

Personal, Social and Emotional Development:

England - EYFS Curriculum For Circular Economy Complementing the KS1 Framework



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Personal, Social and Emotional Development:	Communication and Language:	Physical Development:	Literacy:	Mathematics:	Understanding the World:	Expressive Arts and Design:
Includes developing self-confidence and self-awareness, managing feelings and behaviour, and making relationships Playing and exploring – engagement Active learning – motivation Creating and thinking critically – thinking	Involves listening and attention, understanding, and speaking. Playing and exploring – engagement Active learning – motivation Creating and thinking critically – thinking Communication and Language	Focuses on moving and handling, as well as health and self-care. Playing and exploring – engagement Active learning – motivation Creating and thinking critically – thinking Physical Development	Developing reading and writing skills, including phonics and early comprehension. Playing and exploring – engagement Active learning – motivation Creating and thinking critically – thinking	Involves developing skills in numbers, shapes, space, and measures. Playing and exploring – engagement Active learning – motivation Creating and thinking critically – thinking	Exploring the world around them, including people and communities, the natural world, and technology. Playing and exploring – engagement Active learning – motivation Creating and thinking critically – thinking	Includes exploring and using media and materials, as well as being imaginative and creative. Playing and exploring – engagement Active learning – motivation Creating and thinking critically – thinking

Personal, Social and Emotional Development Building relationships and confidence Understanding and managing feelings Working as part of a group and taking turns Developing a sense of right and wrong Respecting others and self-care routines	Listening, attention and understanding Speaking and expressing ideas clearly Vocabulary development through songs, storytelling, and conversation Following instructions and asking questions	Gross motor skills: movement, balancing, climbing, coordination Fine motor skills: pencil grip, threading, using scissors Personal hygiene and healthy eating Spatial awareness and physical confidence	Literacy Phonics and early reading (e.g., through Letters and Sounds or Little Wandle) Sharing and retelling stories Name recognition and writing Recognising and writing letters and simple words	Mathematics Number recognition and counting to 10/20+ One-to-one correspondence and matching amounts Shape, space and measures: recognising and using simple shapes, comparing sizes, capacity Simple patterns and sorting activities	Understanding the World Exploring the natural world and seasonal change Learning about people, culture, and communities Understanding past and present (beginning historical awareness) Using technology in simple ways (e.g., cameras, tablets)	. Expressive Arts and Design Exploring media and materials (paint, clay, junk modelling) Creating music and movement Role play and imaginative storytelling Responding to music, dance, and art
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The Circular Economy Curriculum Headings
Curriculum Categories for The Circular Economy
To support Education in England – Compatible with EYFS

Understanding the Circular Economy (CIRC1)	Waste Reduction and Recycling (CIRC 2)	Sustainable Consumption (CIRC 3)	Product Lifecycle and Design. (CIRC4)	Repair and Upcycling (CIRC5)	Circular Business Practices and innovation (CIRC6)
Local Economies and Community Engagement (CIRC 7)	Environmental Impact and Resource Conservation (CIRC8)	Citizenship and Global Responsibility (CIRC 9)	Food Systems (Circ 10)	Circular Technologies and Innovation (CIRC11)	Outdoor Learning (CIRC12)

Understanding the Circular Economy

(Circ 1)

Learning Objectives

Children will be able to:

Self-confidence and Self-awareness

- Talk about their choices when sorting or reusing items.
- Show pride in looking after shared materials or toys.
- Express preferences when choosing how to make or fix something.

Managing Feelings and Behaviour

- Begin to wait their turn when reusing or sharing recycled items.
- Use simple language to express feelings (e.g. frustration when things break, joy when fixing).

- Respond positively to praise and encouragement for helping or tidying.

Making Relationships

- Work cooperatively in small groups (e.g. sharing junk modelling materials).
 - Offer help or share ideas with others when problem-solving.
 - Begin to understand fairness (e.g. everyone gets a turn with recycled play items).
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Characteristics of Effective Learning

Playing and Exploring – Engagement

- Investigate how objects can be reused in different ways.
- Enjoy sensory exploration of natural and recycled materials.
- Role-play 'sorting stations' or 'fix-it shops'.

Active Learning – Motivation

- Keep trying to build or make something with reused materials.
- Celebrate when a reused object "works again" (e.g. bottle shaker, cardboard guitar).
- Feel pride in helping to reduce waste or tidy up.

Creating and Thinking Critically – Thinking

- Choose from a range of materials and decide how to use them.
 - Think of new ways to fix broken toys or make models.
 - Ask questions like "What else can this be?", "Could we use it again?"
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Active Learning Suggestions

Circle Time Activity – "Old to New"

- Show items like an empty yoghurt pot, an old sock, or a cereal box.
- Ask: "Can we give this a new job?"
- Children suggest ideas: plant pot, puppet, robot part.

Group Game – "Pass It On!"

- Sit in a circle with a reused object (e.g. bottle top shaker).
- Pass it around with music and say one nice thing about sharing or reusing.

Role-Play – "The Fix-It Shop"

- Set up a workshop with broken or old items and tools (real or toy).
- Children take on roles: Fixers, Sorters, Helpers.
- Model language like: "Can we fix it?", "Let's try tape!", "What else could we use?"

Creative Junk Modelling

- Provide clean recycled materials.
- Children build, make, and decorate "new" toys or tools.
- Encourage storytelling: "What did it used to be?" "What is it now?"

Sorting Station Activity

- Create bins or tubs with pictures (paper, plastic, food waste).
- Children sort classroom waste or clean packaging.
- Add tongs, gloves, or magnifying glasses for added interest.

Feelings and Turn-taking Activity – "My Turn, Your Turn"

- Use a favourite reusable play resource (e.g. cardboard castle).
- Adults model positive turn-taking and waiting behaviour.

- Use visual cards or timers to help.

Waste Reduction and Recycling

(Circ 2)

Learning Objectives

Self-confidence and Self-awareness

- Begin to talk about their actions when helping to tidy or sort waste.
- Show growing independence in choosing resources and caring for the environment.
- Take pride in making helpful choices (e.g. reusing paper, picking up litter).

