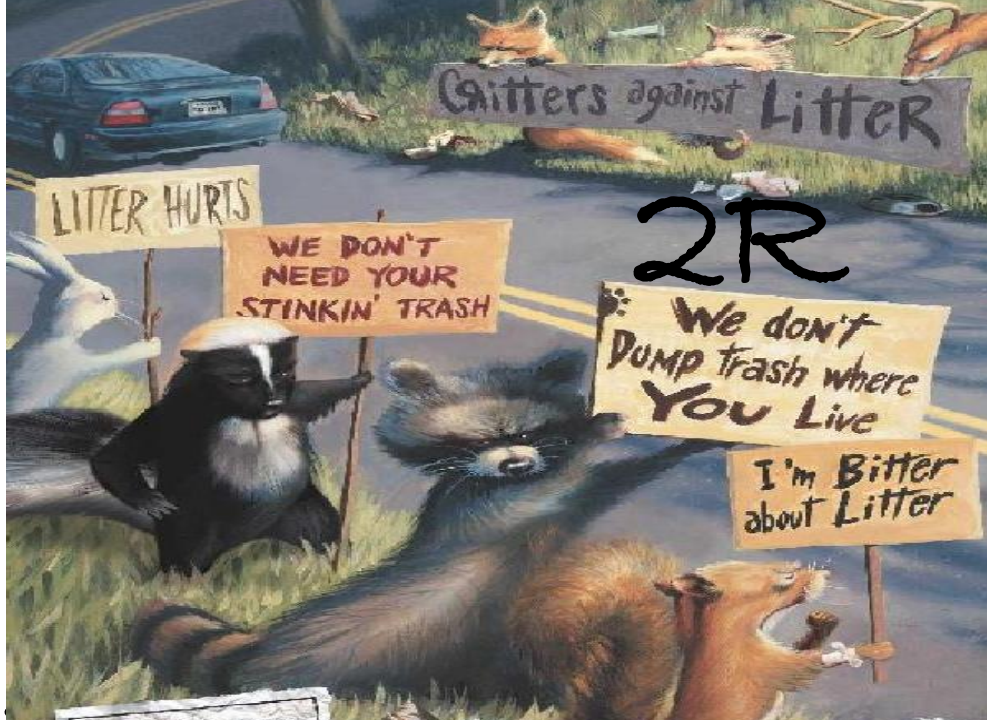


How did we raise awareness on environmental issues at Yeading before our SDGs project?



Green Team Eco Team WE School





2R



2B



2N



2D

WE walk for water

When you're having a shower and you're using soap, turn the tap off. When you wash your hands, turn the tap off. Reduce the number of times you wash your hair.

Have a Shower not a splash!

Turn taps off when brushing your teeth.

Water your plants with coffee water.

When you are washing the plate, you have to wash it also.



£306.00

Raised!



WE walk for water

When you're having a shower and you're using soap, turn the tap off. When you wash your hands, turn the tap off. Reduce the number of times you wash your hair.

Have a Shower not a splash!

Turn taps off when brushing your teeth.

Water your plants with coffee water.

When you are washing the plate, you have to wash it also.



CONNECTING CLASSROOMS
through Global Learning



Global Pathways to Inclusive Education: learning schemes, accreditation and curriculum resources

Welcome to the online course Session 1

13th January 2021 from 4pm – 5.30pm (UK time)

Course facilitators: Anne Roots & Bernadette Clinton



Our aims and objectives

We were invited to attend a webinar. The goals of the 'Global Pathways to Inclusive Education' were:

To Learn about the SDGs and anti-racist approaches and how these can contribute towards inclusive educational provision – policy, practice and accreditation - and to use this understanding to carry out/plan a small-scale task.

To access a range of teaching strategies and resources to introduce teaching about the SDGs and create opportunities for international collaborative action with partner schools overseas.

To develop and nurture long-term equitable and sustainable partnerships.



In 2015, world leaders agreed to 17 goals known as the Sustainable Development Goals. Their aim is to end poverty, fight inequality and stop climate change by 2030

Early Years implementation of 'Global Pathways' - Spring term

▶ **SDG focuses:**

- ▶ SDG2: Zero Hunger
- ▶ SDG11: Sustainable Communities

Baseline

What do we know about Zero hunger (SDG2) and Sustainable communities (SDG11)



What is hunger? What is zero hunger? What is a community? What does sustainable mean?

Does everyone in the world have enough food to eat? Does everyone live in a nice house?



EYFS - Journey to Bangladesh



Passport Number: 1798264

Description: I have black hair

Gender: GIRL

Age: 5

Home Country: U.K

Excellent in school



PASSPORT

Yeading AIRWAYS LTD. BOARDING PASS

Name: Shoya Takave

Signature: PHILIP

Passport Number: [blank]

Description: [blank]

Gender: [blank]

Age: [blank]

Home Country: [blank]

Learning about Bangladesh

Nursery:





Expressive Arts and Design



Understanding the World

Bangladesh: Zero hunger (SDG2) and Sustainable communities (SDG11)



Rich people live in the cities and the countryside.

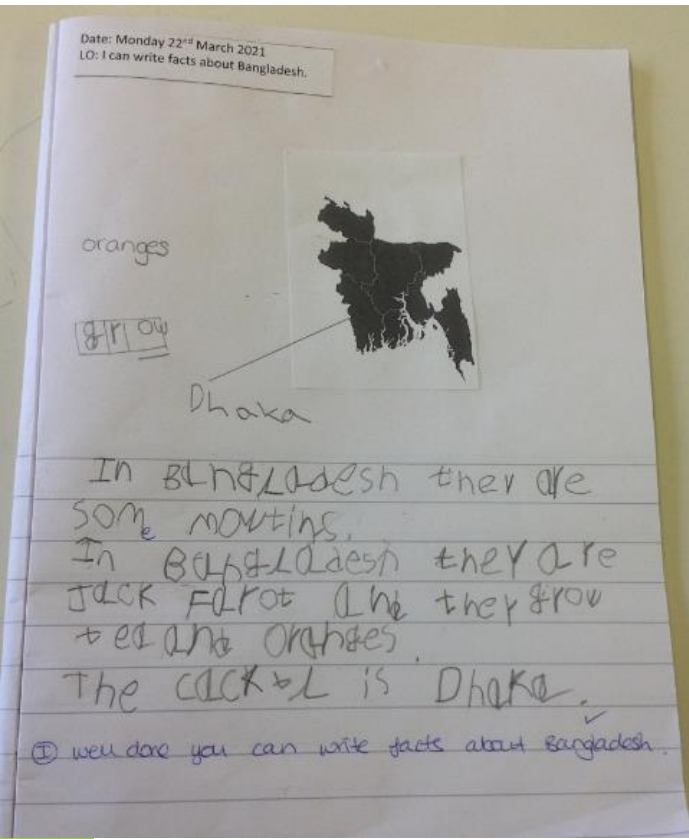
Poor people live in the cities and the countryside.

Some people live on the rivers in Bangladesh - they are a floating community.



Zero Hunger & Sustainable Communities -

Food



I'm hungry!



