

**Notes on use:**

Use these suggestions as starting points and add any extra information to the boxes. Keep examples of the evidence together with this overview.

## Leadership

- Eco School Leader: **Satinder Bhamvra**
- Link Governor: Mrs. Dhillon
- Prepared ECO folder
- Staff meeting in Spring Term, introduce new resources, share good practice and expectations (revisit)
- Planning, assessment and learning walk around school to monitor displays
- Organise themed week/ Science/Eco week 2024-25

## Assessment

- Engage Pupil voice to assess breadth of ECO/Outdoor Learning
- End of term assessment through planning, displays, questionnaires (children/staff)
- Share feedback with staff in INSET
- Feeding back to Governors (Evidence floor books)

## Pupils

- Y-team surveys and interviews as appropriate/Eco Friendly Activities
- Demonstrate love for learning, engagement and enjoyment through sharing children's work in newsletter
- Encouraged to engage in deeper thinking, through high-quality questioning
- Learn and develop new skills; reflect on outdoor experiences and concepts such as different environment and feelings
- Making them independent to ask and respond imaginatively to communicate their ideas
- Apply learning to real-life situations and roles

## Resources

- Natural/Laminated resources Links to indoor/ outdoor learning covering all the areas of learning.
- Photos of the activities during Eco/Science week/Ongoing
- Visits/trips
- Green Team
- Eco Friendly Books

## Eco School

at

## Yeading Infant and Nursery School

## Improvement Outcomes

- Children exposed to different learning environment
- Children are aware of different surroundings within indoor/outdoor learning
- Vocabulary/communication/confidence

## Curriculum

Please see separate document.

## Curriculum Objectives

- Explore a range of outdoor activities and writing/talk about their experiences
- Name and explore a range of different environment, noting similarities/differences where appropriate
- Identify the importance, for some people, recognising the difference this makes to their lives

## Teaching

- High expectations
- High level of subject-specific knowledge
- Consistency through shared expertise, training and INSET
- Creative, engaging, motivating, stimulating
- Trips and visitors, curriculum (Science) - See Amber Class Eco Trips.
  - Library visit - growing Topic (SB).
  - WC-14.03-Science week/Eco wk.

**EYFS: 3-4** - Explore different range of outdoor environments similarities and differences using Eco Friendly books, and be able to express a point of view and to debate when they disagree/agree with factors which can impact on our environment (with an adult or a friend, using words as well as actions). How this might make them feel or act.

**4-5** - Articulate their ideas both verbally and written recognising the differences this makes to our planet -linked to Science.

Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.

Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words

**NC:** To participate in discussions, presentations, performances, role play/improvisations and debates (Green team meetings). Thus participating in deeper leaning through high quality classroom/outdoor talk, further linking to other countries /schools.

Children should demonstrate a range of vocabulary. Additionally describing their immediate world around them and feelings, developing a broader, deeper and richer vocabulary to discuss and implement sustainability and life skills for their future.

#### Eco Trips to support

- Awareness and sensitivity to the environment and environmental challenges.
- Knowledge and understanding of the environment and environmental challenges.
- Attitudes of concern for the environment and motivation to improve or maintain environmental quality.

Iver Environment

<https://iverenvironmentcentre.org/>

Email: [iver.environment@groundwork.org.uk](mailto:iver.environment@groundwork.org.uk)

#### Minet Park Visit

<https://archive.hillingdon.gov.uk/minetcountrypark>

#### Kingston environment centre

<https://www.facebook.com/kingstonenvironmentcentre/>

[https://l.facebook.com/l.php?u=https%3A%2F%2Fwww.google.com%2Fmaps%2Fdir%2F%3Fapi%3D1%26destination%3D51.398991329307%252C-0.2563444677717&h=AT1pLmSx6sv\\_Ffi8Da8RjzANu8fgKSlzYz2cPRP17CanGzGBiCCOof73rFrO1lpheGpt76Fidfd0iIzz3OEIo5gEylqPkda9KSzBbL181dIxOaWug-NVnNCLqsR8HKejSD6RvARyNnm5qgTI\\_UwROw](https://l.facebook.com/l.php?u=https%3A%2F%2Fwww.google.com%2Fmaps%2Fdir%2F%3Fapi%3D1%26destination%3D51.398991329307%252C-0.2563444677717&h=AT1pLmSx6sv_Ffi8Da8RjzANu8fgKSlzYz2cPRP17CanGzGBiCCOof73rFrO1lpheGpt76Fidfd0iIzz3OEIo5gEylqPkda9KSzBbL181dIxOaWug-NVnNCLqsR8HKejSD6RvARyNnm5qgTI_UwROw)

#### Kew Gardens

[https://www.kew.org/kew-gardens?gclid=EAIaIQobChMIjq2gkNzj9QIVi9\\_tCh0\\_NgoxEAAYASAAEgJ-gvD\\_BwE](https://www.kew.org/kew-gardens?gclid=EAIaIQobChMIjq2gkNzj9QIVi9_tCh0_NgoxEAAYASAAEgJ-gvD_BwE)

#### Ruislip Lido

<https://www.hillingdon.gov.uk/ruisliplido>

#### Educational websites

Purple mash <https://www.purplemash.com/login/>

Education city <https://www.educationcity.com/>

Bug Club <https://www.activelearnprimary.co.uk/login?c=0>

Slumdog <https://www.sumdog.com/us/>

#### Pond Dipping Day

Forest school area-Rota per class/8am start

Resources -small fishing nets

Magnified glasses /jars for exploration-Binoculars-Identifies items work sheets to support with chns observations.