Managing Feelings and Behaviour

- Learn to wait their turn during shared recycling or sorting tasks.
- Begin to manage frustration when something can't be recycled or reused.
- Show growing awareness of classroom routines for caring for shared spaces.

Making Relationships

- Take part in shared activities to reduce waste, such as collecting paper or sorting items.
- Begin to offer help or cooperate in tidying up and group play.
- Understand simple rules about sharing and working as part of a team.

Building Relationships and Confidence

- Build trust through collaborative tasks like creating art with recycled materials.
- Feel encouraged to share their ideas and choices with others.

- Take part in class or group discussions about caring for the environment.

Understanding and Managing Feelings

- Talk about how it feels to care for the environment and to help others.
- Recognise and celebrate positive actions in themselves and peers (e.g. "You put that in the right bin").

Working as Part of a Group and Taking Turns

- Join in with group tidy-up activities.
- Begin to understand fairness in using and sharing recycled resources.
- Show increasing patience when waiting to use a shared tool or item.

Developing a Sense of Right and Wrong

- Start to understand why littering is not helpful and what we can do instead.
- Recognise that putting things in the wrong bin has an impact.
- Learn simple rules and reasons for reducing waste and reusing materials.

Respecting Others and Self-care Routines

- Respect shared spaces and other people's work.
- Begin to take responsibility for their own rubbish and belongings.
- Join in with routines that help keep the classroom tidy and waste-free.

Characteristics of Effective Learning

Playing and Exploring – Engagement

- Explore different types of waste materials and how they feel, look, and sound.
- Take interest in sorting games or small-world recycling scenarios.
- Try out ideas like building with scrap materials or pretending to be recycling workers.

Active Learning – Motivation

- Show persistence in sorting activities or building with reused materials.
- Celebrate their own success in helping to recycle or reuse something.
- Take on meaningful roles during tidy-up routines or group challenges.

Creating and Thinking Critically – Thinking

- Make choices about which materials to use or how to reuse them.
 - Solve problems when making with recycled materials (e.g. "How can I stick this on?").
 - Reflect on what worked well in their creation or clean-up role and what they might do next time.
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Active Learning Suggestions

1. Recycling Station Role Play

Set up an area with coloured bins and pictures for paper, plastic, and food. Children sort clean materials. Use dressing-up clothes or badges to become "recycling helpers".

2. Circle Time Discussion – "What Can We Do With This?"

Show a used milk carton, cardboard roll, or scrap paper. Ask: "Should we throw it away or can we use it again?" Encourage children to suggest ideas for reuse.

3. Junk Modelling Workshop

Provide clean waste materials for children to build models or collages. Use language such as "You've reused this – well done!" and ask, "What else could this become?"

4. Group Tidy Time – Sorting and Helping

Make tidy-up time a group game. Use music and give children different jobs such as paper collector, lid finder, or shelf sorter. Celebrate their contribution to the group.

5. Story Time with Reflection

Read books like *Michael Recycle* or *Somebody Swallowed Stanley*. Pause to ask how the characters feel and what we could do to help the Earth. Link to managing feelings and caring for others.

6. Walk-and-Wonder Litter Hunt

Go on a walk in the school grounds with litter-pickers or gloves. Talk about what was found and where it should go. Discuss how litter makes us and animals feel.

7. Art from Waste – “Make a Message”

Children create posters using reused paper or card with messages like “Don’t Drop Litter” or “Put it in the Bin”. Encourage them to share their message with others.

Sustainable Consumption

(CIRC 3)

Learning Objectives

Self-confidence and Self-awareness

- Begin to make thoughtful choices when using materials, food, or toys.
- Show awareness of the impact of wasteful or careless behaviour.
- Take pride in making kind and thoughtful decisions (e.g. “I only used one paper towel”).

Managing Feelings and Behaviour

- Begin to accept when materials or resources are limited.
- Manage feelings of disappointment if they can’t have more or if they need to share.
- Start to understand why sharing and using less can help others and the planet.

Making Relationships

- Share materials fairly in small group activities.
- Show kindness and consideration when others want to use the same resource.

- Work with others to plan or complete tasks with shared or limited resources.

Building Relationships and Confidence

- Build confidence by leading or suggesting ways to save or share resources.
- Feel valued when their sustainable choices are noticed and praised.
- Develop trust and empathy through collaborative activities.

Understanding and Managing Feelings

- Recognise feelings like pride when making good choices, or frustration when things run out.
- Use words or visuals to talk about how they feel in group situations involving sharing or limits.

Working as Part of a Group and Taking Turns

- Take turns in games or tasks where there are limited resources.
- Begin to understand fairness and compromise in play and learning.
- Join in with group clean-up or food-sharing tasks.

Developing a Sense of Right and Wrong

- Show growing understanding of the consequences of waste or taking too much.
- Recognise that making kind, thoughtful choices is a good way to help others and the environment.

Respecting Others and Self-care Routines

- Show care for shared materials and spaces by not wasting them.
- Understand that wasting food, water or materials affects everyone.
- Begin to take responsibility for their own actions and belongings.

Characteristics of Effective Learning

Playing and Exploring – Engagement

- Explore different ways of using the same materials or toys creatively.
- Show curiosity about where things come from and what happens when we waste them.
- Take part in sensory play that encourages reuse and mindful use of resources.

Active Learning – Motivation

- Take pride in reusing materials or saving something for later.
- Keep trying to complete tasks using fewer or shared materials.
- Celebrate moments when they help reduce waste or share fairly.

Creating and Thinking Critically – Thinking

- Think about how to use a material in more than one way.
- Make decisions about what they need versus what they want.
- Begin to solve problems like: “We’re out of glue – what else can we use?”

Active Learning Suggestions

1. Snack Sharing Circle

Give out a limited number of fruit slices or crackers. Encourage children to help share them fairly. Discuss: “What would happen if one person took a lot?”

2. Role Play – The Sustainable Café

Children take orders and serve food in a pretend café using play food or real ingredients. Talk about portion sizes, not wasting food, and saving some for others.

3. Story Time and Discussion – “Do We Need It?”

Read books like *Too Much Stuff* by Emily Gravett or *A Planet Full of Plastic* by Neal Layton. Pause to ask: “Do we need more?” or “What could we do instead?”