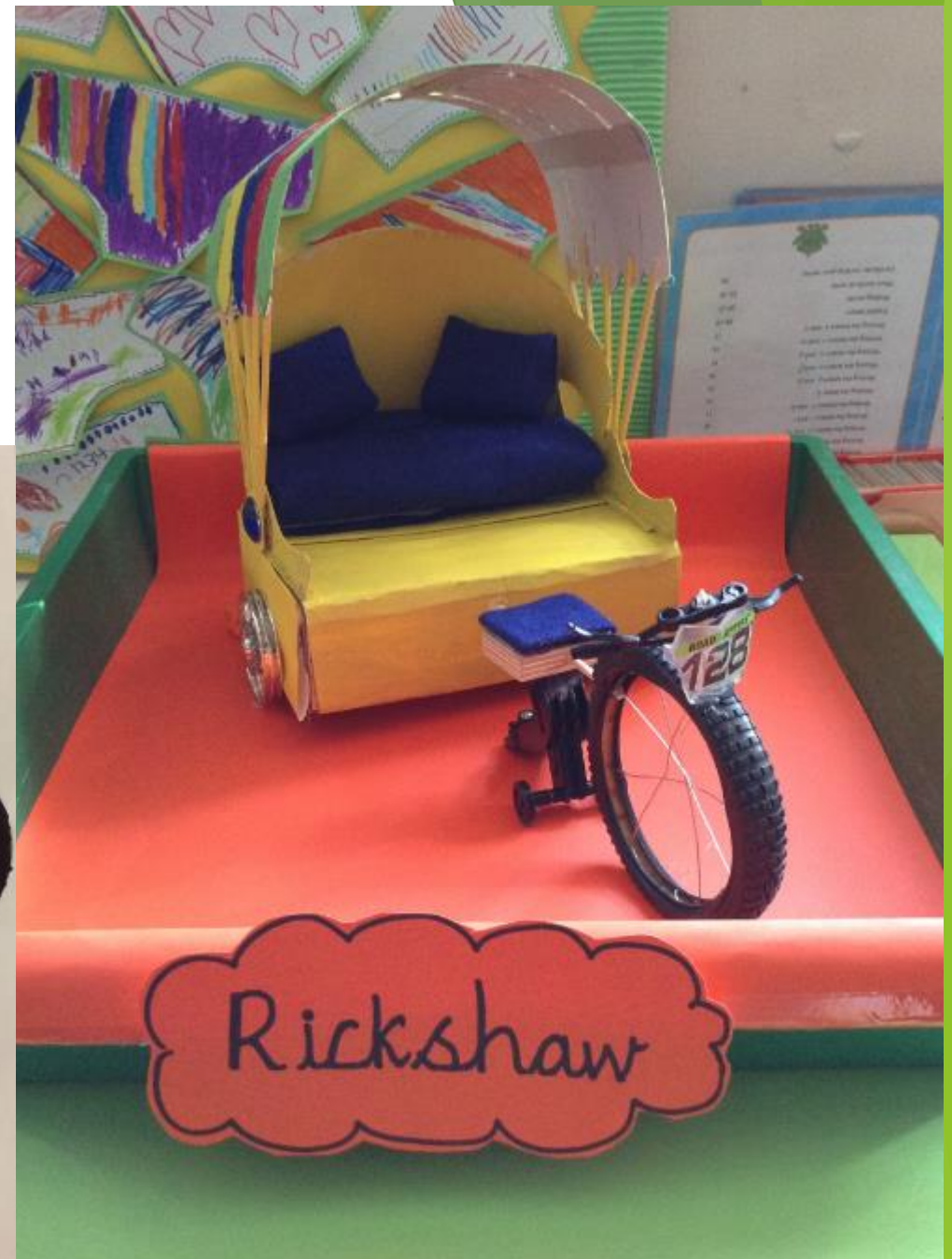
Can you do your school work or play happily when you're hungry?

How do you feel?



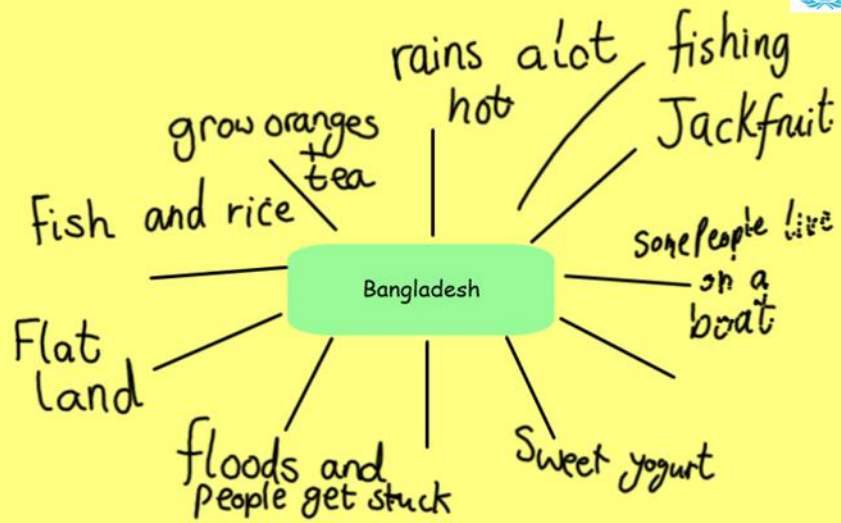
Sustainable Communities

Methods of Transport



Progress

What do we now know about Bangladesh?



What do we now know about Bangladesh?



Instagram Outreach



yeading_infants



Yeading Infant & Nursery School



Over the last three weeks at Yeading Infants we have been working on learning all about the UN's Sustainable Development Goals and the children have become such experts!!! We have had wonderful discussions and seen excellent learning all about zero poverty, sustainable communities, gender equality, good health and zero hunger. Take a look at this creative



Liked by sjaved_2021 and 22 others

16 HOURS AGO



Add a comment...

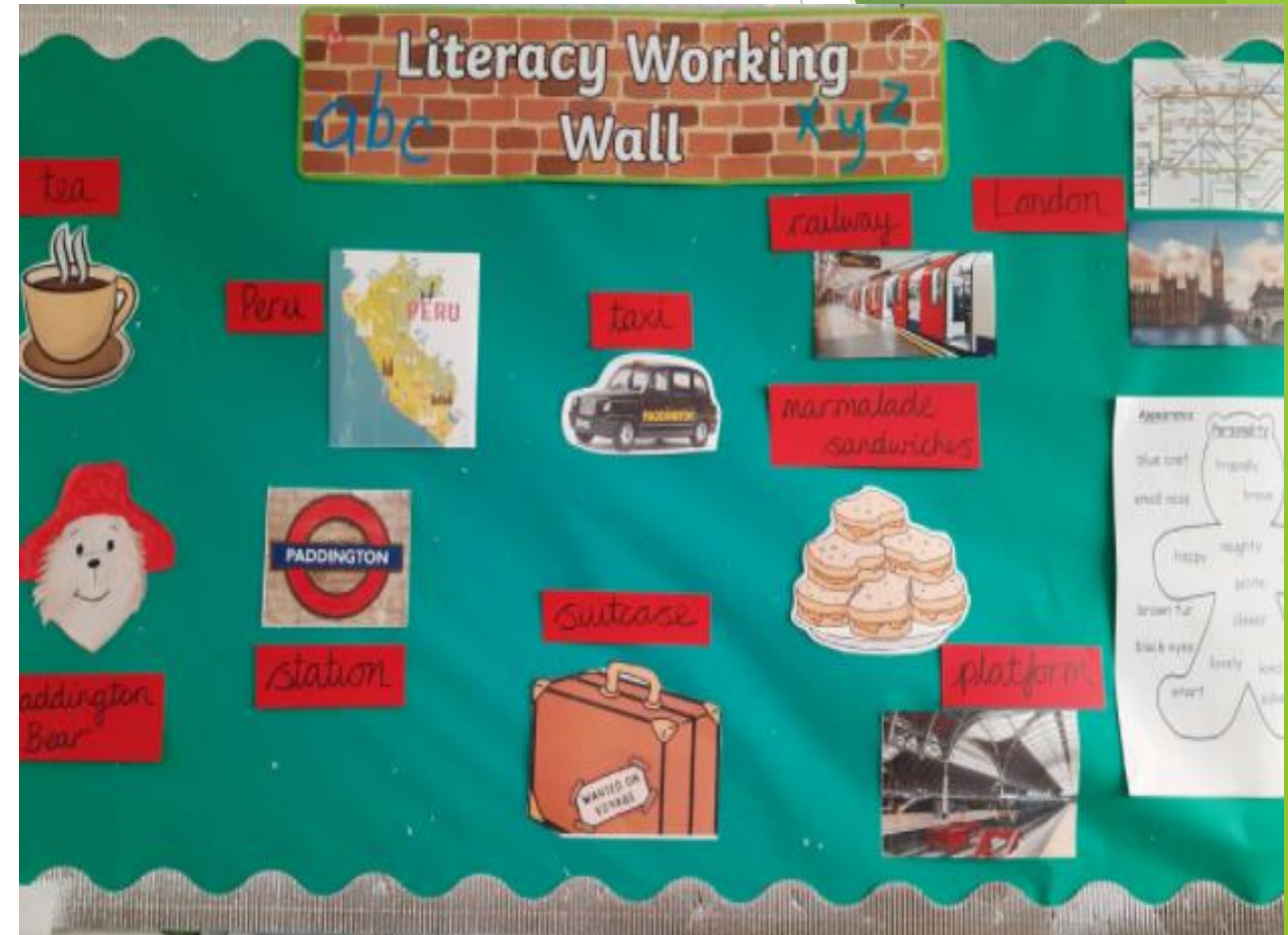
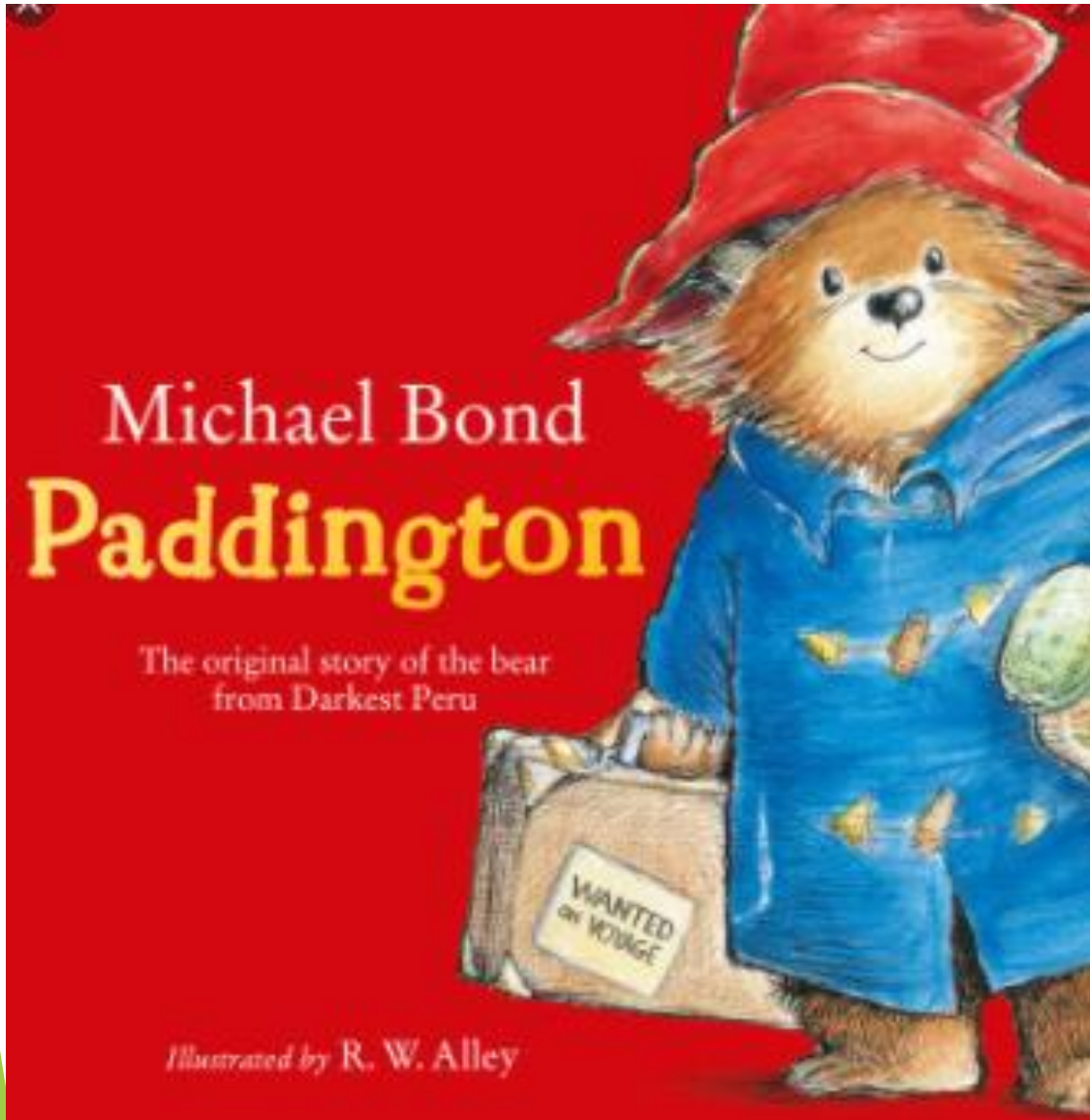
Post

