

Belonging Becoming and Being Australian Early Years Curriculum For Sustainability Complementing the Early Years Learning Framework



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Belonging, Being, and Becoming	Wellbeing	Communication	Identity and Diversity	Active Learning	Play-based Learning	Relationships
This encompasses the sense of belonging to family, community, and culture; being engaged and involved in learning through exploration and play; and becoming	Promoting physical, emotional, and social well-being, including the development of healthy habits and positive self-esteem	Encouraging language development and communication skills, both verbal and non-verbal, to express needs, thoughts, and feelings effectively.	Supporting children in understanding their own identity, culture, and background, as well as respecting and appreciating the diversity of others.	Fostering curiosity, creativity, and problem-solving skills through hands-on exploration and inquiry-based learning experiences.	Recognizing the importance of play in children's development, allowing them to explore, experiment, and make sense of the world around them	Building positive relationships with peers, educators, families, and the wider community, fostering a sense of belonging and connectedness.

confident, autonomous learners						

The Sustainability Curriculum Headings

Understanding Sustainability (SUS1)	Environmental Awareness (SUS2)	Environmental Stewardship (SUS3)	Waste Management (SUS4)	Energy Conservation (SUS5)	Biodiversity and Ecosystems (SUS6)
Climate Change and Adaptation (SUS7)	Food and Agriculture (SUS8)	Water Conservation (SUS9)	Sustainable Transport and Urban Planning (SUS10)	Citizenship / Global Responsibility and Sustainable Development (SUS11)	Outdoor Learning and Connection to Nature (SUS12)

Understanding Sustainability -SUS 1-

Belonging / Becoming and Being

- Belonging:
- a. Develop an understanding of the interconnectedness between humans, nature, and the environment.
 - b. Recognize and appreciate the importance of caring for the environment as part of belonging to the community and

broader ecosystem.

c. Foster a sense of responsibility towards taking care of the natural world and preserving it for future generations.

Being:

a. Engage in hands-on exploration and play activities that promote an understanding of sustainability concepts such as recycling, conserving resources, and reducing waste.

b. Explore various natural materials and their properties through sensory experiences, fostering a connection to the environment.

c. Participate in outdoor activities that encourage observation, inquiry, and reflection on the natural world, promoting a sense of being in harmony with nature.

Becoming:

a. Develop skills to make environmentally friendly choices in daily routines, such as selecting sustainable materials and practicing energy conservation.

b. Cultivate a curiosity-driven mindset towards sustainability issues, asking questions and seeking solutions to environmental challenges.

c. Build confidence and independence in taking action towards sustainability goals, such as planting trees, creating compost, or participating in community clean-up activities.

Environmental Awareness

Belonging , Becoming and Being

Belonging:

- a.Recognize and appreciate the natural world as part of their environment and their sense of belonging within it.
- b.Demonstrate an understanding of the interconnectedness between themselves, their families, communities, and the environment.
- c.Identify and name local plants, animals, and natural features, fostering a sense of belonging to their immediate surroundings.
- d.Participate in activities that promote caring for the environment, such as recycling or gardening, to strengthen their connection to their community and the Earth.

Being:

- a.Engage in exploratory and playful activities that foster curiosity about the environment and promote a sense of being an active participant in their learning.
- b.Demonstrate an eagerness to explore and investigate the natural world through sensory experiences, such as feeling different textures or observing changes in weather.
- c.Engage in imaginative play that involves elements of the environment, such as pretending to be animals or plants, to develop a deeper connection to nature.
- d.Express emotions and feelings related to their experiences in nature, fostering a sense of being emotionally engaged with the environment.

Becoming:

- a. Develop confidence in their ability to interact with and care for the environment, leading to becoming environmentally responsible individuals.
- b. Take initiative in identifying environmental issues or concerns within their community, demonstrating a sense of becoming socially responsible citizens.
- c. Demonstrate autonomy in making choices that positively impact the environment, such as choosing eco-friendly practices or participating in conservation efforts.
- d. Reflect on their experiences in nature to develop a sense of identity as stewards of the Earth, understanding their role in shaping a sustainable future.

