



MODULE 1 ASSESSMENT

This topic has been developed with Cheryl Hadland, Founder, and Managing Director at Tops Day Nurseries. The course introduces and explains the importance of reusing, recycling and practical tips on a sustainability approach in the Early Years.

Each episode offers insights and practical guidance on how to make your setting more sustainable, support children's development and the small steps you can take in your setting to teach the next generation the importance of a sustainable approach to save our planet.

The following assessment will support you in reflecting on your settings sustainability ethos and practical ways to reuse and recycle. You will be able to demonstrate that the information you have listened to has embedded and your answers will create opportunities to implement sustainable action in your setting.

QUESTION 1

What does recycling and reusing items teach children and how are some of the ways you can introduce this into your practice?

QUESTION 2

By reducing the amount of plastic resources in your setting and replacing with natural objects, what effect does this have on children's learning?



MODULE 1 ASSESSMENT CONTINUED

QUESTION 3

How could you reuse and recirculate items you would normally throw away?
In this section, please use examples.

QUESTION 4

Adults' perception and want for things to look attractive and aesthetically pleasing in their setting can influence sustainable practice, why is this?

QUESTION 5

What are some of the ways your setting can make a commitment to sustainability? Please list between 3-5 examples.





MODULE 2 ASSESSMENT

QUESTION 1

What are some simple steps to start encouraging planting at your Early Years Setting?

QUESTION 2

Can you list some of the ways to plant effectively and what the benefit of this is for the setting and the children?

QUESTION 3

What produce and process is best for planting in an Early Years Setting and why?



MODULE 2 ASSESSMENT CONTINUED

QUESTION 4

How can planting support children's development?

QUESTION 5

What were some extra top tips that Alistair and Cheryl gave towards planting and eating sustainably in the Early Years. What ideas do you have for your setting?





MODULE 3 ASSESSMENT

QUESTION 1

What is an Early years Climate Action Plan?

QUESTION 2

Which formats could you use in your climate action plan and what key points should your plan include?



MODULE 3 ASSESSMENT CONTINUED

QUESTION 3

When reviewing sustainability in your garden what are some top tips Alistair and Cheryl gave and how could these be relevant to your space?

QUESTION 4

What could be included on your action plan to support sustainability in foods?

QUESTION 5

What are some of the ways you can become more knowledgeable on climate issues your setting is facing?





MODULE 4 ASSESSMENT

QUESTION 1

Why is it so important that children learn about sustainability from a young age and how can you support their development in this?

QUESTION 2

Why is recycling a good first step to introduce children to sustainability?



MODULE 4 ASSESSMENT CONTINUED

QUESTION 3

How could you demonstrate to children what decomposition is?

QUESTION 4

Why is focusing on the little steps into sustainability the right course of action?

QUESTION 5

What are some beneficial activities to teach children about sustainability? List between 3-5 examples you wish to now use in your practice.





REFLECTION SECTION

From listening to all 4 episodes and completing all assessments as part of this module, it is now time to highlight the key takeaways and knowledge you have gained from this Continuous Professional Development module.

Key areas to reflect on:

- *What have you learnt and how this will impact your practice?*
- *What changes you intend to make in your setting from the knowledge you have gained from this module?*
- *What is the desired impact of the changes you intend to make for the children?*

Please also ensure to give a copy of this assessment including your reflection section to your senior leader, this is a key part of Ofsted 3 I's when reviewing, reflecting and making changes and will support you in your next inspection.





REFLECTION SECTION CONTINUED

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ANSWER SHEETS





MODULE 1 ASSESSMENT

This topic has been developed with Cheryl Hadland, Founder, and Managing Director at Tops Day Nurseries. The course introduces and explains the importance of reusing, recycling and practical tips on a sustainability approach in the Early Years.

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The following assessment will support you in reflecting on your settings sustainability ethos and practical ways to reuse and recycle. You will be able to demonstrate that the information you have listened to has embedded and your answers will create opportunities to implement sustainable action in your setting.