Year 1 implementation of 'Global Pathways' - Spring term

▶ **SDG focus:**

- ▶ SDG1: No Poverty
- ▶ SDG 2: Zero Hunger
- ▶ SDG4: Quality Education
- ▶ SDG5: Gender Equality

Paddington: The Hook!



Peru Baseline Quiz

Peru baseline quiz

Q1. What Continent is Peru in?



a) Europe

b) South America

c) Asia

Q2: Where is Peru on a map?



a)

b)

c)

Q3. Which one is the flag of Peru?



a)

b)

c)

Q4. What food do people commonly eat in Peru?



- a) Ceviche
- b) Fish and chips
- c) Satay chicken

Q5: Which do you think is the Peruvian Amazon Rainforest?



Q6: Which do you think is the tradition clothing for people in Peru?



Q7: Which is a piece of art from Peru?



a)

b)

c)

Q8) Which statement do you think is true?

- a) More boys get to go to school in Peru



- b) More girls get to go to school in Peru



- c) All girls and boys get to go to school in Peru



Q9) which do you think is a traditional Peruvian instrument?



a)



b)



c)

Q10)

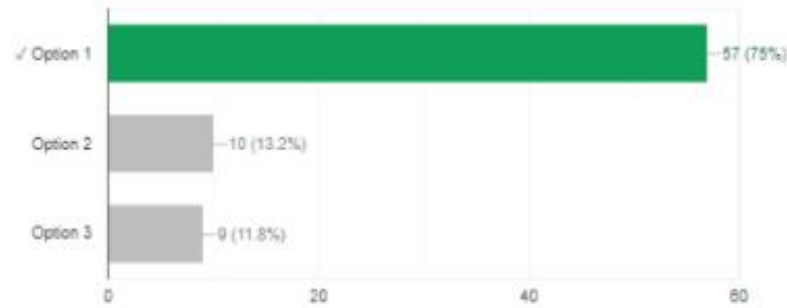
What do you think this is a picture of?
What do you think is happening here?



Results

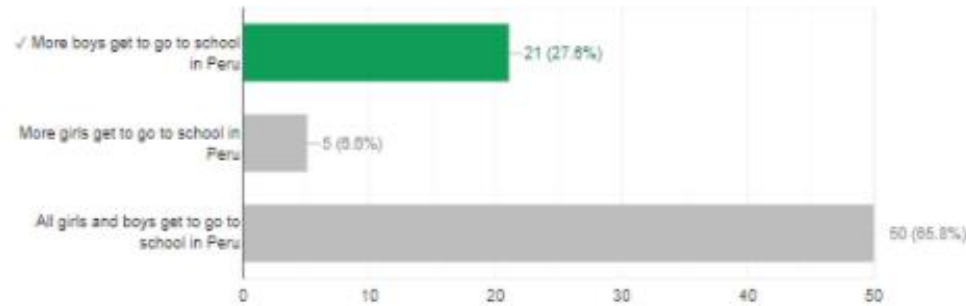
Q7) Which is a piece of art from Peru?

57 / 76 correct responses



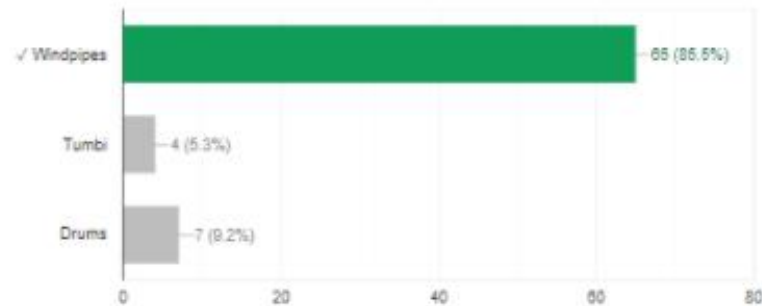
Q8) Which do you think is true?

21 / 76 correct responses



Q9) Which do you think is a traditional Peruvian instrument?

65 / 76 correct responses



Q10) What do you think this is a picture of? What do you think is happening here?

76 responses

Deforestation

Chopping trees

Cutting all the trees

Tree fell down

Forest

In this picture it is showing the higher rates of forest loss. Roughly 1,100 square miles of Peru's forests are cut down every year around 80% illegally.

Destroying the forest

Bamboo

I think someone tree cut

Trees have been cut down.

People cut the trees

This is forest area

They cut the rainforest

Some trees tops cut down in the rainforest

Some farmers cut down the trees and destroyed to the rain forest.

This is a forest, it is being cut down by some people

They are cut the tree of

the tree breed.

To many trees fell down .look like nice forest

This is a forest. Trees fall down.

Wood is scattered around the field.

Tree branches are falling down. Some trees have cracks and break their branches.

They are cutting the trees.

I think it is a forest. The trees have got cut down.

Chopping trees

There are lots of tree trunks and logs.

Cutted trees from a forest .

This is the Rainforest of Peru trees cut down

All the trees are falling down.