4. Eco Art Station – Use It All Up

Set up a creative area with small pieces of scrap paper, bits of fabric, or cardboard. Challenge children to use what’s there

without taking more than they need.

5. Water Play with Limits

Let children fill containers but with only a small jug of water each. Ask: "How can we make it last?" or "Can we use this water in another game?"

6. Sharing and Sorting Game

Use a basket of toy food or pretend shopping items. Play a game where children sort what they need and what can be shared. Reinforce: "Take what you need, share the rest."

7. Puppet Time – The Greedy Dragon

Tell a story with a puppet who takes too much and leaves none for others. Children help teach the dragon how to make better choices. Reflect on how that feels.

8. Nature Walk and Resource Hunt

Walk outdoors to look for natural items (leaves, twigs) for art or building. Remind children only to take what they need and leave some for animals and others.

Product Lifecycle and Design.

(CIRC4)

Learning Objectives

Self-confidence and Self-awareness

- Begin to talk about where things come from and how they are made.
- Show pride in making or designing something of their own.
- Explore and explain simple choices when selecting materials to make something.

Managing Feelings and Behaviour

- Recognise feelings of pride, frustration, or excitement when making or designing.
- Begin to take turns with resources and tools when working on shared creations.
- Learn how to handle disappointment when something doesn't work or breaks.

Making Relationships

- Work with others on joint design or building tasks.
- Show care and respect for others' ideas during discussions or building sessions.
- Begin to explain their design choices and listen to others' suggestions.

Building Relationships and Confidence

- Build confidence by sharing their models, drawings, or ideas with a group.
- Celebrate their role in a team or small group project (e.g. designing a toy or tool).
- Develop trust through cooperative activities.

Understanding and Managing Feelings

- Talk about feelings when designing or creating (e.g. "I was proud when it worked").
- Recognise that it's okay to feel cross or disappointed when a design fails, and learn to try again.

Working as Part of a Group and Taking Turns

- Take turns when using materials or construction tools.
- Participate in joint decision-making (e.g. "Shall we use paper or card?").
- Show patience and teamwork during group build-and-play sessions.

Developing a Sense of Right and Wrong

- Begin to understand that throwing things away too soon can harm the environment.
- Learn that fixing, reusing, or improving something is a good choice.
- Show awareness of fairness when sharing or using materials responsibly.

Respecting Others and Self-care Routines

- Respect shared creations and tidy up after using design or craft materials.
 - Begin to show care for tools and understand how to use them safely.
 - Develop responsibility for putting things away and helping others tidy shared spaces.
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Characteristics of Effective Learning

Playing and Exploring – Engagement

- Explore different materials and tools in creative and open-ended ways.
- Enjoy using design-themed props and toys (e.g. blueprints, models, clipboards).
- Take interest in where toys or classroom items come from and how they work.

Active Learning – Motivation

- Keep trying to improve or fix something they're making.
- Take pride in explaining their work or design to others.
- Show enjoyment in problem-solving and discovering how things work.

Creating and Thinking Critically – Thinking

- Think about what they're making and why they've chosen certain materials.
 - Suggest improvements or new uses for an item they've made.
 - Begin to ask questions such as "Where did this come from?" or "What happens when it breaks?"
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Active Learning Suggestions

1. Story Starter – "The Journey of a T-shirt"

Read or act out a simple story showing where a T-shirt comes from (e.g. cotton farm > factory > shop > home > reuse or recycle). Use props or pictures. Ask: "What happens next?" or "Could we make it into something else?"

2. Junk Box Designers

Provide a variety of clean waste materials (cardboard tubes, lids, boxes) and challenge children to design a new toy or tool. Encourage them to plan, build, and explain how it works. Ask questions like: "What is it for?" "Could you use something different?"

3. Fix-It Workshop Role Play

Set up a pretend workshop where children 'repair' broken toys or objects using recycled materials, tape, and imagination. Encourage conversations around "fixing instead of throwing away".

4. Lifecycle Sorting Game

Create picture cards showing the stages of a product's lifecycle (e.g. tree > wood > paper > bin > recycling). Children sequence or match them to real objects.

5. "Build and Share" Group Design Challenge

In small groups, children work together to create a big object (e.g. a rocket or vehicle) from loose parts. Emphasise taking turns, discussing ideas, and deciding who does what.

6. Eco-Design Gallery Walk

Display children's models or drawings with labels like "Made from old cardboard" or "My toy boat made from yoghurt pots". Children walk around and talk about their favourite ideas.

7. Puppet Drama – "What Happens When I Break?"

Use toy or puppet characters to explore what happens when items break. Children suggest what can be done: fix, reuse, or recycle. Encourage empathy and problem-solving.

8. Water Bottle Investigation

Show a plastic bottle. Ask: "Where did it come from?" "How was it made?" "What happens if we throw it away?" Offer ideas and let children decide how to reuse it (e.g. watering can, shaker, planter).

Repair and Upcycling

(CIRC5)

Learning Objectives

Self-confidence and Self-awareness

- Show confidence in exploring how things work and how they can be fixed.
- Take pride in reusing or upcycling materials in creative ways.
- Make choices independently about what they want to fix or redesign.

Managing Feelings and Behaviour

- Begin to manage frustration when a design or repair does not go to plan.
- Show resilience by trying again or asking for help when something is tricky.
- Understand that things don't always need to be perfect to be useful or beautiful.

Making Relationships

- Work cooperatively with others to fix or make something new.
- Share tools, ideas, and resources during joint upcycling activities.
- Respect others' creations and offer praise or suggestions kindly.

Building Relationships and Confidence

- Build positive connections by planning and solving problems together.
- Feel confident to share their repaired or upcycled creations with others.
- Take the lead in explaining their process or idea to peers or adults.

Understanding and Managing Feelings

- Identify how it feels to solve a problem or bring something "back to life".
- Learn to express feelings like pride, disappointment, or curiosity during design work.

Working as Part of a Group and Taking Turns

- Take turns using shared tools or materials.
- Listen to others' ideas and offer their own suggestions.

- Contribute to group projects such as creating an upcycled item for the class.