Environmental Stewardship

Belonging / Becoming and Being

Belonging:

- a. Recognize and appreciate the interconnectedness between themselves, their family, community, and the environment.
- b. Identify and respect the roles and responsibilities of individuals within their community in preserving and protecting the environment.
- c. Develop a sense of empathy and responsibility towards living organisms and natural resources in their surroundings.

Being:

- a. Engage actively in sensory experiences within nature, fostering curiosity and wonder about the natural world.
- b. Participate in guided and unstructured play activities that promote exploration and understanding of environmental concepts such as biodiversity, ecosystems, and sustainability.
- c. Develop a sense of stewardship through hands-on experiences with environmental materials and phenomena, fostering a connection between self and nature.

Becoming:

- a. Cultivate a sense of agency and independence in making environmentally responsible choices in daily life, such as reducing waste, conserving resources, and caring for plants and animals.
- b. Develop critical thinking skills by observing and questioning environmental changes and phenomena, leading to an understanding of cause-and-effect relationships.
- c. Foster a sense of self-efficacy and confidence in contributing positively to the environment, recognizing their

capacity to make a difference through small actions and advocacy.

Waste Management

Belonging / Becoming and Being

Belonging:

- a.Recognize waste management as a collective responsibility within the family, community, and culture.
- b.Demonstrate an understanding of how waste management practices contribute to maintaining a clean and healthy environment, fostering a sense of belonging to the community and family.
- c.Participate in activities that promote shared responsibility for waste reduction and recycling within the family and community settings.

Being:

- a.Engage in hands-on exploration and play activities related to waste management, fostering curiosity and interest in environmental sustainability.
- b.Develop a sense of responsibility towards waste through interactive experiences, such as sorting recyclables, composting organic waste, and reducing single-use items during play and daily routines.
- c.Understand the importance of being mindful of waste generation and its impact on the environment, fostering a sense of care and stewardship for the world around them.

Becoming:

- a. Develop confidence in their ability to make informed decisions regarding waste management practices, such as choosing reusable over disposable items and advocating for sustainable solutions.
- b. Acquire autonomy in implementing waste reduction strategies both independently and collaboratively with peers and adults, demonstrating initiative and problem-solving skills.
- c. Cultivate a mindset of lifelong learning and adaptation towards sustainable practices, preparing them to become environmentally-conscious citizens who contribute positively to their communities and society as a whole.

Energy Conservation

Belonging / Becoming and Being

Belonging:

- a. Recognize the connection between energy conservation and the well-being of their family, community, and cultural environment.
- b. Develop an understanding of the role energy plays in sustaining the places they belong to, such as home, school, and neighbourhood.
- c. Demonstrate care and responsibility towards shared energy resources within their community and cultural context.

Being:

- a. Engage in experiential learning activities that foster curiosity and exploration about energy sources, usage, and conservation.

b.Participate in hands-on experiences and play-based learning opportunities to discover the effects of energy use on their immediate environment.

c.Foster a sense of wonder and appreciation for the natural world and its energy systems through playful exploration and inquiry.

Becoming:

a.Cultivate the skills to make informed choices about energy consumption and conservation practices independently and confidently.

b.Develop the ability to identify energy-saving opportunities and implement simple strategies within their daily routines.

c.Build self-efficacy as autonomous learners by reflecting on personal energy usage habits and setting goals for conservation efforts.

Biodiversity and Ecosystems

Belonging / Becoming and Being

Belonging:

a.Recognize the interconnectedness between themselves, their family, community, and the natural environment, including various ecosystems.

b.Develop an appreciation for the diversity of life forms within their local ecosystem and understand their role within

the broader biosphere.

c.Foster a sense of responsibility and care towards preserving and protecting the natural habitats that they belong to as members of their community and culture.