I think they cut down the trees

well I think there is sumth dangres things bad spind.

the trees breed.

Three cutting

This is a picture of forest. they have cut the forests. AVNEET DHILLON

They are cutting down the trees.

They cut the trees down.

They had global climate

This is in the rain forest and people are cutting the trees down.

Trees have been chopped down which is very dangerous for us humans because without oxygen we can not live and trees provide oxygen. The forest has been destroyed. By trees cutting down, the animals have lost their homes.

Trees are broken in the forest.

Discovery Homework

Please make sure that you have completed the quiz on Peru before you do this Discovery Homework. Please see the 'Year One Home Learning' page for the link to the quiz.

Your task is to find out more about the country Peru.



1. Create a fact file about Peru in your Discovery Homework book.

Think about these questions:

- What is a traditional Peruvian food?
- What continent is Peru located in?
- Can you draw a picture of the Peruvian flag?
- What is school like in Peru?
- Is everybody able to attend school in Peru? Why?
- Can you find some examples of Peruvian instruments?



2. Can you cook and eat 'Causa' with a grown up in your family? You can find the recipe on the back of this sheet.



Please take a picture and email it to your teacher.

(amethystclass6@gmail.com, topazclass7@gmail.com, rubyclass05@gmail.com, amberclass8@gmail.com)

You can use these websites to help you to find facts about Peru.

<https://kids.nationalgeographic.com/explore/countries/peru/>
<https://kids.kiddle.co/Peru>

Good luck!



The Capital City



The capital city of Peru is Lima. There are over 29 million people in

Machu Picchu is really big! It means old mountain. It is a new wonder of the world.



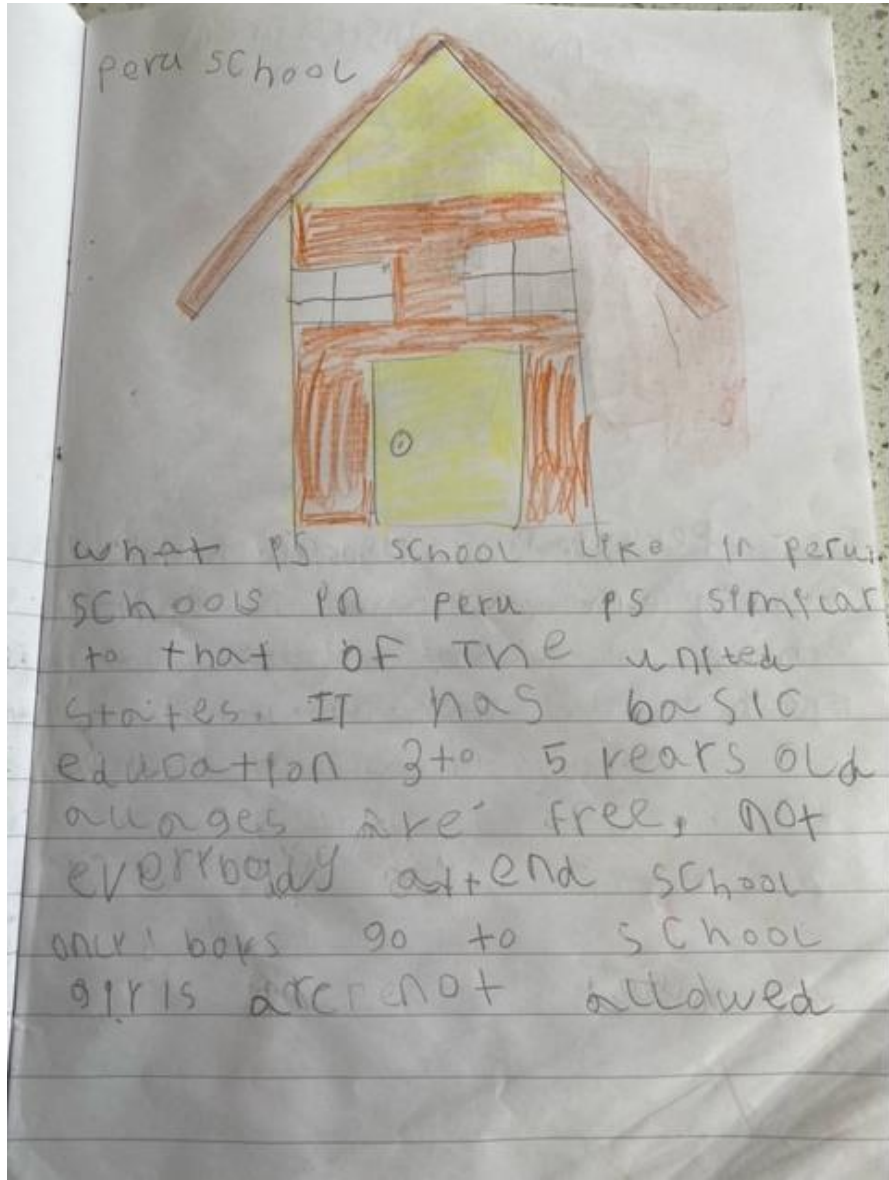
Peru factfile

Peru is here.

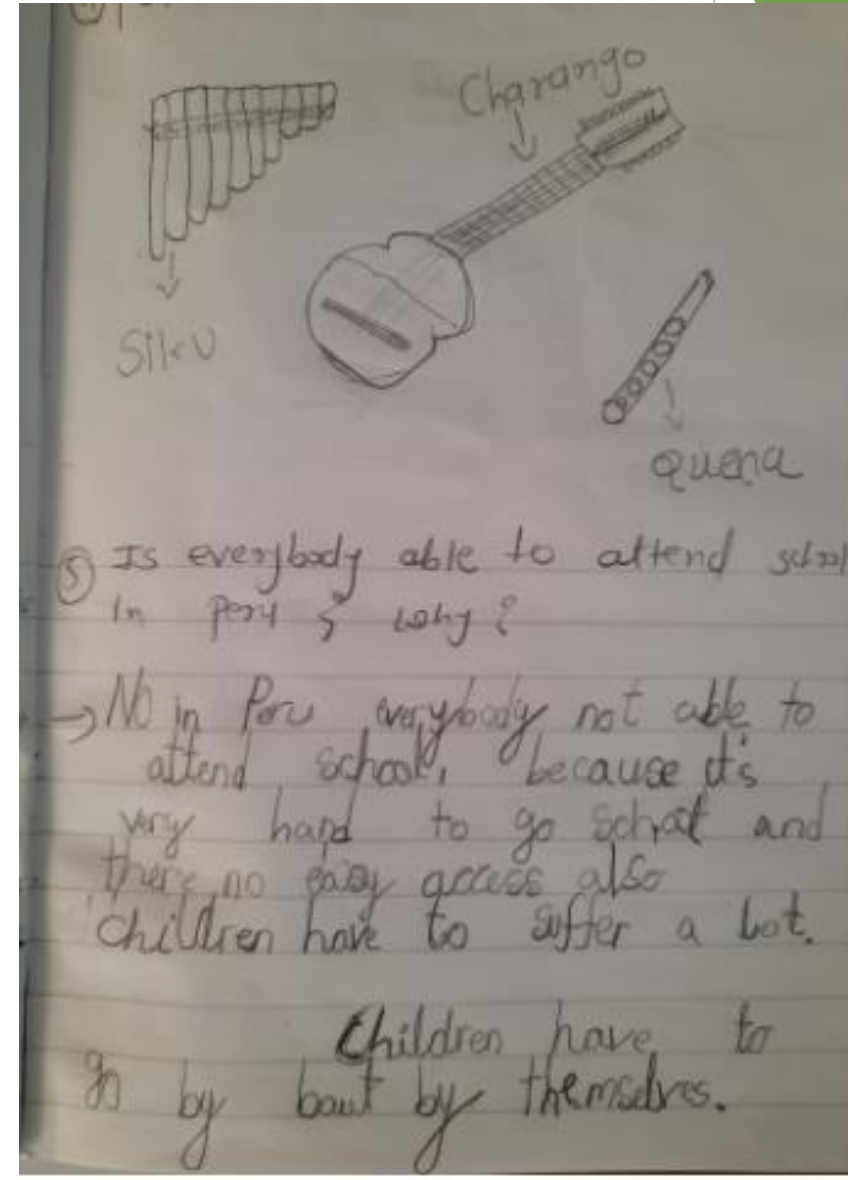


Peru is a country in South America. It is home to rainforests, mountains, deserts and people

SDG 5: Gender Inequality



SDG 4: Quality Education





Travelling to Peru

Friday 12th March 2021



LO: To discuss leaving home and what to pack in a suitcase.