Developing a Sense of Right and Wrong

- Begin to understand that repairing and upcycling helps reduce waste.
- Show awareness that throwing things away isn't always the best choice.
- Recognise that caring for things and people's work is the right thing to do.

Respecting Others and Self-care Routines

- Respect the effort others put into fixing or making something.
 - Care for tools and materials and tidy up after working.
 - Understand how to use simple tools safely and responsibly.
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Characteristics of Effective Learning

Playing and Exploring – Engagement

- Explore tools and materials to see how they can be used in new ways.
- Show curiosity about how things can be taken apart, fixed, or changed.
- Role play repair and upcycling situations with enthusiasm and imagination.

Active Learning – Motivation

- Keep going when a task is tricky (e.g. taping, gluing, problem-solving).
- Celebrate their efforts and talk about what they've made or repaired.
- Return to a project over time to improve or add to it.

Creating and Thinking Critically – Thinking

- Plan what they want to make or fix, thinking about steps and materials.
- Suggest improvements or different ways to use items.
- Talk about what worked well and what they might change next time.

Active Learning Suggestions

1. Fix-It Station

Create a small area with broken toys, parts, or classroom items (safe and clean) and child-friendly tools (Velcro, tape, child scissors, string). Children investigate and try to repair or reimagine the item. Adults model language like "Let's see what we can do" or "What could we try?"

2. Puppet Repair Shop

Use soft toys or puppets with pretend tears or broken limbs. Children use fabric scraps, buttons, and wool to 'repair' them using simple sewing cards, fabric glue, or Velcro patches.

3. Upcycle It! – Junk Modelling Challenge

Children choose an old or unused item (e.g. box, yoghurt pot, old sock) and turn it into something new: a puppet, a pencil holder, a boat, etc. Adults support planning: "What will you need?" and encourage children to reflect on their creation.

4. "Before and After" Story Time

Read books like *The Smartest Giant in Town* by Julia Donaldson or *The Tin Forest* by Helen Ward. Discuss how things were changed or mended, and how people felt before and after.

5. Group Repair Challenge

Present a class item that needs attention (e.g. a broken poster display or a messy book corner). Plan and carry out a repair together. Allocate roles: "You hold the tape", "You decide where it goes."

6. Sharing Circle – "What Would You Do?"

Show a toy with a broken part or a cardboard box. Ask children what they could do with it. Encourage responses like "We could make it into a...", "Let's tape it", "It's not rubbish yet!"

7. Role Play – Reuse and Repair Workshop

Provide aprons, hats, goggles, and clipboards. Children act as 'repair people' fixing household or classroom items using imaginative and creative solutions. Encourage team play and shared decision-making.

8. Eco-Art Gallery

Display upcycled creations with descriptions like "This used to be a cereal box" or "I fixed this puppet's hair with wool". Invite

children to talk about their process and what they reused.

Circular Business Practices and innovation (CIRC6)

Learning Objectives

Self-confidence and Self-awareness

- Begin to recognise their own ideas and solutions when reusing or repurposing materials.
- Show growing independence in choosing materials and expressing their designs.
- Feel proud of their own inventions and enjoy sharing them with others.

Managing Feelings and Behaviour

- Develop patience and persistence when trying to solve problems or build something new.
- Begin to regulate emotions when things do not go to plan, with support.
- Accept help and celebrate the effort of others in group creative tasks.

Making Relationships

- Work together to solve design challenges or create shared inventions.
- Listen to and respect the ideas of others when working collaboratively.
- Offer help, share materials, and praise peers' creative efforts.

Building Relationships and Confidence

- Build trust and enjoyment through group creative challenges.
- Feel confident explaining their ideas to others and receiving feedback.
- Celebrate being part of a shared solution or innovation.

Understanding and Managing Feelings

- Express emotions linked to creating and problem-solving (e.g. frustration, excitement, pride).
- Show understanding that problems can be solved in more than one way.

Working as Part of a Group and Taking Turns

- Take turns in group design challenges and shared material use.
- Understand that everyone's ideas are important when co-creating.
- Help others by offering tools, support, or praise.

Developing a Sense of Right and Wrong

- Show awareness that creating solutions that help the planet is the right thing to do.
- Begin to recognise the value in reusing rather than wasting.
- Understand that sharing materials fairly is part of group respect.

Respecting Others and Self-care Routines

- Respect others' work, space, and ideas.
 - Show care when using and returning materials.
 - Tidy up responsibly and handle tools with care.
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Characteristics of Effective Learning

Playing and Exploring – Engagement

- Explore reused and unusual materials in open-ended ways.
- Try out different tools or approaches to see what happens.
- Show curiosity about how things can be transformed or used again.

Active Learning – Motivation

- Keep going when trying to build or design something that's challenging.

- Show pride in creating something new from something old.
- Return to and improve designs over time.

Creating and Thinking Critically – Thinking

- Think about how to make something useful, fun, or different from leftover or scrap materials.
 - Try different approaches when something doesn't work the first time.
 - Plan steps before building, and reflect on what could be changed next time.
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Active Learning Suggestions

1. "What Could It Be?" Mystery Materials Table

Provide clean reused items (bottle caps, tubes, buttons, fabric scraps) and invite children to create something new. Ask: "What could this become?" Encourage them to invent, test, and explain.

2. Circular Builders Team Challenge

In small groups, children are given a box of reusable junk modelling materials. Their challenge: invent something that solves a problem (e.g. a toy tidy, a water collector). Focus on turn-taking, listening, and idea-sharing.

3. Puppet Problem-Solving

A puppet has a problem (e.g. dropped their lunch box, needs a hat, wants a new toy). Children suggest creative circular solutions using upcycled materials. Reflect on how the puppet feels before and after.

4. Eco-Inventor's Workshop Role Play

Set up a play space with old tech, broken toys, cardboard, tape, and drawing boards. Children design, build, test, and explain how they've fixed or changed something to make it useful again.

5. Innovation Story Time and Reflection

Read books like *Rosie Revere, Engineer* by Andrea Beaty or *The Most Magnificent Thing* by Ashley Spires. Discuss: "What helped her keep going?" "How did she use what she had?" "How did she feel at the end?"

