to the issues of poverty and inequalities, identification of personal biases regarding poverty, and acceptance of differences. * Recognise people’s common humanity and what can be learnt from others. | * Environmental awareness. * Respect for animals and appreciation for nature. |
| * Self-confidence and self-awareness. * Healthy hygiene and nutritional habits. * Positive relationships with peers and adults using social and emotional cues. * Ability to act morally, identify opportunities and pursue these to meet goals. * Appreciation of play, movement and active recreation. | * Awareness of nature. * Curiosity about the world. * Keenness to investigate. * Open-mindedness |
| * Good habits regarding waste, water and energy use. * Ecosystem awareness, pollution avoidance. |
|  | Autumn 2 – Reduced inequalities | Spring 2 –Peace, justice and strong institutions | Summer 2 – Sustainable cities and communities |
| Knowledge and Understanding | * Use games and role play to introduce notions of inequality, fairness and sharing, e.g. unequal distribution of coins or sweets. * Basic understanding of fairness and equality in the world (e.g. through sport and games as relatable examples). | * Begin to understand the world, and similarities and differences, both with others and among families, cultures, communities and traditions. * Linking to the expressive arts, pupils develop imaginative and creative ways of expressing some of their own commitments, including working hard at sport or music, caring for animals and the environment, loving their family or serving God. | * Excursion-based learning with explorations of local urban and natural environments. * School gardens and childcare centres to bring nature into rural children’s lives. * Explore wildlife and green spaces in a rural area. * Through gardening, learn about natural cycles and systems. |
| Skills and applications | * Learn how to interact and communicate positively with others. * Application of knowledge to reflect on and analyse real world issues (e.g. factors that may affect a country’s participation/success in an Olympic sport). | * Ask questions and reflect on feelings and experiences. * Use imagination and curiosity to develop appreciation of and wonder at the world. * Skills of enquiry: contribution to discussions and debates. | * Communication skills. * Spatial awareness, interest in communications, investigation, constructing things and artistic impressions. * Begin to problem solve and be creative (e.g. through participating in an eco-project under adult supervision). |
| Values and attitudes | * Learn how to interact and communicate positively with others. * Respect for others and diversity. * Empathise with people’s situations. | * Confidence and respect for self and others. * Appreciation of similarities and differences between people and places. * Appreciation of multiculturalism. * Develop a sense of empathy towards others, and social tolerance. Appreciation of experiences of others. * Value co-operation. * Empathy and open-mindedness * Sense of identity and self-esteem. | * Willingness to take part in new experiences. * Sense of belonging in a locality. * Collaborative learning. * Treats people and nature fairly and with kindness. * Collaborative resourcefulness. * Show empathy toward other people and nature. |