For practical ideas, examples of activities and curriculum links please visit the Early Years Sustainable Hub at [https://www.evertonnurseryschoolandfamilycentre.org/earlyyears-sustainable-hub](https://www.evertonnurseryschoolandfamilycentre.org/early-years-sustainable-hub)  where you can also find more information on the 17 Sustainable Development Goals

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| **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? |   |
| **What is our focus for this year?**  | **How will we achieve this?**  | **Associated costs/budget code?**  | **Who will lead on this?**  | **What will success look like?**  | **Stakeholders involvement?**  |
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| **Social – Make links to the Characteristics of Effective Learning (EYFS, DfE,2024, p 17) giving children agency and empowerment 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? |   |
| **What is our focus for this year?**  | **How will we achieve this?**  | **Associated costs/budget code?**  | **Who will lead on this?**  | **What will success look like?**  | **Stakeholders involvement?**  |
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| **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? |   |
| **What is our focus for this year?**  | **How will we achieve this?**  | **Associated costs/budget code?**  | **Who will lead on this?**  | **What will success look like?**  | **Stakeholders involvement?**  |
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