6. Problem-Solving Circle – "How Can We Help?"

Present a real-life problem (e.g. broken crayons, scrap paper, leftover ribbon). Ask children to brainstorm ways to reuse or fix them.

Celebrate all suggestions and test them out together.

7. Eco-Fashion Parade

Children design and make hats or capes using reused materials. Hold a simple parade where they describe their creation and the materials used. Emphasise confidence, pride, and respect for others' work.

8. Feedback and Sharing Time – “What I Made and Why”

Children share their creations and explain what it was made from and what it does. Adults model constructive praise and invite other children to ask or suggest new ideas.

Local Economies and Community Engagement

(CIRC 7)

Learning Objectives

Self-confidence and Self-awareness

- Begin to talk about the people who help them and where things in the community come from (e.g. food, clothing, books).
- Show pride when taking part in activities that support the class or community (e.g. tidying, helping with a local visit).
- Feel confident sharing ideas or asking questions about how the local community works.

Managing Feelings and Behaviour

- Recognise and manage emotions when visiting new places or meeting new people.
- Begin to understand that people may have different jobs, roles, and ways of helping others.
- Respond positively to encouragement when engaging in new social or group experiences.

Making Relationships

- Join in with group activities that simulate community roles or tasks (e.g. role play, visits).
- Begin to show appreciation for the work and roles of others in their community.
- Build friendships through shared imaginative play centred on working together or helping.

Building Relationships and Confidence

- Develop confidence to speak with familiar community visitors (e.g. post worker, librarian).
- Work with peers to plan or carry out community-based activities.
- Develop trust and social skills through cooperative tasks or visits.

Understanding and Managing Feelings

- Talk about how it feels to help others or to be part of a team.
- Reflect on emotions felt during role-play or real-world experiences (e.g. "I was excited when we made soup to give to others").

Working as Part of a Group and Taking Turns

- Participate in shared activities such as shop role play or market games.
- Show increasing ability to wait for their turn and contribute fairly to a team effort.

Developing a Sense of Right and Wrong

- Begin to understand the importance of fairness, sharing, and helping others in the community.
- Recognise why local jobs and shops are important and that everyone has something to contribute.

Respecting Others and Self-care Routines

- Show respect for people and places in their community.
- Use good manners and follow routines when interacting with others (e.g. greeting visitors, tidying shared spaces).
- Develop a sense of responsibility for their environment and belongings.

Characteristics of Effective Learning

Playing and Exploring – Engagement

- Show curiosity about local jobs, places, and how things work.
- Engage in pretend play that reflects real-life community experiences.
- Use role-play to explore ideas like helping, buying, making, or growing.

Active Learning – Motivation

- Take pride in contributing to class displays or shared community projects.
- Keep trying during collaborative play or group challenges.
- Enjoy being part of something that feels meaningful (e.g. “We’re making soup to share!”).

Creating and Thinking Critically – Thinking

- Ask questions about how things in the community are made or provided.
 - Offer suggestions for how to help others or improve something in the local area.
 - Make simple plans for activities such as setting up a shop or making posters for a community event.
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Active Learning Suggestions

1. Role Play – Community Helpers Corner

Set up a small-world area or role-play space with costumes and props related to local jobs (e.g. grocer, builder, farmer, vet). Children take on roles, talk about their ‘work’, and help others in their play community.

2. Visit or Guest Visitor – “Meet a Local Helper”

Invite someone from the local community (e.g. post worker, lollipop person, shopkeeper, charity volunteer) to talk about their role. Prepare simple questions with the children beforehand. Reflect on how it felt to meet someone from the community.

3. Market Stall Game – “Buying and Sharing”

Set up a pretend market with real or pretend fruit, vegetables, or handmade items. Children take turns being customers and stallholders, learning to exchange, share, and take care of their stall.

4. Community Project – “Helping Hands” Display

Children draw or paint how they can help in their community (e.g. tidying up, sharing, visiting a neighbour). Create a classroom display to celebrate their ideas and reinforce positive values.

5. "Where Does It Come From?" Table Talk

Use simple, real-world items (e.g. bread, jumper, book) and ask: "Who helps make this?" or "Where does this come from?" Encourage discussion around local producers and small businesses.

6. Group Activity – Make and Share Soup or Fruit Salad

Children help to prepare simple food using donated or brought-in produce. Discuss who grows or sells these items. Share with staff or family visitors to reinforce the act of giving and sharing.

7. Map and Photo Matching – "Our Local World"

Use photos of local landmarks, shops, and helpers. Match these to a simple map or walk route. Talk about who works where and what they do to help others.

8. Community Stories – "All About Us" Books

Create individual or class books showing children doing helpful things or imagining community roles. Include captions like "I help by..." or "When I grow up I will..." to build pride and ownership.

Environmental Impact and Resource Conservation

(CIRC8)

Learning Objectives

Self-confidence and Self-awareness

- Begin to recognise how their actions affect the environment (e.g. littering, leaving taps running).
- Feel proud when they make eco-friendly choices (e.g. using less paper, turning off lights).
- Show growing independence when caring for shared spaces or nature.

Managing Feelings and Behaviour

- Learn to manage emotions like frustration when asked to wait, share, or reduce waste.
- Begin to take responsibility for their own actions (e.g. tidying up rubbish, turning taps off).
- Respond calmly when reminded of rules about using resources carefully.

Making Relationships

- Join in with shared activities that promote looking after the environment.
- Offer help to others during clean-up or conservation tasks.
- Listen to and respect others' ideas about caring for nature and saving resources.

Building Relationships and Confidence

- Feel confident sharing eco-friendly ideas or solutions during group discussions.
- Work together with peers on nature or conservation projects.
- Build positive relationships through shared problem-solving activities.

Understanding and Managing Feelings

- Talk about how they feel when nature is looked after – or harmed.
- Express concern when seeing waste or damage in the environment and suggest actions to help.

Working as Part of a Group and Taking Turns

- Take turns when using shared tools for planting, tidying, or building with recycled materials.
- Understand that everyone's effort is important in looking after shared spaces.

Developing a Sense of Right and Wrong

- Begin to understand the importance of not wasting food, water, or materials.
- Recognise that throwing litter or damaging nature is unkind and that helping the planet is the right thing to do.

