

Literacy and Language Matrix Northern Ireland - KS1 Curriculum For Sustainability Complementing the KS1 Framework



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Language and Literacy	Mathematics and Numeracy	The World Around Us (Science, Geography, and History)	Personal Development and Mutual Understanding (PDMU)	Physical Education	Art and Design/Music/ Dance / Drama
Language and Literacy Speaking and Listening: Developing communication skills through conversation, discussion, role-play, and storytelling. Reading: Learning to read with understanding, developing a love for books, and building phonics and comprehension skills.	Mathematics and Numeracy Number: Understanding numbers, counting, place value, and simple operations (addition, subtraction, etc.). Measures: Exploring length, weight, capacity, time, and money. Shape and Space: Recognising and working with 2D	The World Around Us (Science, Geography, and History) Interdependence: Understanding relationships between people, animals, plants, and places. Place: Exploring the local and wider environment,	Personal Development and Mutual Understanding (PDMU) Personal Understanding and Health: Building confidence, self-awareness, and healthy lifestyle choices. Mutual Understanding in the Local and Wider Community: Respecting others,	Physical Education Fundamental Movement Skills: Running, jumping, throwing, catching, and coordination. Games: Basic team and individual sports skills. Gymnastics and Dance: Exploring movement, balance, and creativity.	The Arts (Music, Drama, and Art & Design) Music: Singing, rhythm, instruments, and listening to different music types. Drama: Role-play, storytelling, and expressing emotions through drama. Art & Design: Exploring creativity using different media, drawing, painting, and making.

Writing: Developing handwriting, spelling, punctuation, sentence structure, and early creative writing. Using ICT (Cross-Curricular) Developing early digital literacy (e.g., using tablets, computers, and interactive whiteboards). Learning to use simple software for writing, drawing, or problem-solving. Exploring safe and responsible use of technology. Introducing basic coding and problem-solving through	and 3D shapes and spatial awareness. Handling Data: Collecting, organising, and interpreting simple data in charts and graphs. Using ICT (Cross-Curricular) Developing early digital literacy (e.g., using tablets, computers, and interactive whiteboards). Learning to use simple software for writing, drawing, or problem-solving. Exploring safe and responsible use of technology.	mapping, and geography basics. Movement and Energy: Investigating motion, forces, electricity, light, sound, and transport. Change Over Time: Looking at history, seasons, life cycles, and environmental changes. Technology in "The World Around Us" (WAU) Exploring how things are made and how they work. Investigating simple design and engineering concepts (e.g.,	developing social skills, and learning about responsibilities.	Outdoor Play: Engaging in active learning in outdoor spaces.	Using ICT (Cross-Curricular) Developing early digital literacy (e.g., using tablets, computers, and interactive whiteboards). Learning to use simple software for writing, drawing, or problem-solving. Exploring safe and responsible use of technology. Introducing basic coding and problem-solving through age-appropriate tools (e.g., Bee-Bots, ScratchJr). Encouraging creative ICT use in storytelling, music, or drawing.
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age-appropriate tools (e.g., Bee-Bots, ScratchJr). Encouraging creative ICT use in storytelling, music, or drawing.	Introducing basic coding and problem-solving through age-appropriate tools (e.g., Bee-Bots, ScratchJr). Encouraging creative ICT use in storytelling, music, or drawing.	building structures using construction kits). Using materials to design and make simple models. Learning about energy, movement, and forces through play and experimentation. Exploring everyday technologies in the environment (e.g., transport, communication devices, and renewable energy).			
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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 (SUS1)
Language and Literacy
Language and Literacy Speaking and Listening <i>(SDG 4: Quality Education, SDG 12: Responsible Consumption and Production, SDG 13: Climate Action)</i> Participate in conversations and discussions about caring for the Earth, sharing thoughts on looking after nature and reducing waste. Use role-play and storytelling to explore sustainable actions, such as recycling or protecting wildlife. Listen to and retell stories about sustainability and the environment, developing an understanding of key ideas like reducing waste and reusing materials.

Ask and answer questions about how we can help the planet in everyday life.

