

**Fieldwork Education**  
Improving Learning



**ieyc**

# International Early Years Curriculum

On global best practice for 2 - 5 year olds

# Learning Principles

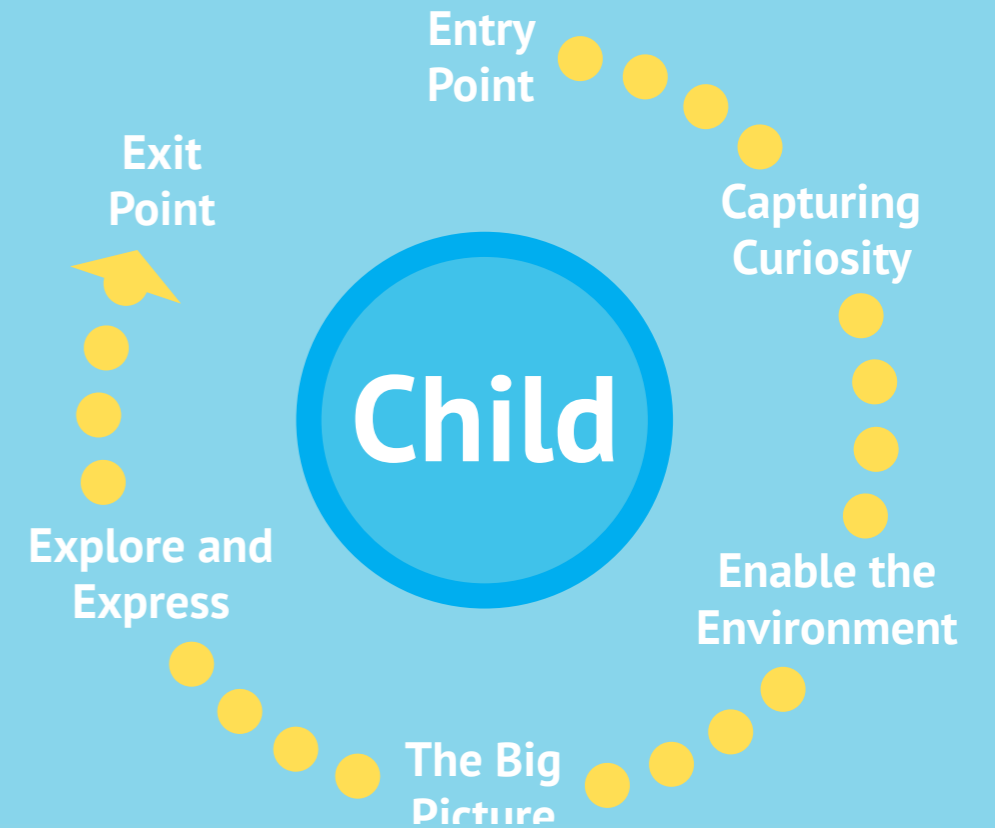
The **International Early Years Curriculum (IEYC)** is a research-based curriculum recognising global best practice in early childhood education and the developmental needs of 2-5 year olds. It supports key areas of learning through holistic enquiry and play-based approaches that cover all curriculum areas including personal, social and emotional development.

The IEYC was developed based on eight learning principles:

 <p>The earliest years of life are important in their own right</p>	 <p>Children should be supported to learn and develop at their own unique pace</p>	 <p>Play is an essential aspect of all children's learning and development</p>	 <p>Learning happens when developmentally-appropriate teacher-scaffolded and child-initiated experiences harness children's natural curiosity in an enabling environment</p>
 <p>Independent and interdependent learning experiences create a context for personal development and are the foundation of international mindedness</p>	 <p>Knowledge and skills development lead to an increasing sense of understanding when children are provided with opportunities to explore and express their ideas in multiple ways</p>	 <p>Ongoing assessment, in the form of evaluation and reflection, is effective when it involves a learning-link with the home</p>	 <p>Learning should be motivating, engaging and fun, opening up a world of wonder for children where personal interests can flourish</p>

# Process of Learning

We focus on a process of learning rather than relying solely on learning outcomes to drive a child's development. Our IEYC process of learning captures children's natural curiosity as a starting point and balances child-initiated and teacher-scaffolded provision within an enabling environment.



# Capturing Curiosity

Our unique process of learning shifts the focus from measuring outcomes to driving children's learning and development. The IEYC is designed to be flexible and work alongside existing national curriculum while offering the structure required to suit all practitioners.

**The Entry Point** launches each new IEYC unit and is planned to enable children to explore new experiences in a way that sparks interest and curiosity, prompting recall of previous learning and generating excitement for the new learning to come.

**Capturing Curiosity** allows learners to share what they are curious to learn and the unit is adapted to enhance these opportunities.

**Enable the Environment** develops relevant indoor and outdoor learning spaces to create the positive climate for enquiry and learning to take place.

**The Big Picture** provides learners with an overview of each unit of learning and prepares them for a new learning experience.

**Explore and Express** provides children with opportunities to engage in activities that have been holistically designed around the Learning Strands.

**The Exit Point** ends every IEYC unit. It brings learners together to reflect, share and celebrate what they have learnt together and with, at times, the community.

## Learning Strand 1 - Independence and Interdependence:

This strand focuses on developing personal, social and emotional development and enables children to see themselves as unique individuals with a cultural heritage. It supports children in building positive relationships and in responding to their own and others' feelings.