Respecting Others and Self-care Routines

- Respect plants, animals, and natural spaces during outdoor learning.

- Take care of their belongings and classroom resources.
 - Begin to follow routines that support sustainability, such as using a compost bin or recycling container.
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Characteristics of Effective Learning

Playing and Exploring – Engagement

- Explore natural materials and show interest in how things grow or change.
- Use everyday items in new, eco-friendly ways.
- Engage in real and imaginative play linked to caring for the Earth.

Active Learning – Motivation

- Show persistence when learning to care for plants or complete clean-up tasks.
- Take pride in helping to save energy, water, or materials.
- Feel a sense of achievement when completing an eco-task.

Creating and Thinking Critically – Thinking

- Ask questions like “Why do we turn the tap off?” or “Where does rubbish go?”
 - Suggest ideas for saving or reusing resources.
 - Reflect on how their actions make a difference to people, animals, or the environment.
-

Active Learning Suggestions

1. Water Watchers Challenge

Introduce a simple system where children check that taps are off and water isn't wasted. Use a visual chart to celebrate daily water-saving choices.

2. Nature Walk and Talk

Explore the outdoor area or local green space. Spot signs of healthy nature (clean ground, plants, insects) and areas needing

care (litter, broken branches). Reflect: "How can we help this place?"

3. Eco-Tidy Time

Provide gloves, litter pickers or mini brushes. Children work in pairs or small groups to tidy a space. Reflect on how they've helped and how it feels to care for the environment.

4. Small-World Play – "Protect Our Planet"

Set up a world with animals, trees, water, and rubbish. Children play with characters who have to make good choices (recycle, save trees, clean rivers). Adults model problem-solving questions.

5. Upcycled Art Station

Children use scrap paper, cardboard, and reused items to make art. Emphasise the idea of "beautiful things from old things" and why we don't always need new.

6. Group Game – "What Could We Do Instead?"

Show simple scenarios: water left running, lights on in an empty room, paper thrown in the bin. Ask: "What could we do instead?" Children act out the better choice.

7. Planting and Growing Together

Let children grow something in the classroom or garden. Emphasise care, patience, and using water carefully. Celebrate the result of their effort.

8. Story and Reflection – "Somebody Swallowed Stanley" or "10 Things I Can Do to Help My World"

Read and discuss how the characters feel and what choices make the world better. Children draw or role-play one thing they can do to help.

Citizenship and Global Responsibility

(CIRC 9)

Learning Objectives

Self-confidence and Self-awareness

- Begin to understand they are part of a wider world and can help others, even in small ways.
- Express pride when making thoughtful choices that help the environment or other people.
- Share ideas confidently about what it means to be kind to people and the planet.

Managing Feelings and Behaviour

- Start to recognise and manage feelings of empathy, care, and concern for others and the environment.
- Show patience and kindness when learning about different people, cultures, or needs.
- Respond calmly when things go wrong or when others have different views or experiences.

Making Relationships

- Join in with shared activities that promote helping others or taking care of the world.
- Respect others' ideas and values during discussions and imaginative play.
- Work with peers to take positive action—whether it's helping in the classroom, garden, or community.

Building Relationships and Confidence

- Develop friendships through shared global-themed learning experiences.
- Gain confidence from being part of group problem-solving and caring actions.
- Build trust through cooperative play and community-based tasks.

Understanding and Managing Feelings

- Recognise feelings linked to fairness, kindness, and global care.
- Use words to describe how it feels to care for others and the environment.

Working as Part of a Group and Taking Turns

- Work together on tasks that represent global care (e.g. recycling, planting, sharing).
- Take turns and share resources respectfully during collaborative activities.

- Understand that everyone's actions, big or small, can make a difference.

Developing a Sense of Right and Wrong

- Begin to understand the importance of fairness, care, and kindness as global values.
- Know that helping others and protecting the Earth are the right things to do.
- Recognise that actions (like wasting, littering, or excluding others) can hurt others and the world.

Respecting Others and Self-care Routines

- Show respect for different people, places, animals, and natural spaces.
 - Learn about diverse cultures and practices with interest and care.
 - Follow routines that support looking after the planet (e.g. composting, switching off lights, reusing materials).
-

Characteristics of Effective Learning

Playing and Exploring – Engagement

- Show curiosity about different people, places, and animals from around the world.
- Explore real and pretend scenarios involving helping others and caring for the Earth.
- Use natural and recycled materials in open-ended play to imagine global problem-solving.

Active Learning – Motivation

- Take pride in caring actions (e.g. helping tidy, watering plants, feeding birds).
- Return to global or environmental projects and ideas over time.
- Stay involved and enthusiastic about making a difference.

Creating and Thinking Critically – Thinking

- Begin to make links between their choices and their impact on others and the planet.
- Think about how to help in real and imagined situations.
- Suggest new ideas or ways to show kindness and care.

Active Learning Suggestions

1. Our World Map Discovery Table

Use a large, colourful map with photos of children, families, animals, foods, or homes from around the world. Encourage discussion about similarities and differences. Ask: "What do we all share?" and "How can we help look after our world?"

2. Global Citizens Role Play

Set up a global care centre: children pretend to be helpers—sending food, planting trees, fixing toys, or writing letters to say thank you. Include flags, photos, and recycled materials.

3. Friendship and Kindness Circle Time

Sing songs like *It's a Small World* or *Hello to All the Children of the World*. Talk about what friendship means and how we can be kind to people near and far.

4. "What Can We Do?" Problem Solving Game

Present simple global problems (e.g. too much rubbish, animals losing homes, not enough clean water). Children suggest how they could help. Use puppets, pictures, or real examples.

5. Plant a Friendship Garden

Let children plant seeds together. Talk about how plants grow around the world and how we can care for them. Assign eco-helpers to water and tend the plants.

6. Sharing the Planet Art Project

Use handprints, recycled materials, and natural items to create a "We Share Our World" mural. Add drawings of animals, people, homes, and trees from different continents.

7. Books and Stories – "Windows" by Jeannie Baker or "One World" by Michael Foreman

After reading, reflect: "What can we see in their world?" "What do we share?" "How can we help?" Follow up with drawing, acting out, or telling their own stories of caring for the Earth.

