



Educational Programmes - Statutory Framework

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.

The expectations for children's development must ensure that cognitive development proceeds hand-in-hand with their social and personal development.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society, such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Development Matters (non-statutory guidance) – Children in Reception will be learning to:

Children in reception will be learning to:

Talk about members of their immediate family and community.

Examples of how to support this:

During dedicated talk time, listen to what children say about their family.

Share information about your own family, giving children time to ask questions or make comments.

Encourage children to share pictures of their family and listen to what they say about the pictures.

Using examples from real life and from books, show children how there are many different families.

Children in reception will be learning to:

Name and describe people who are familiar to them.

Examples of how to support this:

Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers.

Listen to what children say about their own experiences with people who are familiar to them.



Development Matters (non-statutory guidance) – Children in Reception will be learning to:

Children in reception will be learning to:
Comment on images of familiar situations in the past.

Examples of how to support this:

Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.

Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men.

Show images of familiar situations in the past, such as homes, schools, and transport.

Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.

Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.

Children in reception will be learning to:
Compare and contrast characters from stories, including figures from the past.

Examples of how to support this:

Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.

Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them.

Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes.

In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.



Development Matters (non-statutory guidance) – Children in Reception will be learning to:

Children in reception will be learning to:
Draw information from a simple map.

Examples of how to support this:

Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.

Familiarise children with the name of the road, and or village/town/city the school is located in.

Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.

Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.

Children in reception will be learning to:
Understand that some places are special to members of their community.

Examples of how to support this:

Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible.

Take children to places of worship and places of local importance to the community.

Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.

Children in reception will be learning to:
Recognise that people have different beliefs and celebrate special times in different ways.

Examples of how to support this:

Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year.

Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.



Development Matters (non-statutory guidance) – Children in Reception will be learning to:

Children in reception will be learning to:

Recognise some similarities and differences between life in this country and life in other countries.

Examples of how to support this:

Teach children about places in the world that contrast with locations they know well. Use relevant, specific vocabulary to describe contrasting locations.

Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see.

Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.

Children in reception will be learning to:

Explore the natural world around them.

Examples of how to support this:

Provide children with have frequent opportunities for outdoor play and exploration.

Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.

Create opportunities to discuss how we care for the natural world around us.

Offer opportunities to sing songs and join in with rhymes and poems about the natural world.

After close observation, draw pictures of the natural world, including animals and plants.

Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.



Development Matters (non-statutory guidance) – Children in Reception will be learning to:

Children in reception will be learning to:
Describe what they see, hear and feel whilst outside.

Examples of how to support this:

Encourage focused observation of the natural world.

Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.

Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in.

Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside.

Children in reception will be learning to:
Recognise some environments that are different from the one in which they live.

Examples of how to support this:

Teach children about a range of contrasting environments within both their local and national region.

Model the vocabulary needed to name specific features of the world, both natural and made by people.

Share non-fiction texts that offer an insight into contrasting environments.

Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.

Children in reception will be learning to:
Understand the effect of changing seasons on the natural world around them.

Examples of how to support this:

Guide children's understanding by draw children's attention to the weather and seasonal features.

Provide opportunities for children to note and record the weather.

Select texts to share with the children about the changing seasons.

Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change.

Look for children incorporating their understanding of the seasons and weather in their play.



Early Learning Goals.

Children at the expected level of development will -

Past and Present

Talk about the lives of the people around them and their roles in society;

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;

Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants;

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