Draw a picture to show what you would pack in your suitcase. Label your items.



Monday 15th March:

Learning objective: To create a fact file about Peru.



Country: Peru
 City: Lima
 Continent: South America
 Flag:

Foods

ceviche
 causa
 tiradito
 tacu tacu

Peruvian music

rampikala
 taku
 chorango

Where is Peru? Draw an arrow on the map.



Fact file

Peruvian Art – Year 1

LO: TO EXPLORE PERUVIAN ART AND PATTERNS



Cooking

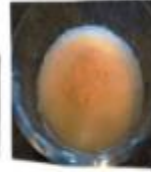
Sweet potato bread



Thursday 18th March:
Learning objective: To sequence a recipe.



Make ash the sweet potatoes



Mix the yeast sugar and warm water leave for 10 minutes



Mix the yeast with the sweet potatoes



Add the salt and flour



Knead for 10 minutes



Prick for 1 hour



Bake

Tuesday 16th March:
Learning objective: To sort foods from different countries.



Peru

England



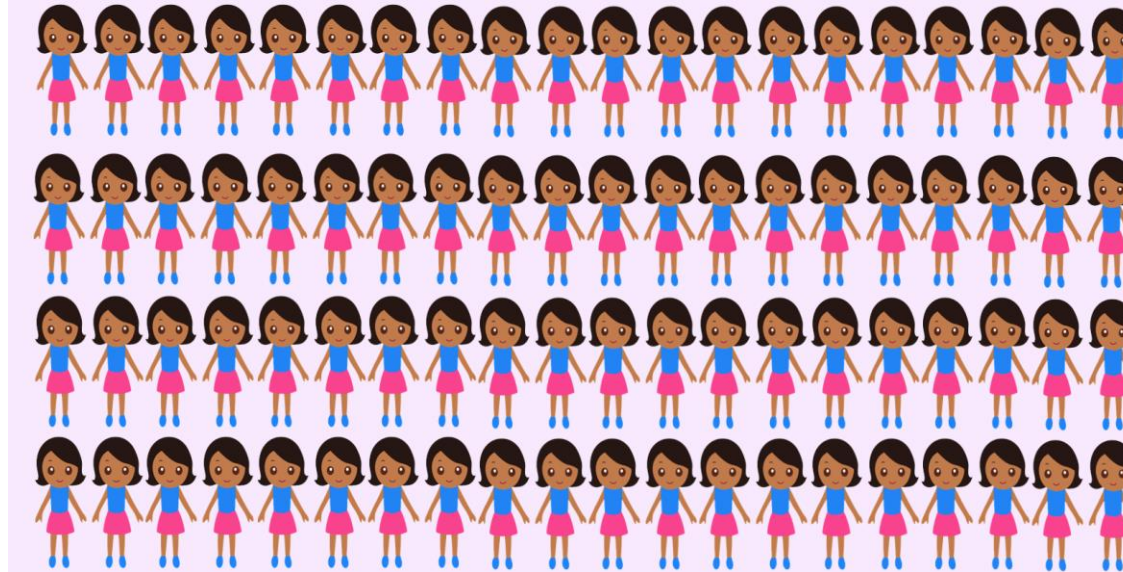
A popular dish in Peru is causa. A popular dish in England is tea. A popular dish in Peru is sweet potato bread.

SDG 4 - Quality Education

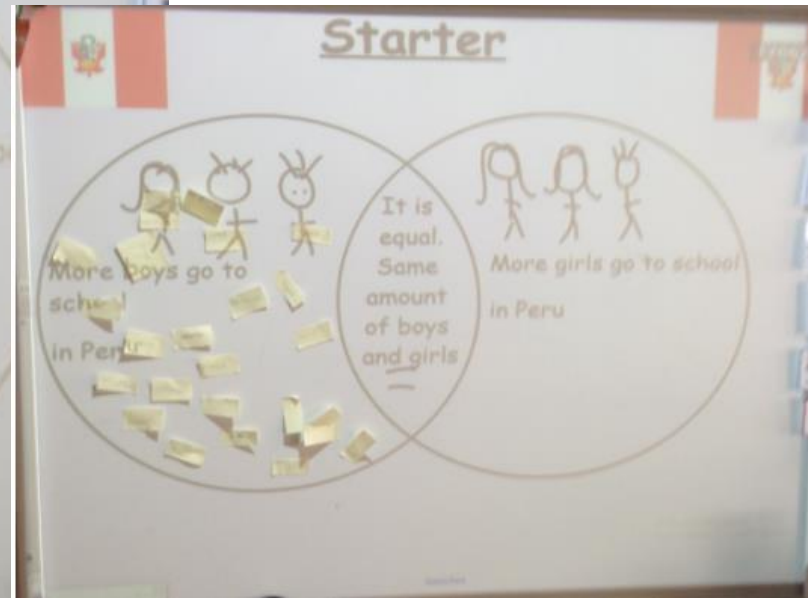
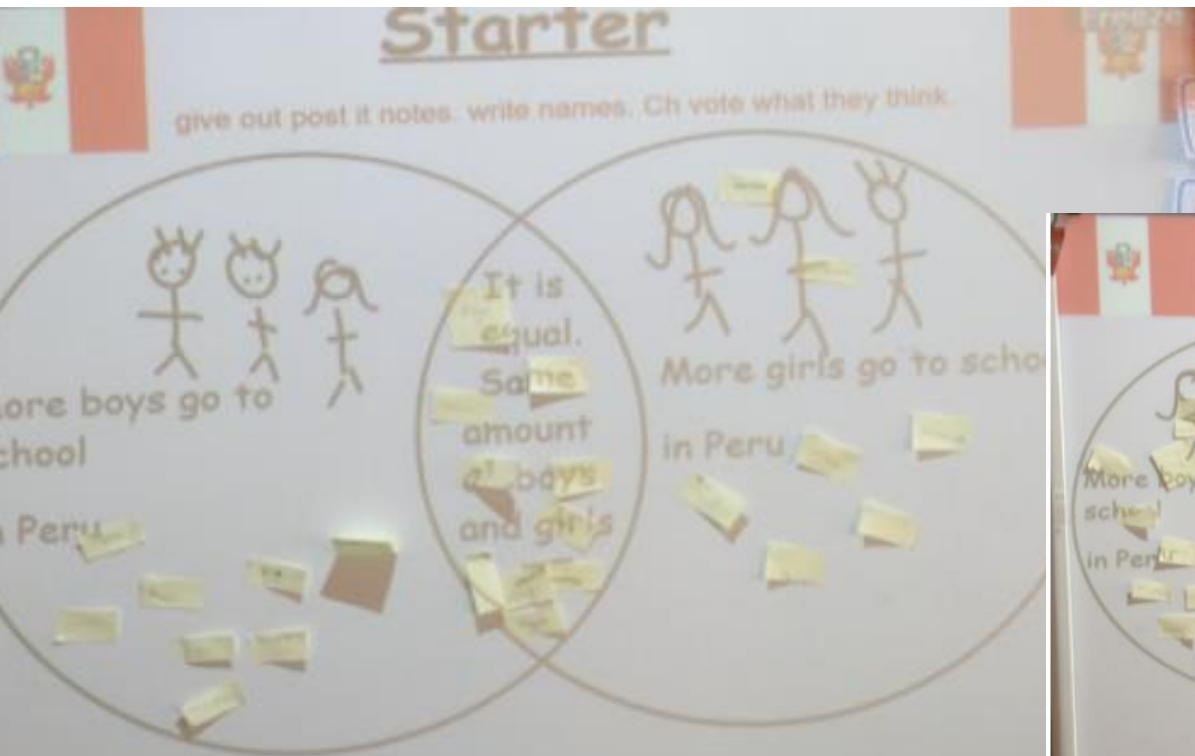
SDG 5 - Gender Inequalities

Here are 100 girls who go to school in Peru.

How many of these girls will finish school?



LO: To discuss inequalities in education.



SDG 1 - No Poverty

What Poverty Means

Poverty means not having your basic needs met. It means not having:



good health



regular, nutritious food



a safe place to live



the chance to go to school



a job

Here is Hilda's story of how she overcame poverty.



Learning objective: To begin to understand world poverty. (1) Great! You begin to understand world poverty.