8. Community Connection – Helping Hands

Collect food, books, or toys to donate locally. Children take part in sorting, packing, and discussing how their actions help others. Use simple labels like "I helped someone today by..."

Food Systems (Circ 10)

Learning Objectives

Self-confidence and Self-awareness

- Begin to talk about foods they like, where food comes from, and how it is made or grown.
- Show pride in helping prepare or share food in a group setting.
- Make independent choices about healthy eating and food-related tasks.

Managing Feelings and Behaviour

- Begin to manage emotions such as disappointment if they cannot have a preferred food or when waiting a turn.
- Learn how to express preferences politely and explore new tastes with support.
- Follow routines around food preparation, hygiene, and sharing.

Making Relationships

- Take turns in food-related activities such as snack preparation, baking, or planting.
- Collaborate with others to make food, serve snacks, or clean up together.
- Show appreciation for what others contribute to shared food experiences.

Building Relationships and Confidence

- Gain confidence when explaining where food comes from or describing a favourite food activity.
- Build connections through shared snack routines, gardening, or cooking.
- Take the lead in setting tables, planting seeds, or suggesting food-related ideas.

Understanding and Managing Feelings

- Talk about how food and shared meals make them feel.

- Learn to recognise emotions linked to hunger, fullness, or sharing with others.

Working as Part of a Group and Taking Turns

- Help prepare, serve, and clean up during group meals or food-related play.
- Wait their turn when taking food or sharing cooking tools.
- Work together in a planting or food-growing activity.

Developing a Sense of Right and Wrong

- Begin to understand the importance of not wasting food.
- Recognise that all food takes effort and resources to grow, prepare, and serve.
- Begin to see the value in fairness, sharing, and gratitude during meal times.

Respecting Others and Self-care Routines

- Show respect for different food preferences, cultural traditions, and allergies.
 - Follow hygiene routines before eating or preparing food.
 - Take responsibility for tidying up and caring for shared food spaces and tools.
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Characteristics of Effective Learning

Playing and Exploring – Engagement

- Explore fruit, vegetables, grains, and herbs through sensory and small-world play.
- Take part in pretend play such as cooking, shopping, or gardening.
- Show curiosity about how food is grown, cooked, or shared.

Active Learning – Motivation

- Enjoy preparing and trying new foods, even if unfamiliar.
- Take pride in growing, making, or sharing something with others.
- Return to food-related play or projects with enthusiasm.

Creating and Thinking Critically – Thinking

- Ask questions like “Where does bread come from?” or “How do strawberries grow?”
 - Think about what food needs to grow and what we can do with leftovers.
 - Suggest new ways to use or save food (e.g. “Let’s make soup with the vegetables”).
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Active Learning Suggestions

1. Farm-to-Fork Food Journey Table

Create a visual line-up of real or toy food items with images showing where they come from (e.g. wheat > flour > bread; cow > milk > yoghurt). Discuss the journey and the people who help along the way.

2. Plant and Grow

Let children plant fast-growing crops (e.g. cress, radishes, lettuce). Talk about what the plants need and how we care for the food that grows.

3. “We Are the Chefs” Role Play

Set up a kitchen play area where children ‘cook’, serve, and clean up. Include menus, reusable food, and chef hats. Encourage sharing, planning, and choosing healthy meals.

4. Group Snack Helper Rotations

Assign rotating snack or lunch helpers to prepare and serve fruit or healthy snacks. Model polite offering, portion control, and praise for being responsible and caring.

5. Cooking Together

Make simple dishes (e.g. soup, fruit salad, sandwiches) using seasonal or local ingredients. Discuss where the ingredients come from and how they help our bodies.

6. Composting and Food Waste Sorting

Introduce a class compost bin or food waste container. Use photos or real items to sort what can and can’t be composted. Reflect on how not wasting food helps our planet.

7. Story Time and Reflection – “The Gigantic Turnip” or “Oliver’s Vegetables”

After reading, discuss who helped, how the food grew, and how we can help grow or use food too. Encourage role play or

drawing to follow up.

8. Food Around the World Day

Explore simple dishes, customs, or utensils from other cultures. Taste different items and discuss: "What's the same?" "What's different?" Celebrate diversity and respect.

Circular Technologies and Innovation

(CIRC11)

Learning Objectives

Self-confidence and Self-awareness

- Begin to recognise their role in helping to fix or reuse items with support.
- Express pride in being a problem-solver or technology helper.
- Talk about their ideas for using or fixing items in new ways.

Managing Feelings and Behaviour

- Learn to manage feelings when a solution doesn't work and try again with support.
- Take turns using tools, digital devices, or recycled materials.
- Accept adult guidance and peer suggestions during cooperative projects.

Making Relationships

- Collaborate on shared tasks like building, repairing, or role-play invention.
- Listen and respond to others' ideas when designing or improving something.
- Offer help and encouragement to peers during shared technology play.

Building Relationships and Confidence

- Gain confidence in using simple tools or digital devices in purposeful ways.
- Build friendships through shared tasks and imaginative invention.
- Feel proud when their design or idea helps solve a problem or supports the planet.

Understanding and Managing Feelings

- Express emotions related to innovation and teamwork (e.g. excitement, pride, frustration).
- Talk about how it feels to be part of making something better or “fixing instead of throwing away.”

Working as Part of a Group and Taking Turns

- Share tools or materials fairly when working with others.
- Wait patiently and take turns when exploring programmable toys or recycled tech objects.
- Contribute ideas and respect others’ thinking in team activities.

Developing a Sense of Right and Wrong

- Begin to understand that reusing and repairing is better for the environment than throwing away.
- Recognise the fairness and care involved in sharing resources and making thoughtful choices.

Respecting Others and Self-care Routines

- Show care for shared digital devices, tools, and tech-themed resources.
- Use basic safety and self-care routines when exploring real-world or pretend technology.
- Respect the work and ideas of others during build and play activities.

Characteristics of Effective Learning

Playing and Exploring – Engagement

- Investigate how things work, including recycled tech items (e.g. old keyboards, toy circuits).
- Enjoy testing and creating using mixed materials.

- Pretend to be inventors, repair people, or circular engineers in role play.

