



## Experiential learning

The links to experiential learning throughout the EYFS profile and the National Curriculum are included below. This includes the general introduction of the National Curriculum and content within the individual schemes of work and subjects. We have also provided links to the Ofsted inspection framework that directly attribute the importance of experiences in the curriculum. Only links that are directly mentioning experiential learning have been included, although many others may be found as links to other learning outcomes.

Area of curriculum	Documentary support	What the document says
EYFS	<a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/671422/statutory-framework-for-the-early-years-foundation-stage-for-group-and-school-providers.pdf">Statutory framework for the early years foundation stage for group and school providers (publishing.service.gov.uk)</a>	The educational programmes are high level curriculum summaries which set out what should be taught in settings for each area. They must involve activities and experiences that enable children to learn and develop, as set out under each of the areas of learning. (p9)
		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. (p11)
		The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development. (p11)
		Practitioners should be ambitious for all children. To do this they must consider the individual needs, interests, and development of each child in their care. They must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. (p12)
Science	<a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/671422/the-national-curriculum-in-england-framework-document.pdf">The national curriculum in England - Framework document (publishing.service.gov.uk)</a>	The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. (p146)
		Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos. (p146)



		<p>Pupils in years 1 and 2 should explore the world around them and raise their own questions. They should experience different types of scientific enquiries, including practical activities, and begin to recognise ways in which they might answer scientific questions. (p147)</p>
		<p>Pupils in years 3 and 4 should be given a range of scientific experiences to enable them to raise their own questions about the world around them. (p155)</p>
<b>Art</b>	<a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/the-national-curriculum-in-england-framework-document.pdf">The national curriculum in England - Framework document (publishing.service.gov.uk)</a>	<p>The national curriculum for art and design aims to ensure that all pupils: produce creative work, exploring their ideas and recording their experiences. (p176)</p>
<b>Geography</b>	<a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/the-national-curriculum-in-england-framework-document.pdf">The national curriculum in England - Framework document (publishing.service.gov.uk)</a>	<p>The national curriculum for geography aims to ensure that all learners are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. (p184)</p>
<b>Ofsted - Personal development</b>	<a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/school-inspection-handbook.pdf">School inspection handbook - GOV.UK (www.gov.uk)</a>	<p>The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.</p>
		<p>The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.</p>