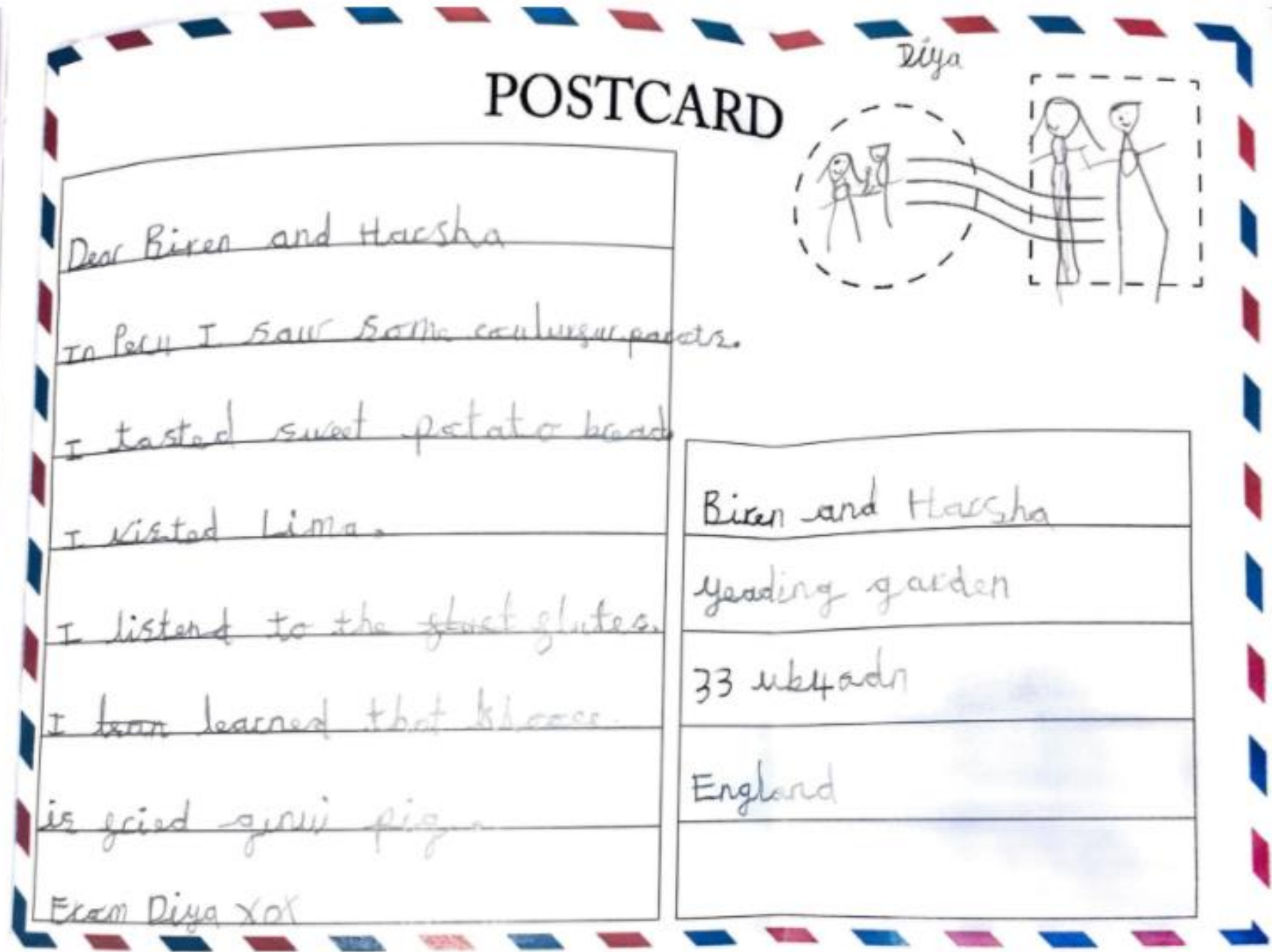
What Do We Really Need?

People who live in poverty do not have the most important things to live a happy, healthy life. Here are two children who live in poverty. There are some objects around them. Colour in the three most important things which these children need.

Explain why you have coloured in those pictures:

1. water is important because you must stay hydrated
2. you must have a house to be safe
3. Food is important because you must stay strong

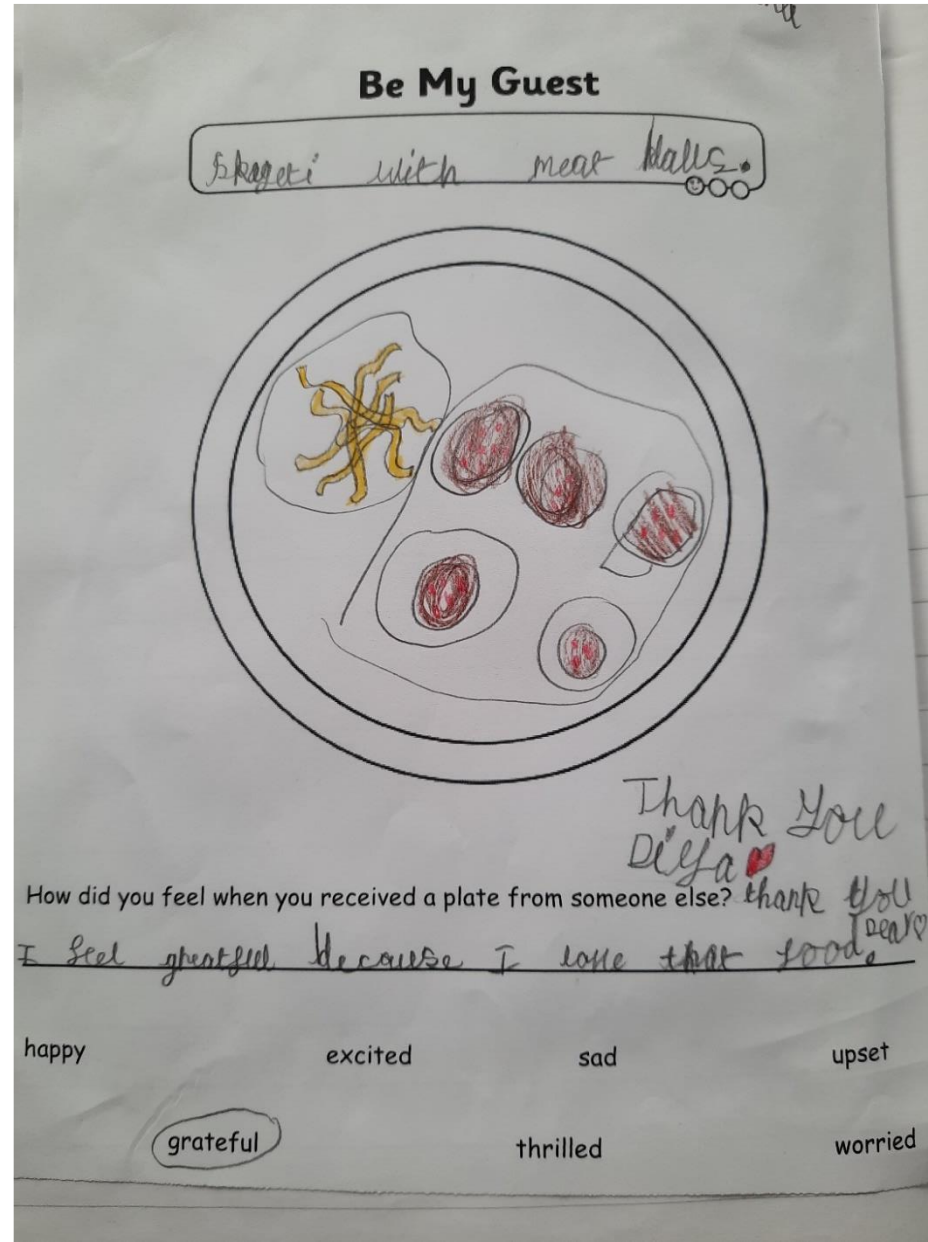
Postcard from Peru



SDG 2 - Zero Hunger

Through Hilda's story we have learnt about

compassion and giving



Be My Guest



RE - Islam

LO: To be able to explain the message in the Muslim story 'Be My Guest'.

End of topic Quiz

Peru baseline quiz

Q1. What Continent is Peru in?



- a) Europe b) South America c) Asia

Q2: Where is Peru on a map?



- a) b) c)

Q3. Which one is the flag of Peru?



- a) b) c)

Q4. What food do people commonly eat in Peru?



- a) Ceviche
b) Fish and chips
c) Satay chicken

Q5: Which do you think is the Peruvian Amazon Rainforest?



Q6: Which do you think is the tradition clothing for people in Peru?








Q7: Which is a piece of art from Peru?