Reading

(SDG 4: Quality Education, SDG 12: Responsible Consumption and Production, SDG 14: Life Below Water, SDG 15: Life on Land)

- Read and explore simple stories and non-fiction texts about nature, recycling, and looking after the environment.
- Develop an understanding of key sustainability terms such as "reduce," "reuse," "recycle," and "pollution."
- Identify how characters in stories care for the environment and discuss how we can do the same in real life.
- Recognise and read words related to sustainability, such as "water," "energy," "animals," and "waste."
- Develop a love for reading books that celebrate the beauty of nature and the importance of looking after our planet.

Writing

(SDG 4: Quality Education, SDG 12: Responsible Consumption and Production, SDG 15: Life on Land)

Write simple sentences or short stories about nature, recycling, or looking after animals.

Use drawings and early writing to create posters or labels promoting sustainable actions in school (e.g., "Turn off the tap!" or "Put litter in the bin!").

Develop sentence-building skills through writing about the importance of trees, clean water, and looking after the environment.

Use phonics and early spelling to write key words related to sustainability, such as "earth," "tree," "clean," and "save."

Create a class book about "How We Can Help Our Planet," with each child contributing a drawing and a sentence.

Using ICT (Cross-Curricular)

(SDG 4: Quality Education, SDG 9: Industry, Innovation and Infrastructure, SDG 12: Responsible Consumption and Production, SDG 13: Climate Action)

Develop early digital literacy by using tablets, computers, and interactive whiteboards to explore sustainability topics.

Use simple educational software to write or draw about ways to protect the environment.

Learn about safe and responsible use of technology, including how turning off devices when not in use can save energy.

Explore basic coding using tools like Bee-Bots or ScratchJr to create simple programs related to sustainability (e.g., guiding a Bee-Bot to a recycling bin).

Create digital stories, drawings, or animations about looking after the planet, using age-appropriate apps.

Environmental Awareness

(SUS2)

Language and Literacy

Language and Literacy

Speaking and Listening

(SDG 4: Quality Education, SDG 12: Responsible Consumption and Production, SDG 13: Climate Action, SDG 15: Life on Land)

Engage in discussions about nature, wildlife, and ways to care for the environment.

Use role-play to explore real-world environmental situations, such as planting trees or cleaning up litter.

Listen to and retell stories about environmental care, such as reducing pollution or protecting animals.

Ask and answer questions about how human actions affect nature, and suggest ways to help.

Develop confidence in sharing ideas about looking after the planet in class discussions.

Reading

(SDG 4: Quality Education, SDG 6: Clean Water and Sanitation, SDG 12: Responsible Consumption and Production, SDG 15: Life on Land)

Land)

Read simple fiction and non-fiction texts about the environment, animals, recycling, and nature conservation.

Recognise and understand key environmental words such as "forest," "pollution," "ocean," "climate," and "recycle."

Explore books that celebrate the beauty of nature and introduce the concept of caring for living things.

Develop comprehension skills by discussing how characters in stories help or harm the environment.

Identify positive actions in books and relate them to real-life sustainable behaviours.

Writing

(SDG 4: Quality Education, SDG 12: Responsible Consumption and Production, SDG 15: Life on Land, SDG 13: Climate Action)

Write simple sentences about nature, animals, and looking after the environment.

Create short stories or poems about a favourite outdoor place, an endangered animal, or a recycling superhero.

Use drawings and labels to create posters encouraging others to care for the environment (e.g., "Save the Bees!" or "Keep Our Oceans Clean!").

Practise spelling and sentence-building with environmental words like "water," "tree," "earth," "air," and "green."

Work collaboratively to create a class book about "How We Can Help Nature," with each learner contributing a picture and a sentence.

Using ICT (Cross-Curricular)

(SDG 4: Quality Education, SDG 9: Industry, Innovation and Infrastructure, SDG 12: Responsible Consumption and Production, SDG 13: Climate Action)

Use digital tools such as tablets, computers, and interactive whiteboards to explore topics about nature and sustainability.

Learn to use simple software to write or draw about environmental themes, such as planting trees or reducing waste.

Understand safe and responsible use of technology, including the importance of turning off devices to save energy.

Develop basic coding skills using tools like Bee-Bots or ScratchJr to guide an animal to its natural habitat.

Create digital stories, animations, or artwork inspired by nature and protecting the planet.