QUESTION 1

What does recycling and reusing items teach children and how are some of the ways you can introduce this into your practice?

Answer 1 (Answers may vary)

- Recycling and reusing items teaches children by consciously thinking about what we use, how we use it and reuse it again – This gets the message across in a friendly way to children that we need to be sustainable to save our planet by using the correct language when involving children in this process.

QUESTION 2

By reducing the amount of plastic resources in your setting and replacing with natural objects, what effect does this have on children's learning?

Answer 2 (Answers may vary)

- Filling landfill with plastic items compounds the issue.
- Not reusing and recycling by throwing away.
- Not having any plastic/manufactured toys can mean children may struggle to engage as they have not had the experience of using natural resources.



MODULE 1 ASSESSMENT ANSWERS CONTINUED

QUESTION 3

How could you reuse and recirculate items you would normally throw away?
In this section, please use examples.

Answer 3 (Answers may vary)

- Shredded paper can be used for messy activities, to make more paper, use in small world, introduce more language.
- End of crayons or chalk can be melted and made into paint which is a learning activity for children for them to follow the process and learn how to reuse and recycle again emphasising the sustainability message from a young age and use for any mark making activities.

QUESTION 4

Adults' perception and want for things to look attractive and aesthetically pleasing in their setting can influence sustainable practice, why is this?

Answer 4 (Answers may vary)

- Takes away the core ethos behind sustainability.
- Minimises child's creativity and the process of them reusing and recycling broken or old items.

QUESTION 5

What are some of the ways your setting can make a commitment to sustainability? Please list between 3-5 examples.

Answer 5 (Answers may vary)

- Audit of how sustainable your setting is, what you throw away and how often you recycle, reuse and recirculate.
- Dedicate time in team meetings to discuss and plan sustainable actions.
- Review organisations that can support your recycling.





MODULE 2 ASSESSMENT

QUESTION 1

What are some simple steps to start encouraging planting at your Early Years Setting?

Answer 1 (Answers may vary)

- Growing cress
- Growing inside first
- Having a yearly schedule so there is always something being planted or growing.
- Growing easy produce that grows quickly.

QUESTION 2

Can you list some of the ways to plant effectively and what the benefit of this is for the setting and the children?

Answer 2 (Answers may vary)

- Research
- Communication with the team to review skillsets and experience in gardening.
- Communication with parents and caregivers to see if any have experience in planting and can support.

QUESTION 3

What produce and process is best for planting in an Early Years Setting and why?

Answer 3 (Answers may vary)

- Quick seeds that grow quickly so children continue to be engaged such as tomatoes, strawberries, vines or plants, beans and peas.
- Planting in tubs, grow bags or bottles so the children can watch the roots grow.



MODULE 2 ASSESSMENT ANSWERS CONTINUED

QUESTION 4

How can planting support children's development?

Answer 4 (Answers may vary)

- Observe plants in their environment and talk about features they like and dislike.
- Explain and recognise how plants grow throughout the process
- Match shapes, colours and patterns in nature.
- Identify parts of the plants they have observed.
- Cultural cross over to include key words for produce in other languages.
- Measuring growth and introducing new vocabulary.

QUESTION 5

What were some extra top tips that Alistair and Cheryl gave towards planting and eating sustainably in the Early Years. What ideas do you have for your setting?

Answer 5 (Answers may vary)

- Contact local florists for old flowers for children to use in the mud kitchen and creative activities rather than picking the flowers.
- Growing herbs and mints for sensory exploration and play
- Hole punching leaves as a glitter alternative and this is good for hand eye coordination.
- It's important to ensure plants and leaves are not poisonous if consumed you can use apps to identify plants to ensure they are safe if consumed.
- Location does effect what you can grow – researching or communications in your local area is advised before you commence planting.
- Speak to children's families to see if any are gardeners and can support in planting with expertise and experience.
- Plants that produce roots in water which is a great learning experience for the children especially in a plastic tub to watch the growth.
- Only fill your setting with plants suited to that environment to ensure they grow well.
- Ensure when planting you are communicating with children the importance of sustainability and that you can grow to eat rather than buy from supermarkets.
- Making compost can be achieved by having a wormery, the worm juice can then also fertilize plants and seeds.





