

Panaga School

Mendaram Learning Outline



A World United in Learning

International Early Years Curriculum



The International Early Years Curriculum

At Panaga School we use the IEYC as our guiding curriculum. The IEYC is an innovative research-based toolkit, recognising global best-practice and the developmental needs of 2-5 year olds. It supports key areas of learning through holistic enquiry and play-based approaches encompassing all curriculum areas including personal, social and emotional development.

The Learning Principles

There are eight Learning Principles that underpin all practice in the IEYC, developed from our research report findings.

The earliest years of life are important in their own right	Children should be supported to learn and develop at their own unique pace	Play is an essential aspect of all children's learning and development	Learning happens when developmentally-appropriate teacher-scaffolded and child-initiated experiences harness children's natural curiosity in an enabling environment	Independent and interdependent learning experiences create a context for personal development and are the foundation of international mindedness	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	Ongoing assessment, in the form of evaluation and reflection, is effective when it involves a learning-link with the home	Learning should be motivating, engaging and fun, opening up a world of wonder where children's personal interests can flourish
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Learning Principle 3: Importance of Play

Why Play?

- Play is an essential aspect of all children's learning and development
- Play is an innate part of childhood
- Teachers need to create the right conditions for children to learn through play
- Play creates the right conditions for children to learn
- Play allows children to learn at their own unique pace

This film features national play experts Sue Palmer and Tim Gill; and chief executive of the Royal College of Speech and Language Therapists. SOURCE: London Borough of Hounslow YouTube channel

https://www.youtube.com/watch?v=h_-1O_rBLPU



IEYC Learning Strands

All IEYC learning and development is underpinned by a set of **four Learning Strands**. Each Learning Strand provides descriptions of what children will experience and learn about through contextualised activities woven into IEYC units of learning.

IEYC Learning Strands fall into two distinct phases of learning and development:

Learning Strand Phase A: describes learning experiences with the youngest children in mind.

Learning Strand Phase B: describes learning experiences that provide more of a challenge.



The IEYC believes that children should have experiences which are both appealing to them and developmentally appropriate. This means that at times, a combination of both Phase A and B learning experiences may be appropriate for some children, whilst at other times their interests and developmental needs may fall specifically into either Phase A or B. For children requiring more of a challenge, Phase A tasks may be helpful to consolidate previous learning and Phase B tasks will support new learning.

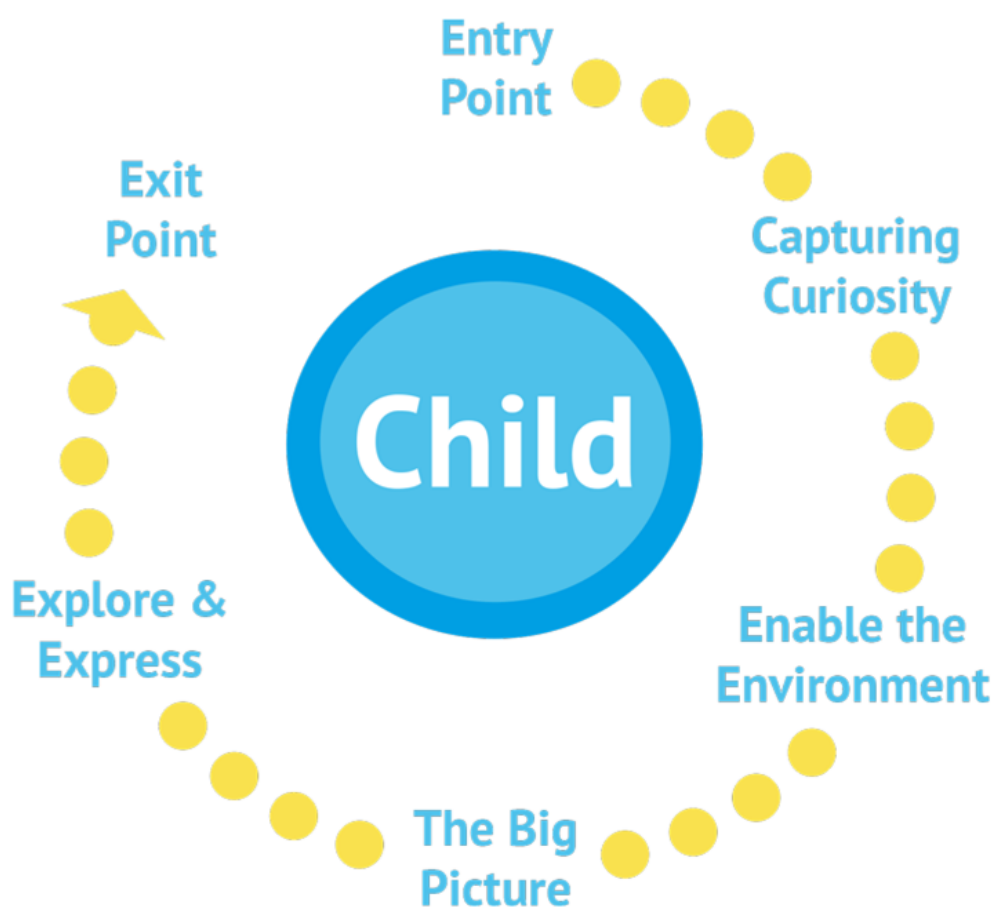
INDEPENDENCE & INTERDEPENDENCE	COMMUNICATING	ENQUIRING	HEALTHY LIVING & PHYSICAL WELL-BEING
<p>Focuses on developing personal, social and emotional development.</p> <p>This strand links to:</p> <ul style="list-style-type: none"> • The IEYC Personal Goals • The IEYC International Dimension 	<p>Focuses on communicating through:</p> <ol style="list-style-type: none"> 1. Speaking and Listening 2. Reading 3. Writing 4. Number 5. Shape and Measures 6. ICT and Computing 7. Expressive Arts and Creativity 	<p>Focuses on developing the skills of enquiry through exploring:</p> <ul style="list-style-type: none"> • People • The world 	<p>Focuses on developing a positive attitude to:</p> <ul style="list-style-type: none"> • Health • Self care • Physical Activity