Environmental Stewardship

(SUS3)

Language and Literacy

Language and Literacy

Speaking and Listening

(SDG 4: Quality Education, SDG 12: Responsible Consumption and Production, SDG 13: Climate Action, SDG 15: Life on Land, SDG 14: Life Below Water)

Engage in conversations about caring for the Earth, discussing topics such as looking after plants, animals, and natural resources.

Use role-play and storytelling to explore Earth stewardship actions, such as protecting wildlife, reducing waste, and conserving energy.

Listen to and retell stories about Earth stewardship, sustainability, and making eco-friendly choices.

Express opinions and ask questions about how small changes, like recycling or turning off lights, can help the planet.

Develop confidence in speaking about nature, the environment, and personal experiences of caring for the Earth.

Reading

(SDG 4: Quality Education, SDG 6: Clean Water and Sanitation, SDG 12: Responsible Consumption and Production, SDG 13: Climate

Action, SDG 14: Life Below Water, SDG 15: Life on Land)

Read and explore fiction and non-fiction texts about the importance of looking after the planet.

Recognise and understand key Earth stewardship words such as "recycle," "protect," "planet," "ocean," and "wildlife."

Identify the role of nature in stories and how characters interact with the environment.

Develop comprehension skills by discussing how people and animals depend on clean air, water, and land.

Explore books about young changemakers and Earth stewards who help their communities and the environment.

Writing

(SDG 4: Quality Education, SDG 12: Responsible Consumption and Production, SDG 13: Climate Action, SDG 15: Life on Land)

Write simple sentences or short stories about looking after the planet, planting trees, or keeping the oceans clean.

Create informative posters or labels encouraging Earth-friendly actions, such as "Turn Off the Tap!" or "Recycle Paper!"

Use early spelling and sentence-building skills to describe favourite natural places and how to protect them.

Keep a simple class nature journal, recording observations of plants, animals, and seasonal changes.

Collaborate on a class book about "How We Can Be Earth Stewards," with each learner contributing a picture and a sentence.

Using ICT (Cross-Curricular)

(SDG 4: Quality Education, SDG 9: Industry, Innovation and Infrastructure, SDG 12: Responsible Consumption and Production, SDG 13: Climate Action, SDG 14: Life Below Water)

Use digital tools such as tablets, computers, and interactive whiteboards to explore Earth stewardship topics.

Learn to use simple educational software to write or draw about ways to care for the Earth.

Understand safe and responsible technology use, including turning off devices to save energy.

Develop basic coding skills with Bee-Bots or ScratchJr, creating simple programs that model recycling routes or pollination journeys.

Create digital stories, animations, or artwork about Earth stewardship using age-appropriate apps.

Waste Management

(SUS4)

Language and Literacy

Language and Literacy

Speaking and Listening

(SDG 4: Quality Education, SDG 12: Responsible Consumption and Production, SDG 13: Climate Action, SDG 14: Life Below Water, SDG 15: Life on Land)

Participate in conversations about waste and how it affects the environment.

Use role-play to explore waste management activities, such as sorting recycling, composting, or reducing plastic use.

Listen to and retell stories about reducing waste, reusing materials, and recycling.

Discuss ways to reduce waste in everyday life, such as bringing reusable water bottles and lunch containers.

Ask and answer questions about how litter and pollution impact animals, plants, and people.

Reading

(SDG 4: Quality Education, SDG 6: Clean Water and Sanitation, SDG 12: Responsible Consumption and Production, SDG 14: Life Below

Water, SDG 15: Life on Land)

Read and explore simple fiction and non-fiction texts about waste management, recycling, and caring for the planet.

Recognise and understand key waste-related words such as "bin," "litter," "recycle," "reuse," "compost," and "waste."

Identify characters in stories who take care of the environment and reduce waste.

Develop comprehension skills by discussing why waste needs to be managed and what happens if it is not.

Explore books that show creative ways to reuse materials and reduce waste.

Writing

(SDG 4: Quality Education, SDG 12: Responsible Consumption and Production, SDG 13: Climate Action, SDG 15: Life on Land)

Write simple sentences about ways to reduce, reuse, and recycle waste at home and school.

Create posters with drawings and labels to encourage others to recycle and reduce waste (e.g., "Recycle Your Bottles!" or "No Littering!").

Develop early spelling and sentence-building skills using words related to waste management.