- a) b) c)

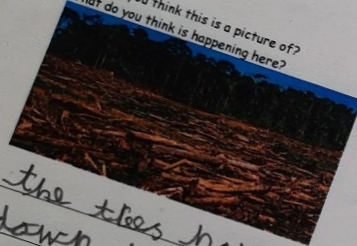
Q8) Which statement do you think is true?

- a) More boys get to go to school in Peru

- b) More girls get to go to school in Peru 
- c) All girls and boys get to go to school in Peru 
- Q9) which do you think is a traditional Peruvian instrument?
- a) 
- b) 
- c) 

Q10)

What do you think this is a picture of?
What do you think is happening here?



the trees have been cut
down in the logging forest.

Summer Term - Life on Land (SDG 15)

RESOURCES



Hello Children

This month Mr Reif has been telling me about the work Unicef does in Brazil.

Brazil is a neighbour to Peru, which is where I lived before I arrived in London. Even though Peru is next door, Brazil is so big that it would still take seven hours to fly from Lima, in Peru, to the east coast of Brazil, where Maria Vitória lives. You can read about her in this month's story.

The Amazon rainforest covers about a third of Brazil and more than 390 billion trees grow here. If I were to visit, I would like to go by boat along the Amazon River, right through the middle of the forest. I might even see some pink dolphins.

Learning about Brazil has made me miss Peru.

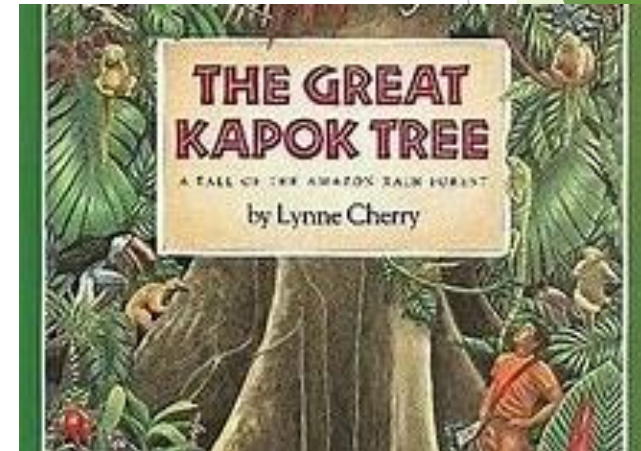
I hope you enjoy discovering more amazing facts about Brazil with me in this pack.

With love from

Children at Yeading Infant & Nursery School

Carlyon Road
Hayes
London UB4 0NR
United Kingdom

FOR EVERY CHILD



Baseline Quiz and Discovery Homework about Brazil

Brazil baseline quiz

Q1: What Continent is Brazil in?



- a) Europe b) South America c) Asia

Q2: Where is Brazil on the map?



- a) b) c)

Q3: Which one is the flag of Brazil?



- a) b) c)

Q4: What food do people commonly eat in Brazil?



- a) Sweet potato bread b) Feijoada c) Sausages and mash

Q4: What is the official language in Brazil?

- A) German b) Portuguese c) Spanish

Discovery Homework Brazil

Due on Monday 19th March



Please make sure that you have completed the quiz on Brazil before you do this Discovery Homework.

Your task is to find out more about the Country Brazil.

1. Create a fact file in your Discovery Homework Book.

-Think about these questions:

-What continent is Brazil located in?

-Can you draw a picture of the Brazilian flag?

-What is a traditional Brazilian food?

-What language is spoken in Brazil?

-What is the Amazon Rain Forest and why is it important to look after it?

What does 'deforestation' mean?

-Can you find an example of a Brazilian musical instrument?



2. Can you cook and eat a Bolo de cenoura (Brazilian

Carrot cake) with a grown up at home? You can find the recipe at the back of this sheet.

Please find below a list of websites that can help you in your research about Brazil:

<https://www.natqekids.com/uk/discover/geography/countries/country-fact-file-brazil/>

<https://www.natqekids.com/uk/discover/geography/physical-geography/15-cool-things-about-rainforests/>

Bolo de cenoura



Ingredients

- 3 medium carrots, peeled and chopped
- 3 eggs
- 240ml oil
- 400g caster sugar
- 250g plain flour
- 1 tablespoon baking powder
- 1 pinch salt

Equipment

Blender, cake tin, chopping board, knife (to be used by and adult)

Method

Prep: 15min > Cook: 40min > Ready in: 55min

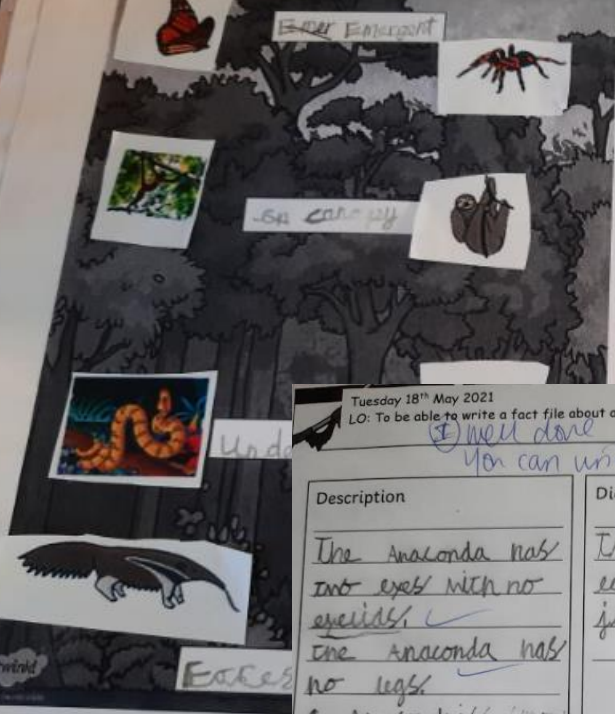
1. Preheat the oven to 180 C / Gas 4.
2. Grease and flour a 20cm tube cake tin.
3. Peel and chop the carrots.
4. In a blender mix together all of the ingredients till smooth, adding the flour gradually.
5. Pour the cake mixture into the cake tin and bake in the preheated oven for 40 minutes.
6. Let cool, remove from the tin and serve.



The Amazon rainforest different plants, birds and
is the largest in the animals. There are lots
world. The forest is full of snakes in the Amazon.

Wednesday 21st April 2021
 LO: To be able to describe a story setting
 Success criteria
 I can say what the setting of a story is
 I can identify the setting of The Great Kapok Tree
 I can name some elements of the rainforest

Layers of the Rainforest



I have learnt that cetachs
 live in the forest floor.
 I have learnt that butterfly

Tuesday 18th May 2021
 LO: To be able to write a fact file about a Rainforest animal
 Well done you can write a factfile

Description	Diet
The Anaconda has two eyes with no eyelids. The Anaconda has no legs. A Anaconda is smooth or rough hairless scales.	The Anaconda eats a whole jaguar.
Habitat The Anaconda lives in the swamps and rivers.	
	Interesting fact: Did you know? An anaconda can swallow a whole jaguar.

Monday 17th May 2021
 LO: To be able to write a fact file about a Rainforest animal
 Good you were able to write a factfile

Description	Diet
The Pink Dolphin has small eyes. The Pink Dolphin has small whiskers. The Pink Dolphin has long nose. The Pink Dolphin eats fish.	The Dolphin eats fish and monkeys and Pilanna.
Habitat It lives in the Amazon rain forest river.	
	Interesting fact: Their keins are very close to their skin.

Success criteria
 I can identify what the characters say in The Great Kapok Tree
 I can sequence the story
 I understand what the characters say
 I can match the characters to their speech bubbles

Senhor forest
 Senhor, if you cut the tree, the rain will wash away the soil!
 Senhor, this tree is my home!
 Senhor, my hive is in the kapok tree!
 Senhor, many of us will be homeless if you cut this tree!
 Senhor, people set fires, and soon the forest will be gone!

Well done you can sequence the story.
 Thursday 6th May 2021
 LO: To be able to match the characters of the Great Kapok Tree with what they say
 Success criteria
 I can sequence the story
 I understand what the characters say
 I can match the characters to their speech bubbles

Senhor, if you keep chopping trees we will live in a world without trees!
 Senhor, if you cut this tree where will we find our eggs?
 Senhor, when you wake up please look upon us with new eyes!
 Senhor, if you chop this tree where will I find my dinner?

Wake Senhor chopping beautiful cut down

A bright and small tree climbed down. He piped in the man's ear: 'Senhor, if you cut this tree you will become homeless.'