Active Learning – Motivation

- Persist when creating or solving a problem with reused parts.
- Take pride in 'fixing' broken or old items through simple upcycling.
- Enjoy revisiting and improving a previous idea or design.

Creating and Thinking Critically – Thinking

- Think about how to use items in new ways or combine materials to solve problems.
- Make connections between "how things work" and "how we can reuse".
- Ask thoughtful questions like "Could we make it better?" or "What else can we do with it?"

Active Learning Suggestions

1. Technology Tinker Table

Provide old, safe-to-explore electronics (e.g. remote controls, keyboards, rotary phones) and small tools. Children investigate how things are put together. Encourage questions and creative use of parts for building.

2. Repair Shop Role Play

Set up a "fix-it station" where children pretend to repair broken toys, books, or tech items with recycled bits, tape, string, and tools. Encourage collaboration and discussion: "How can we fix it instead of throwing it away?"

3. Building with Purpose – Upcycled Inventions

Offer cardboard boxes, bottle tops, wires, buttons, and tubes. Challenge children to invent a 'helpful machine' using reused materials. Ask, "What does it do?" "Who does it help?" "What is it made from?"

4. Digital Devices with Purpose

Introduce simple programmable toys (e.g. Bee-Bot) and create missions like "Take the recycled paper to the correct bin." Combine technology with a sustainability message.

5. Story Time – "Jack and the Smart Bin" or "Izzy Gizmo" by Pip Jones

Read books about innovation and discuss how the characters reused and repaired things. Follow up with role play, drawing

inventions, or making models of their own “circular technology.”

6. Sensory Exploration – Materials that Matter

Use magnets, foil, batteries (supervised), wood, and rubber to explore materials. Ask, “Can we reuse this?” “Is it from the Earth?” “Could we design something else with it?”

7. "Sort, Fix or Bin It?" Game

Lay out a mix of items (broken toy, clean yoghurt pot, old button). Children sort them into groups: **repair, reuse, recycle, or bin.** Discuss choices and reasons.

8. Helping Our Tech – Poster or Video Message

Children help make a poster or simple recorded message about looking after devices or reusing items. Focus on respect for materials, sharing, and fixing. Use it as a class rule chart or message to another class.

Outdoor Learning

(CIRC12)

Learning Objectives

Self-confidence and Self-awareness

- Begin to notice patterns in nature that show reuse (e.g. fallen leaves becoming compost).
- Show pride in contributing to outdoor tasks like tidying, planting, or collecting materials.
- Express their ideas for looking after nature using simple language.

Managing Feelings and Behaviour

- Learn to express emotions in calm and respectful ways in shared outdoor spaces.
- Begin to regulate excitement or frustration when exploring nature-based activities.
- Understand the importance of gentle behaviour with living things.

Making Relationships

- Work together to solve outdoor problems, such as creating homes for insects or collecting sticks fairly.
- Take turns and share outdoor tools or natural materials respectfully.
- Show kindness to others and to the natural world during shared experiences.

Building Relationships and Confidence

- Build confidence through outdoor problem-solving tasks.
- Connect with others while exploring, building, or playing outdoors.
- Gain a sense of belonging as caretakers of their local natural spaces.

Understanding and Managing Feelings

- Begin to recognise the calming and joyful effect of being in nature.
- Talk about how it feels to help protect animals, plants, or outdoor areas.

Working as Part of a Group and Taking Turns

- Collaborate on outdoor building or growing projects.
- Take turns using tools such as spades, buckets, and magnifying glasses.
- Join in with shared tasks like watering, mulching, or gathering compost materials.

Developing a Sense of Right and Wrong

- Understand that littering and wasting natural materials are harmful choices.
- Begin to recognise that nature can be reused and recycled naturally, and we can do the same.

Respecting Others and Self-care Routines

- Respect living things and outdoor environments.
- Use tools safely and with care, following adult modelling.
- Begin to take responsibility for personal belongings and clothing in outdoor settings.

Characteristics of Effective Learning

Playing and Exploring – Engagement

- Explore natural materials like sticks, leaves, stones, and soil with curiosity and care.
- Enjoy sensory outdoor experiences such as digging, planting, or puddle play.
- Use imaginative play to create small-worlds or pretend scenarios about Earth's cycles.

Active Learning – Motivation

- Show persistence during outdoor tasks, like building bug hotels or tidying garden areas.
- Take pride in seeing results from efforts (e.g. plants growing, compost breaking down).
- Return to and extend outdoor learning over time.

Creating and Thinking Critically – Thinking

- Ask questions about how nature reuses and transforms things.
- Plan how to use natural or recycled materials for building or art.
- Reflect on outdoor experiences and suggest ways to improve or protect natural spaces.

Active Learning Suggestions

1. Nature's Circle Hunt

Go on a walk to find things in nature that are reused or changed (e.g. fallen leaves becoming soil, fruit being eaten by animals). Talk about how nature never wastes.

2. Leaf and Stick Construction Challenge

Using fallen leaves, twigs, pinecones, and mud, children build something useful (e.g. an animal shelter, nest, or pretend compost bin). Encourage planning and team working.

3. Outdoor Mud Kitchen – No Waste Café

Set up an outdoor mud kitchen with natural materials. Children pretend to cook meals using what's available, learning to "use what we have" like the Earth does.

4. Compost Corner Exploration

Create or visit a compost heap. Talk about what can go in it and what happens to it. Children help collect food waste or leaves and observe changes over time.

5. Circle Time Outdoors – “How Nature Helps Itself”

Use story stones or puppets to share a story about nature’s cycles. Encourage children to share their ideas and feelings about how they can help too.

6. Natural Art – Reuse from Nature

Create temporary art with sticks, petals, and stones. Discuss how the artwork can go back to nature without waste. Focus on beauty, balance, and respect.

7. Mini Eco-Garden Project

Let children take part in growing food or flowers using compost and reused containers. Encourage them to water and care for their plants regularly.

8. Litter and Treasure Walk

Children walk with adult support to find ‘litter’ and ‘treasure’ (e.g. safe litter to collect and beautiful natural things to observe). Sort and discuss: “What belongs in nature? What needs our help?”