Keep a simple class waste diary, recording how much rubbish is thrown away and how much is recycled.

Work together to create a class book titled "How We Can Reduce Waste," with each learner contributing a drawing and a sentence.

Using ICT (Cross-Curricular)

(SDG 4: Quality Education, SDG 9: Industry, Innovation and Infrastructure, SDG 12: Responsible Consumption and Production, SDG 13: Climate Action)

Use tablets, computers, and interactive whiteboards to explore digital activities about waste sorting and recycling.

Learn to use simple software to write, draw, or design posters encouraging waste reduction.

Understand the safe and responsible use of technology, including how electronic waste (e-waste) can be managed.

Develop basic coding skills with Bee-Bots or ScratchJr to create simple programmes showing how waste moves from bins to recycling centres.

Create digital stories, animations, or artwork about waste management using age-appropriate apps.

Energy Conservation (SUS5)

Language and Literacy

Language and Literacy

Speaking and Listening

(SDG 4: Quality Education, SDG 7: Affordable and Clean Energy, SDG 12: Responsible Consumption and Production, SDG 13: Climate Action)

Engage in conversations about energy, where it comes from, and why it is important to use it wisely.

Use role-play to explore energy-saving behaviours, such as turning off lights, unplugging devices, and using renewable energy.

Listen to and retell stories about energy conservation and caring for the planet.

Ask and answer questions about why saving energy is important and how it helps the environment.

Discuss everyday actions that help reduce energy waste at home and school.

Reading

(SDG 4: Quality Education, SDG 7: Affordable and Clean Energy, SDG 12: Responsible Consumption and Production, SDG 13: Climate Action)

Read and explore simple fiction and non-fiction texts about energy, electricity, and renewable resources.

Recognise and understand key energy-related words such as "light," "solar," "wind," "power," "save," and "electricity."

Identify how characters in stories use energy and discuss whether their choices are good for the environment.

Develop comprehension skills by discussing what happens when we use too much energy and how we can reduce waste.

Explore books that introduce the concept of clean energy, such as wind and solar power.

Writing

(SDG 4: Quality Education, SDG 7: Affordable and Clean Energy, SDG 12: Responsible Consumption and Production, SDG 13: Climate Action)

Write simple sentences about how to save energy at home and in school.

Create posters encouraging energy-saving habits, such as "Turn Off the Lights!" or "Unplug to Save Energy!"

Develop early spelling and sentence-building skills using words related to energy conservation.

Keep a simple class energy diary, recording actions that save or waste energy each day.

Work together to create a class book titled "How We Save Energy," with each learner contributing a drawing and a sentence.

Using ICT (Cross-Curricular)

(SDG 4: Quality Education, SDG 7: Affordable and Clean Energy, SDG 9: Industry, Innovation and Infrastructure, SDG 12: Responsible Consumption and Production, SDG 13: Climate Action)

Use digital tools such as tablets, computers, and interactive whiteboards to explore activities about energy conservation.

Learn to use simple software to write or draw about ways to save energy.

Understand the safe and responsible use of technology, including turning off devices when not in use to save electricity.

Develop basic coding skills with Bee-Bots or ScratchJr, creating simple programmes that model energy-saving actions.

Create digital stories, animations, or artwork about energy conservation using age-appropriate apps.

Biodiversity and Ecosystems (SUS6)

Language and Literacy

Language and Literacy

Speaking and Listening

(SDG 4: Quality Education, SDG 13: Climate Action, SDG 14: Life Below Water, SDG 15: Life on Land)

Engage in discussions about different animals, plants, and habitats, exploring why they are important.

Use role-play to act out different roles in an ecosystem, such as pollinators, trees, or water sources.

Listen to and retell stories about forests, oceans, and wildlife, discussing how they work together.

Ask and answer questions about how people can help protect biodiversity and ecosystems.

Discuss how animals and plants depend on each other, using simple food chain examples.

Reading

(SDG 4: Quality Education, SDG 12: Responsible Consumption and Production, SDG 14: Life Below Water, SDG 15: Life on Land)

Read and explore fiction and non-fiction texts about rainforests, oceans, woodlands, and other ecosystems.

Recognise and understand key biodiversity-related words such as "habitat," "species," "forest," "ocean," "pollination," and "conservation."