A jaguar leapt and growled in the man's ear: 'Senhor, if you cut this tree where will I find my dinner?'

Four porcupines swung down from branch to branch and whispered to the man: 'Senhor, if you cut this tree where will we find our eggs?'

Several anteaters climbed down the kapok tree and said to the sleeping man: 'Senhor, if you keep chopping trees, we will live in a world without trees!'

trees sleeping homeless chop climbed

A cloth climbed down from the branch and said: 'Senhor, you must not chop these beautiful trees!'

A child from a Yanomamo tribe murmured: the man woke up and looked at the animals and the smell of the fragrant perfume and the light shined like pearls.

The man stood up and picked up his axe. He swung back his arm. Then he dropped the axe and walked out of the rain forest.

sloth beautiful child walked out axe canopy
 dropped fragrant perfume animals silent
 flowers bright light





CONNECTING CLASSROOM THROUGH GLOBAL LEARNING



No Hunger No Poverty

Ensure Responsible Consumption and Production

Partnership for the Goals

Year 2

Spring Term

SDG focus:
Life on land

The Year 2 team have been focusing on the well-being of the children and staff our (school family).

In class we reflected on life before and during lockdown, things/activities that we loved doing but are no longer able to do.

Topics for the discussion

- Walks in the park.
- Going to the shops.
- Eating out.
- Visiting family.

Curriculum Links and current world issues

Pollution:

Questions - How can we keep our environment clean to enjoy?

Where can we start?

SDG: SDG 3

Good health and well-being

SDG11 -

Sustainable cities and communities

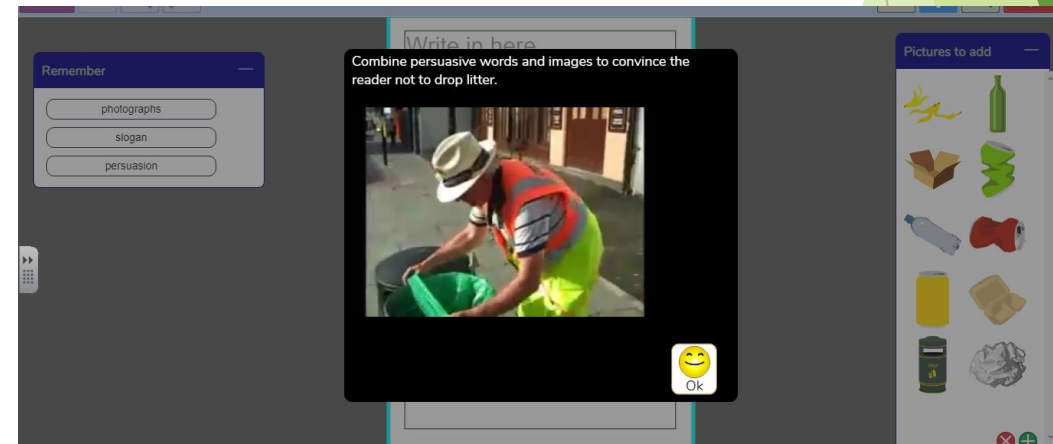
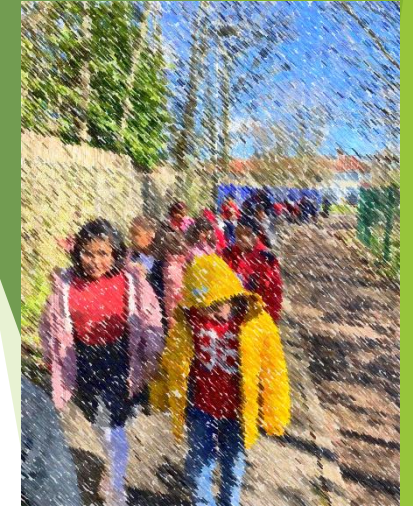
SDG 13 - Climate Action

SDG: SDG 3

Good health and well-being

Activity: ICT - Purple Mash

- ▶ Let us pick up after ourselves
- ▶ Litter picking
- ▶ Field trip to the local park



SDG 13 - Climate Action

Introduction:

In Geography we looked at climates around the world

With a particular focus on animals that live in those
Particular environments.

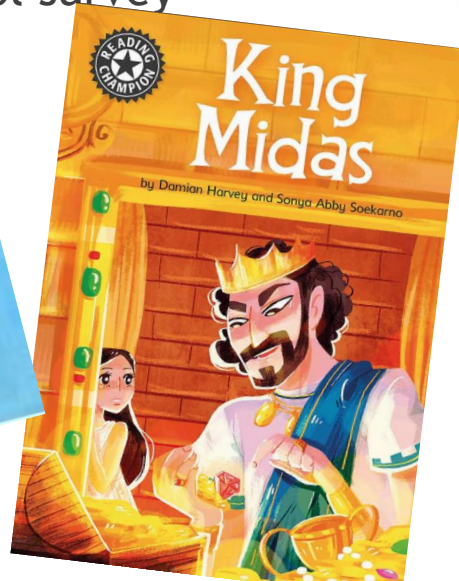
We also linked this to Science by exploring a micro habitat in our discovery garden, where we looked for mini beasts and recorded where they were found followed by creating an ideal micro habitat.



SDG11 - Sustainable cities and communities

Activity: Text: King Midas/Lima and the secret of rain/Poster

- ▶ How can our actions contribute to our environment.
- ▶ Planning a micro habitat.
- ▶ Poster - Keep our park clean.
- ▶ Walk to school survey



Year 1 How We Travel To School
Spring 2 Term 2021


The children from the whole school made a label for the tree showing how they come to school. The data was collected and put into a table below.
(how many took part as a class: 30) Class: _____

Mode of Transport	Ruby	Amethyst	Topaz	Amber	Total
Drive 	4	3	11	13	31
Walk 	11	17	8	10	46
Cycle 	16	2	4	0	22
Scooter 	3	3	4	2	12
Total	24 (8 away)	25 (9 away)	27 (1 away)	25 (5 away)	111



Comparing climates : England and Kenya

Find and label Kenya and England on the map. Colour it in:



What Climate region is England in? Cold Temperate

What Climate region in Kenya in? drie Temperate

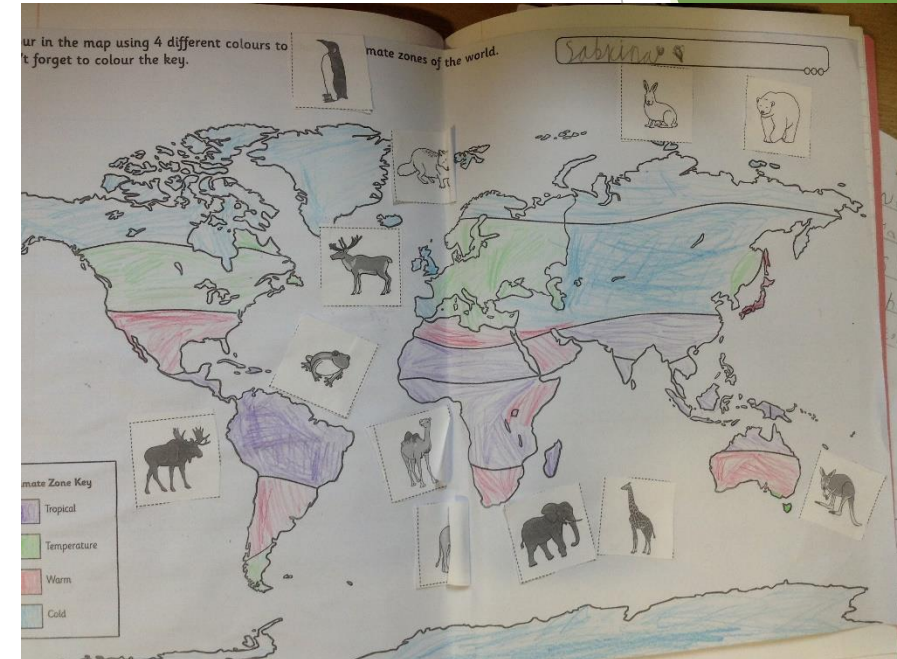
What are the main differences in the climate of Kenya and England?

In Kenya the climate is hot and drie. in England the climate is cold and wet sometimes in Kenya there is no rain for long periods of time. In England it rains almost all the time and

Different climates across the world

Colour in the map using 4 different colours to show the climate zones of the world. Don't forget to colour the key.

Sabrina



Climate Zone Key

- Tropical
- Temperature
- Warm
- Cold

The children were able to name the different climates and they were able to place the different animals found in those places. They were able to compare different climates between two countries.