Being:

a.Engage in hands-on exploration and play-based learning experiences to discover the characteristics and functions of different ecosystems, such as forests, oceans, and deserts.

b.Participate in outdoor activities that promote direct interaction with nature, fostering curiosity and wonder about living organisms and their environments.

c.Develop observational skills through sensory experiences, encouraging children to notice and appreciate the beauty and complexity of the natural world.

Becoming:

a.Cultivate an understanding of the importance of biodiversity and the delicate balance within ecosystems, laying the foundation for environmental stewardship.

b.Develop critical thinking skills by investigating the impacts of human activities on ecosystems and exploring sustainable practices for preserving biodiversity.

c.Build confidence and autonomy in exploring and interacting with nature, empowering children to become responsible caretakers of the environment as they grow and develop.

Climate Change and Adaptation

(SUS7)

Belonging / Becoming and Being

Belonging:

- a. Recognize and appreciate the interconnectedness between the natural world, family, community, and culture.
- b. Understand the concept of stewardship and responsibility towards the environment, including caring for plants, animals, and natural resources.
- c. Identify ways in which climate change impacts their local environment and community, fostering a sense of belonging and ownership in mitigating these impacts.

Being:

- a. Engage in age-appropriate exploration and play activities that promote understanding of climate change concepts, such as weather patterns, seasons, and environmental changes.
- b. Develop curiosity and wonder about the natural world, encouraging questioning and investigation into climate-related phenomena.
- c. Participate in hands-on experiences that promote resilience and adaptability in the face of changing environmental conditions, fostering a sense of agency and empowerment.

Becoming:

- a. Develop communication skills to express thoughts and feelings about climate change and adaptation strategies, including sharing ideas with peers and adults.

b.Cultivate critical thinking skills by exploring different perspectives on climate-related issues and considering the impact of human actions on the environment.

c.Foster a sense of environmental responsibility and citizenship, encouraging children to take proactive steps towards sustainability and resilience in their everyday lives.

Food and Agriculture

(SUS8)

Belonging / Becoming and Being

Belonging:

- a. Recognise the role of food in family, community, and cultural traditions, fostering a sense of belonging and connection to heritage.
- b.Understand the importance of agriculture in providing food and sustaining livelihoods within local communities.
- c.Explore the diversity of foods grown, produced, and consumed in different cultural contexts, celebrating cultural identity and diversity.

Being:

- a.Engage in hands-on exploration and play activities related to food and agriculture, such as gardening, cooking, and role-playing farm activities.
- b.Develop sensory awareness by exploring different tastes, textures, and smells of foods, encouraging healthy

eating habits and appreciation for fresh, locally grown produce.

c.Participate in age-appropriate activities that promote understanding of the food production process, including planting seeds, caring for plants, and harvesting crops.

Becoming:

a.Build communication skills by discussing food-related topics, such as where food comes from, the importance of nutrition, and the role of farmers in food production.

b.Develop critical thinking skills by exploring concepts of sustainability and food security, considering the impact of food choices on the environment and society.

c.Cultivate independence and self-confidence through participation in food-related tasks, such as meal preparation, grocery shopping, and food-related crafts.

Water Conservation

(SUS9)

Belonging / Becoming and Being

Belonging:

a.Recognise the importance of water as a vital resource for life, belonging to family, community, and cultural practices.

b.Understand the significance of water in local ecosystems and the role of waterways in connecting communities.

c.Explore cultural perspectives and practices related to water conservation, fostering a sense of belonging and cultural identity.

Being:

a.Engage in hands-on exploration and play activities that promote understanding of the water cycle, including evaporation, condensation, and precipitation.

b.Develop sensory awareness by exploring different forms of water, such as liquid, ice, and steam, and understanding their properties.

c.Participate in water-related activities, such as water play, gardening with recycled water, and observing wildlife in water habitats.