Identify different animals and plants in books and discuss how they survive in their habitats.

Develop comprehension skills by discussing the importance of biodiversity and how it supports life.

Explore books that introduce young changemakers who help protect nature.

Writing

(SDG 4: Quality Education, SDG 12: Responsible Consumption and Production, SDG 14: Life Below Water, SDG 15: Life on Land)

Write simple sentences about different animals, plants, and the places they live.

Create posters or labels explaining the importance of looking after nature (e.g., "Protect the Bees!" or "Save Our Forests!").

Develop early spelling and sentence-building skills using words related to biodiversity and ecosystems.

Keep a simple nature journal, recording observations of plants, animals, and seasonal changes.

Work together to create a class book titled "Our Wonderful World of Wildlife," with each learner contributing a drawing and a sentence.

Using ICT (Cross-Curricular)

(SDG 4: Quality Education, SDG 9: Industry, Innovation and Infrastructure, SDG 12: Responsible Consumption and Production, SDG 13: Climate Action, SDG 14: Life Below Water, SDG 15: Life on Land)

Use digital tools such as tablets, computers, and interactive whiteboards to explore different ecosystems and their importance.

Learn to use simple software to write, draw, or create digital posters about biodiversity.

Understand the safe and responsible use of technology, including learning about reducing e-waste.

Develop basic coding skills with Bee-Bots or ScratchJr to create simple programmes that show how animals and plants interact.

Create digital stories, animations, or artwork about ecosystems using age-appropriate apps.

Climate Change and Adaptation

(SUS7)

Language and Literacy

Language and Literacy

Speaking and Listening

(SDG 4: Quality Education, SDG 12: Responsible Consumption and Production, SDG 13: Climate Action, SDG 14: Life Below Water, SDG 15: Life on Land)

Participate in discussions about the weather and how it changes over time.

Use role-play to explore different scenarios related to climate change, such as extreme weather, planting trees, or using renewable energy.

Listen to and retell stories about how animals, plants, and people are affected by changes in the climate.

Ask and answer questions about ways to look after the environment and adapt to climate change.

Discuss everyday actions that help reduce climate change, such as saving energy, using less plastic, and planting flowers for bees.

Reading

(SDG 4: Quality Education, SDG 12: Responsible Consumption and Production, SDG 13: Climate Action, SDG 15: Life on Land)

Read simple fiction and non-fiction texts about climate, seasons, and how the Earth is changing.

Recognise and understand key climate-related words such as "weather," "storm," "hot," "cold," "energy," "pollution," and "change."

Identify characters in stories who make positive choices to care for the environment.

Develop comprehension skills by discussing how people and animals adapt to different climates.

Explore books that show how small actions, such as using less water or planting trees, can help the planet.

Writing

(SDG 4: Quality Education, SDG 12: Responsible Consumption and Production, SDG 13: Climate Action, SDG 15: Life on Land)

Write simple sentences about the weather and how it changes.

Create posters or labels encouraging actions to help the planet (e.g., "Save Water!" or "Turn Off the Lights!").

Develop early spelling and sentence-building skills using words related to climate change and adaptation.

Keep a simple weather journal, recording daily observations about temperature, rain, or wind.

Work together to create a class book titled "How We Can Help Our Planet," with each learner contributing a drawing and a sentence.

Using ICT (Cross-Curricular)

(SDG 4: Quality Education, SDG 9: Industry, Innovation and Infrastructure, SDG 12: Responsible Consumption and Production, SDG 13: Climate Action)

Use digital tools such as tablets, computers, and interactive whiteboards to explore weather patterns and climate change.

Learn to use simple software to write, draw, or create digital posters about protecting the environment.

Understand the safe and responsible use of technology, including reducing energy use by turning off devices when not in use.

Develop basic coding skills with Bee-Bots or ScratchJr to create simple programmes that show how weather affects animals and plants.

Create digital stories, animations, or artwork about climate adaptation using age-appropriate apps.

Food and Agriculture

(SUS8)

Language and Literacy

Language and Literacy

Speaking and Listening

(SDG 2: Zero Hunger, SDG 12: Responsible Consumption and Production, SDG 14: Life Below Water, SDG 15: Life on Land)

Participate in discussions about where food comes from, including plants, animals, and fish farming (aquaculture).