MODULE 3 ASSESSMENT

QUESTION 1

What is an Early years Climate Action Plan?

Answer 1 (Answers may vary)

- A climate action plan is reviewing the most relevant issues being faced by the setting and address the issues with ideas and solutions.

QUESTION 2

Which formats could you use in your climate action plan and what key points should your plan include?

Answer 2 (Answers may vary)

- Smart profile, Intent, implementation and impact, Society, financial and governance and Dixon format.

A Climate Action plan should include:

- The setting
- The risks and current impacts to your setting
- Passions
- Identifications and acknowledgment of issues
- Timeline of actions and expectations



MODULE 3 ASSESSMENT ANSWERS CONTINUED

QUESTION 3

When reviewing sustainability in your garden what are some top tips Alistair and Cheryl gave and how could these be relevant to your space?

Answer 3 (Answers may vary)

- Use matting to plant the grass through the matting to minimise mud.
- Use real grass not plastic grass as this is good for children to as it's a natural habitat that can grow plants and a habitat for wildlife
- Use bark or gravel paths rather than tarmac or paving stones to allow the earth to breathe and children will have a sensory experience with the different textures of materials
- Contact tree surgeons or local authority to make your setting more robust by having cut off trees, shavings and bark.
- Allow children to have a natural garden to explore and engage in.

QUESTION 4

What could be included on your action plan to support sustainability in foods?

Answer 4 (Answers may vary)

- Meat free days
- Offer fruits and vegetables rather than using anything with added sugar, preservatives, organic produce
- Review foods from other cultures to introduce children too.

QUESTION 5

What are some of the ways you can become more knowledgeable on climate issues your setting is facing?

Answer 5 (Answers may vary)

- Research
- Discussions and reflection with the team
- Networking between local settings.





MODULE 4 ASSESSMENT

QUESTION 1

Why is it so important that children learn about sustainability from a young age and how can you support their development in this?

Answer 1 (Answers may vary)

- Children are the next generation that need to look after our planet in the future.
- Pitch sustainability at the right level for the right age, it has to be really positive, practical and what children can do to help.
- Focus on your settings local area, children understand who they are and where they reside so focusing your sustainability approach on this so it makes sense to them rather than the global picture

QUESTION 2

Why is recycling a good first step to introduce children to sustainability?

Answer 2 (Answers may vary)

- Recycling is about sorting, learning of different materials and posting.
- - Most children have a schema that enjoys sorting and posting so starting here is a great first step.
- - Need to introduce little things that do help such as recycling, as children will be proud that they are helping the planet by the small steps they are able to take.



MODULE 4 ASSESSMENT ANSWERS CONTINUED

QUESTION 3

How could you demonstrate to children what decomposition is?

Answer 3 (Answers may vary)

- Rotting fruit and putting these under a dome so children can watch the process
- How you can then use the mushy fruit that has decomposed to feed to garden.
- This also introduces language and further activity opportunities.

QUESTION 4

Why is focusing on the little steps into sustainability the right course of action?

Answer 4 (Answers may vary)

- To avoid children and adults becoming Eco anxious
- The little steps if many complete these have a big impact
- Teach the idea that together we can make a difference that you cannot make on your own.

QUESTION 5

What are some beneficial activities to teach children about sustainability? List between 3-5 examples you wish to now use in your practice.

Answer 5 (Answers may vary)

- Pallets, logs, crates, tyres, anything the children can move and stack.
- For the practitioner to risk assess and ensure it's a safe space, but also realising that a safe space can also have risks.
- Create a space where there are possibilities for children to take risks if they choose to.
- For indoor environments, you can add large construction materials so children can build and climb.
- Practitioners can analyse the indoor environment to review if there is space for children to use their whole body.
- In both environments always add multi-functional resources that allow children to experiment.