Becoming:

a.Build communication skills by discussing the importance of water conservation and ways to reduce water waste with peers and adults.

b.Develop problem-solving skills by exploring strategies for conserving water in everyday activities, such as turning off taps when not in use and fixing leaks.

c.Cultivate a sense of responsibility and stewardship towards water resources, encouraging children to take action to protect and preserve water for future generations.

Sustainable Transport and Urban Planning

Belonging / Becoming and Being

Belonging:

- a. Recognize the role of transportation in connecting family, community, and cultural activities, fostering a sense of belonging and connectivity.
- b. Understand the importance of sustainable transport options, such as walking, cycling, and public transportation, in reducing environmental impact and promoting community well-being.
- c. Explore cultural perspectives and practices related to transportation and urban planning, highlighting diversity and inclusion in transport choices.

Being:

- a. Engage in hands-on exploration and play activities that promote understanding of different modes of transportation, including vehicles, bicycles, and pedestrians.
- b. Develop spatial awareness by exploring maps, models, and play scenarios related to urban environments and transportation systems.
- c. Participate in imaginative play activities that simulate different transportation scenarios, encouraging creativity and problem-solving skills.

Becoming:

- a. Build communication skills by discussing the benefits of sustainable transport options and the importance of urban planning with peers and adults.
- b. Develop critical thinking skills by exploring the impact of transportation choices on the environment, health, and community livability.
- c. Cultivate a sense of agency and responsibility towards sustainable transport and urban planning, encouraging

children to advocate for pedestrian-friendly neighbourhoods, safe cycling infrastructure, and accessible public transportation.

Citizenship / Global Responsibility and Sustainable Development (SUS11)

Belonging / Becoming and Being

Belonging:

- a. Recognize the interconnectedness between individuals, communities, and the global community, fostering a sense of belonging and responsibility towards humanity.
- b. Understand the importance of respecting and valuing diversity in all its forms, including cultural, linguistic, and socio-economic diversity.
- c. Explore the concept of global citizenship and the role of individuals in contributing to positive change in the world.

Being:

- a. Engage in age-appropriate exploration and play activities that promote understanding of global issues, such as poverty, inequality, and environmental sustainability.
- b. Develop empathy and compassion towards others by exploring different perspectives and experiences related to social justice and human rights.
- c. Participate in collaborative learning experiences that encourage cooperation, teamwork, and problem-solving skills in addressing global challenges.

Becoming:

- a. Build communication skills by discussing the importance of citizenship and the United Nations Sustainable Development Goals (SDGs) with peers and adults.
- b. Develop critical thinking skills by exploring real-life examples of global issues and considering the impact of individual and collective actions on achieving the SDGs.
- c. Cultivate a sense of agency and responsibility towards promoting social justice, equity, and sustainability, encouraging children to take action in their local and global communities.

Outdoor Learning and Connection to Nature (SUS12)

Belonging / Becoming and Being

Belonging:

- a. Recognize the interconnectedness between themselves, their families, communities, and the natural world, fostering a sense of belonging and kinship with nature.
- b. Understand the cultural significance of the environment and natural landscapes in shaping identity and heritage, celebrating cultural connections to the land.
- c. Explore indigenous perspectives and practices related to nature and land stewardship, honouring traditional knowledge and custodianship of the land.

Being:

- a. Engage in hands-on exploration and play activities in natural outdoor settings, such as parks, gardens, and

natural reserves, fostering a sense of wonder and curiosity about the natural world.

b. Develop sensory awareness by observing and interacting with different elements of nature, such as plants, animals, rocks, and water, stimulating the senses and promoting holistic development.

c. Participate in outdoor activities that encourage physical activity, risk-taking, and resilience, promoting health and well-being through outdoor play.

Becoming:

a. Build communication skills by describing and sharing experiences in nature with peers and adults, fostering language development and communication confidence.

b. Develop inquiry and investigation skills by asking questions, making observations, and exploring natural phenomena, promoting curiosity and scientific inquiry.

c. Cultivate a sense of environmental stewardship and responsibility towards nature, encouraging children to take care of the environment and advocate for its protection and conservation.