Use role-play to explore different jobs in farming, fishing, and food production.

Listen to and retell stories about growing food, looking after animals, and the journey of food from farm to table.

Ask and answer questions about healthy eating, food waste, and how farming affects nature.

Discuss how food is grown on land and in the sea, exploring the importance of farmers and fishers.

Reading

(SDG 2: Zero Hunger, SDG 12: Responsible Consumption and Production, SDG 14: Life Below Water, SDG 15: Life on Land)

Read simple fiction and non-fiction texts about farms, fishing, growing food, and cooking.

Recognise and understand key food-related words such as "farm," "plant," "harvest," "fish," "healthy," and "waste."

Identify different types of food in books and discuss how they are produced.

Develop comprehension skills by exploring why we need different kinds of food to stay healthy.

Read about food from different cultures and traditions, learning about the variety of food sources.

Writing

(SDG 2: Zero Hunger, SDG 12: Responsible Consumption and Production, SDG 14: Life Below Water, SDG 15: Life on Land)

Write simple sentences about favourite foods and how they are grown or caught.

Create posters or labels encouraging healthy eating and reducing food waste (e.g., "Eat More Fruit!" or "Don't Waste Food!").

Develop early spelling and sentence-building skills using words related to food, farming, and aquaculture.

Keep a simple class food diary, recording what different foods come from plants, animals, or the sea.

Work together to create a class book titled "Where Our Food Comes From," with each learner contributing a drawing and a sentence.

Using ICT (Cross-Curricular)

(SDG 4: Quality Education, SDG 9: Industry, Innovation and Infrastructure, SDG 12: Responsible Consumption and Production, SDG 14: Life Below Water, SDG 15: Life on Land)

Use digital tools such as tablets, computers, and interactive whiteboards to explore food production and farming.

Learn to use simple software to write, draw, or create digital posters about healthy food choices.

Understand the safe and responsible use of technology, including learning about reducing food waste.

Develop basic coding skills with Bee-Bots or ScratchJr to create simple programmes about food journeys, such as how wheat becomes bread or fish reach the market.

Create digital stories, animations, or artwork about food, farming, and aquaculture using age-appropriate apps.

Water Conservation

(SUS9)

Language and Literacy

Language and Literacy

Speaking and Listening

(SDG 4: Quality Education, SDG 6: Clean Water and Sanitation, SDG 12: Responsible Consumption and Production, SDG 13: Climate Action, SDG 14: Life Below Water)

Engage in discussions about the importance of water for people, animals, and plants.

Use role-play to explore how to save water in everyday life, such as turning off taps and collecting rainwater.

Listen to and retell stories about rivers, oceans, and the need to keep water clean.

Ask and answer questions about how water is used, where it comes from, and why we must not waste it.

Discuss how pollution affects water and what we can do to protect it.

Reading

(SDG 4: Quality Education, SDG 6: Clean Water and Sanitation, SDG 12: Responsible Consumption and Production, SDG 14: Life Below Water, SDG 15: Life on Land)

Read simple fiction and non-fiction texts about water, rivers, lakes, and oceans.

Recognise and understand key water-related words such as "river," "rain," "ocean," "tap," "save," and "clean."

Identify how people and animals use water and discuss why it is essential for life.

Develop comprehension skills by discussing what happens if water is polluted or wasted.

Explore books about young changemakers who help protect water sources.

Writing

(SDG 4: Quality Education, SDG 6: Clean Water and Sanitation, SDG 12: Responsible Consumption and Production, SDG 14: Life Below Water)

Write simple sentences about ways to save water at home and in school.

Create posters or labels encouraging water conservation (e.g., "Turn Off the Tap!" or "Save Water, Save Life!").

Develop early spelling and sentence-building skills using words related to water and conservation.

Keep a simple class water diary, recording how water is used each day.

Work together to create a class book titled "How We Can Save Water," with each learner contributing a drawing and a sentence.

Using ICT (Cross-Curricular)

(SDG 4: Quality Education, SDG 6: Clean Water and Sanitation, SDG 9: Industry, Innovation and Infrastructure, SDG 12: Responsible Consumption and Production, SDG 13: Climate Action)

Use digital tools such as tablets, computers, and interactive whiteboards to explore the water cycle and conservation.