## Learning Strand 2 - Communicating:

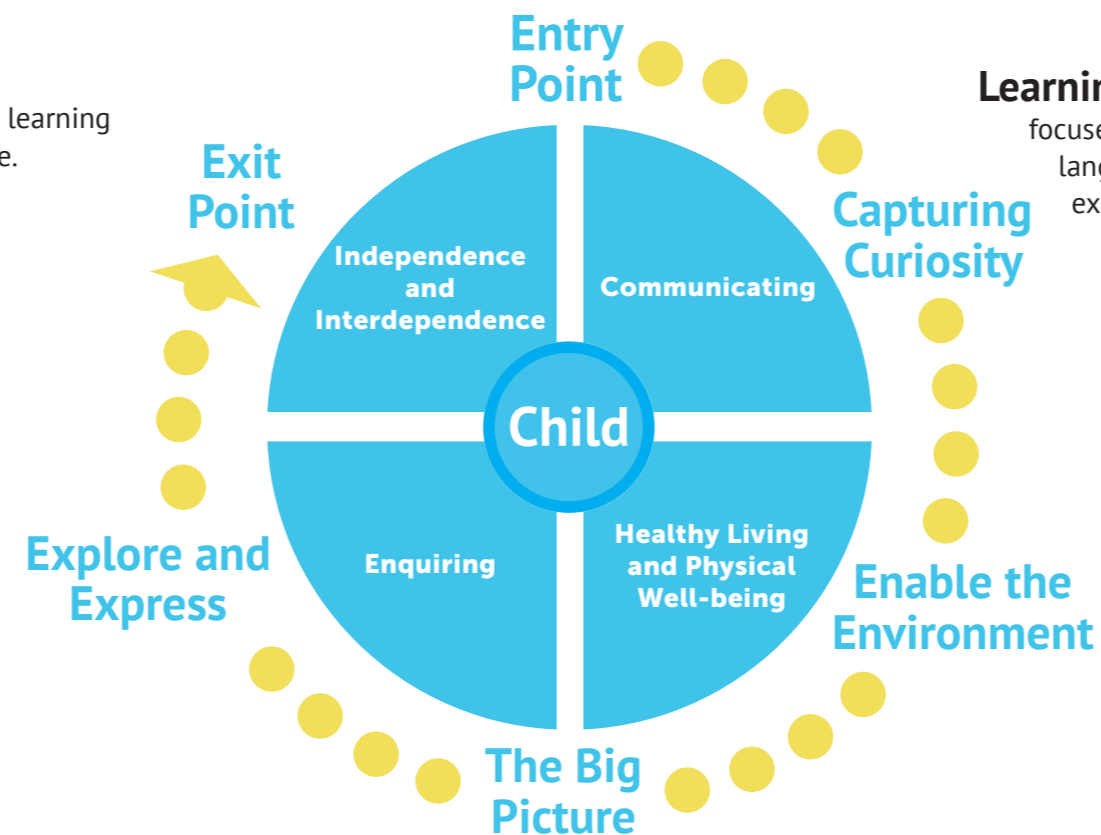
This strand focuses on developing a broad range of communication skills including language development, early literacy, early mathematics, ICT and computing, expressive arts and creativity.

## Learning Strand 3 - Enquiring:

This strand focuses on developing the skills of enquiry through exploring people and the world. It will support children in understanding the similarities and differences in people, living things, the environment and materials. Children will be encouraged to investigate, pose questions and explore ideas.

## Learning Strand 4 - Healthy Living and Physical Well-Being:

This strand focuses on developing a positive attitude to health, self-care and physical activity. They will learn how to take care of basic hygiene and personal needs and how to keep themselves safe.



# How to Help Your Child with Learning

Your child will be learning three different things throughout their years at school—**knowledge, skills and understanding.**

So, at the end of the school day, when you talk to your child about their learning, here are some ways to talk to them that might help you both:

When your child says they've learned some facts in school, say **'Wow. Tell me what you know about that.'** This is how you help your child learn knowledge.

When your child says they've learned how to do something in school, say **'Wow. Show me how to do that.'** This is how you help your child learn a skill. Remember it can take 1000's of hours of practice to truly master any skill so being patient and encouraging practice is so important.

When your child says they now understand something, say **'Wow. Talk to me about that.'** This is how you help your child develop a deeper sense of that understanding. Talking about understanding something through expanding on the related knowledge, and practicing related skills, will help develop an even better understanding.



**To The Rescue**  
*Superheroes*



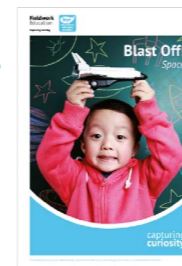
**This Is Me!**  
*Me and My World*



**Once Upon a Time**  
*Stories and Storytelling*



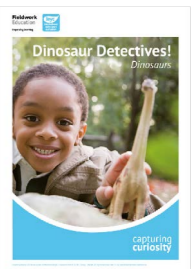
**Blast Off!**  
*Space*



**Weather Wonders**  
*The Weather*



**Dinosaur Detectives**  
*Dinosaurs*



**Going Places**  
*Journeys*



**The Brilliant Bug Ball**  
*Minibeasts*



**The World Around Us**  
*Exploring our Environment*



**Animal Rescuers**  
*Wildlife and Habitats Around the World*



## INTERNATIONAL EARLY YEARS CURRICULUM

capturing  
**curiosity**

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