Learn to use simple software to write, draw, or create digital posters about saving water.

Understand the safe and responsible use of technology, including using water-efficient appliances.

Develop basic coding skills with Bee-Bots or ScratchJr to create simple programmes about water journeys, such as how water travels through pipes to our taps.

Create digital stories, animations, or artwork about water conservation using age-appropriate apps.

Sustainable Transport and Urban Planning

(SUS10)

Language and Literacy

Language and Literacy

Speaking and Listening

(SDG 4: Quality Education, SDG 9: Industry, Innovation and Infrastructure, SDG 11: Sustainable Cities and Communities, SDG 13: Climate Action)

Engage in discussions about different types of transport and how they impact the environment.

Use role-play to explore different ways people travel, such as walking, cycling, buses, and trains.

Listen to and retell stories about how cities and towns can be designed to be safe, green, and easy to travel in.

Ask and answer questions about how people can get around without harming the environment.

Discuss how roads, parks, and playgrounds are planned to make communities safe and fun for everyone.

Reading

(SDG 4: Quality Education, SDG 9: Industry, Innovation and Infrastructure, SDG 11: Sustainable Cities and Communities, SDG 13: Climate Action)

Read simple fiction and non-fiction texts about transport, city life, and green spaces.

Recognise and understand key transport and urban planning words such as "bus," "train," "bike," "safe," "pollution," and "city."

Identify how people travel in different parts of the world and discuss which options are better for the environment.

Develop comprehension skills by exploring the benefits of walking, cycling, and using public transport.

Read about children who help make their communities cleaner, greener, and safer.

Writing

(SDG 4: Quality Education, SDG 9: Industry, Innovation and Infrastructure, SDG 11: Sustainable Cities and Communities, SDG 13: Climate Action)

Write simple sentences about how people travel and ways to make cities better for everyone.

Create posters or labels encouraging sustainable transport (e.g., "Walk to School!" or "Take the Bus!").

Develop early spelling and sentence-building skills using words related to transport and urban spaces.

Draw and label a map of a dream city with green spaces, bike lanes, and safe walking areas.

Work together to create a class book titled **"How We Move Around Our City,"** with each learner contributing a drawing and a sentence.

Using ICT (Cross-Curricular)

(SDG 4: Quality Education, SDG 9: Industry, Innovation and Infrastructure, SDG 11: Sustainable Cities and Communities, SDG 13: Climate Action)

Use digital tools such as tablets, computers, and interactive whiteboards to explore sustainable transport options.

Learn to use simple software to write, draw, or create digital posters about transport and urban spaces.

Understand the safe and responsible use of technology, including how transport and planning apps help people.

Develop basic coding skills with Bee-Bots or ScratchJr to create simple programmes that show how people move through a city.

Create digital stories, animations, or artwork about sustainable cities and transport using age-appropriate apps.

Citizenship / Global Responsibility and Sustainable Development (SUS11)

Language and Literacy

Language and Literacy

Speaking and Listening

(SDG 4: Quality Education, SDG 10: Reduced Inequalities, SDG 11: Sustainable Cities and Communities, SDG 12: Responsible Consumption and

Production, SDG 16: Peace, Justice and Strong Institutions, SDG 17: Partnerships for the Goals)

Engage in discussions about what it means to be a good citizen in school, the community, and the world.

Use role-play to explore kindness, fairness, and making responsible choices in everyday situations.

Listen to and retell stories about helping others, respecting differences, and looking after the planet.

Ask and answer questions about how we can work together to make the world a better place.

Discuss rights, responsibilities, and the importance of treating others with respect and kindness.

Reading

(SDG 4: Quality Education, SDG 10: Reduced Inequalities, SDG 12: Responsible Consumption and Production, SDG 16: Peace, Justice and Strong Institutions, SDG 17: Partnerships for the Goals)

Read simple fiction and non-fiction texts about fairness, helping others, and making positive changes.

Recognise and understand key words related to citizenship, such as "kindness," "rights," "fair," "responsible," "recycle," and "teamwork."

Identify characters in stories who show good citizenship and discuss how their actions help others.

Develop comprehension skills by exploring the importance of sharing, helping, and respecting others.

Read about children around the world and discuss what life is like in different countries.

Writing

(SDG 4: Quality Education, SDG 10: Reduced Inequalities, SDG 12: Responsible Consumption and Production, SDG 16: Peace, Justice and Strong Institutions)

Write simple sentences about how to be a good citizen at school and in the community.

Create posters or labels encouraging kindness, fairness, and responsibility (e.g., "Be a Good Friend!" or "Help the Planet!").

Develop early spelling and sentence-building skills using words related to citizenship and global responsibility.

Keep a simple class responsibility journal, recording acts of kindness and good citizenship.

Work together to create a class book titled **"How We Can Help Our World,"** with each learner contributing a drawing and a sentence.

Using ICT (Cross-Curricular)

(SDG 4: Quality Education, SDG 9: Industry, Innovation and Infrastructure, SDG 10: Reduced Inequalities, SDG 12: Responsible Consumption and Production, SDG 16: Peace, Justice and Strong Institutions, SDG 17: Partnerships for the Goals)

Use digital tools such as tablets, computers, and interactive whiteboards to explore topics about fairness, responsibility, and sustainability.

Learn to use simple software to write, draw, or create digital posters about being a good citizen.

Understand safe and responsible use of technology, including how to be kind and respectful online.

Develop basic coding skills with Bee-Bots or ScratchJr to create simple programmes that show how teamwork and responsibility make a difference.

Create digital stories, animations, or artwork about global responsibility and citizenship using age-appropriate apps.

Outdoor Learning and Connection to Nature (SUS12)

Language and Literacy

Language and Literacy

Speaking and Listening

(SDG 3: Good Health and Well-being, SDG 4: Quality Education, SDG 11: Sustainable Cities and Communities, SDG 12: Responsible Consumption and Production, SDG 15: Life on Land)

Engage in discussions about nature in both urban and rural environments, exploring similarities and differences.

Use role-play and storytelling to imagine life as different animals, plants, or people working in nature (e.g., farmers, park rangers,

beekeepers).

Listen to and retell stories about outdoor adventures, the changing seasons, and how people connect with nature.

Ask and answer questions about how outdoor spaces can be cared for and enjoyed responsibly.

Discuss the benefits of spending time outside, including playing, exploring, and looking after the environment.

Reading

(SDG 4: Quality Education, SDG 11: Sustainable Cities and Communities, SDG 12: Responsible Consumption and Production, SDG 15: Life on Land)

Read simple fiction and non-fiction texts about woodlands, gardens, parks, farms, and wildlife in cities and the countryside.

Recognise and understand key words related to nature and outdoor learning, such as "wildlife," "trees," "garden," "explore," "weather," and "habitat."

Identify different natural spaces in books and discuss how they support people and animals.

Develop comprehension skills by exploring how outdoor environments change through the seasons.

Read about children who take action to help nature, such as planting trees or creating wildflower gardens.

Writing

(SDG 4: Quality Education, SDG 11: Sustainable Cities and Communities, SDG 12: Responsible Consumption and Production, SDG 15: Life on Land)

Write simple sentences about outdoor experiences, such as a walk in the park, a visit to a farm, or an adventure in the woods.

Create posters or labels encouraging outdoor play and care for nature (e.g., "Keep Our Parks Clean!" or "Explore the Outdoors!").

Develop early spelling and sentence-building skills using words related to outdoor learning and nature.

Keep a simple nature journal, recording observations of trees, animals, and weather patterns.

Work together to create a class book titled "**Our Outdoor Adventures**," with each learner contributing a drawing and a sentence.

Using ICT (Cross-Curricular)

(SDG 4: Quality Education, SDG 9: Industry, Innovation and Infrastructure, SDG 11: Sustainable Cities and Communities, SDG 12: Responsible Consumption and Production, SDG 15: Life on Land)

Use digital tools such as tablets, computers, and interactive whiteboards to explore maps, parks, and different outdoor spaces.

Learn to use simple software to write, draw, or create digital posters about outdoor learning and connecting with nature.

Understand the safe and responsible use of technology when exploring nature, including using cameras and apps for nature identification.

Develop basic coding skills with Bee-Bots or ScratchJr to create simple programmes about journeys through natural spaces.

Create digital stories, animations, or artwork about outdoor learning and nature using age-appropriate apps.