The Learning Process

The IEYC Learning Outcomes have been developed to help guide children's learning and development and support reflective teaching practices. In this way, the IEYC Learning Outcomes contribute to the evaluation of and planning for personalised learning.

The IEYC suggests that by the end of the curriculum, children will have typically developed knowledge and an increasing understanding of specific aspects of learning and development, and the skills of being able to demonstrate learning and development in practical ways. There will be differences in when and how learning takes place, and when children can demonstrate what they know and what they are able to do. We believe that it is more important to focus on IEYC Learning Principle 2: Children should be supported to learn and develop at their own unique pace, in conjunction with the other seven IEYC Learning Principles, rather than to focus merely on achievement alone.

The IEYC process of learning captures children's natural curiosity as a starting point and within the proper environment balances child-initiated and teacher-guided learning.



The Learning Process

Entry Point

An Entry Point should be planned in a way that makes it possible for teachers to observe, talk to children and capture each child's curiosity so that interests can be developed as the IEYC unit of learning progresses.

Capturing Curiosity

The process should continue as the IEYC unit of learning evolves; it requires teachers to observe, listen, question and reflect on what children are interested in. Capturing a picture of what children are curious to explore and learn about is essential to planning a learning environment that enables children to engage, play, explore and develop knowledge, an increasing understanding, and new skills.

Enable the Environment

An environment that is enabled for learning is one where children feel safe to explore and provides opportunities for social, emotional and personal development to take place. An enabled environment is not static; it is developed over time by responding to each child's learning journey as an IEYC unit of learning progresses.

The Big Picture for: Teachers, Children, The Home

Provides teachers, children and the home with an overview of an IEYC unit of learning. It prepares children for new learning experiences, whilst at the same time helps establish connections with previous learning. The Big Picture also provides further opportunities for Capturing Curiosity.

Explore and Express

Provides children with opportunities to engage in Phase Level IEYC learning activities that have been holistically designed around the Learning Strands.

Exit Point

Provides opportunities for children to reflect, share and celebrate what they have learned. Exit Points are often used to share and demonstrate learning with parents and we thank you in advance for your support with this.

Learning in the Early Years

Early Years Principles at Panaga School

A Unique Child

We recognise that every child is a competent learner and endeavour to support children in becoming resilient, capable, confident and self-assured. We value and respect the diversity of individuals and families and recognise that children develop in individual ways and at varying rates.

Enabling Environments

The learning environment plays a key role in supporting and extending children's development. Learning areas both indoors and outdoors are organised to encourage children to explore and to learn by providing inspiring and motivational resources, and to locate equipment and resources independently. In Mendaram, we have enclosed and exciting outdoor areas, which offer children opportunities to explore, use their senses and be physically active. Some children learn with an enthusiasm and motivation outdoors that is not displayed indoors, and as educators we want to harness that enthusiasm and use it as a vehicle for learning.

Outdoor play offers learning through movement and action and is an outlet for release of energy. Other aspects of the curriculum such as mark making, number work and enquiry are also a key part of this environment. The outdoor classroom is used to enrich the curriculum. We grow plants, look at mini-beasts in their own habitat, and experiment with the foundations to mathematical concepts such as capacity, shape, space and measurement. We use open-ended resources such as wooden planks, crates, lengths of fabric etc. alongside commercial resources to stimulate creative thinking and problem solving. By its very nature, outdoor learning may present more risks than indoor learning as we encourage children to move and be physically active. Children have the opportunity to discover what their bodies are capable of, and the environment is carefully structured to allow the children to be physically adventurous. All activities are monitored for a compromise between safety and challenge. However, there will almost certainly be the odd scraped knee and bruise, as children play and experiment.

We ask that you give us your full support for outdoor learning by providing your child with suitable clothing, and not minding too much when your child comes home a little messy with paint, mud or sand (or all three!).

Positive Relationships

We understand children learn to be strong and independent from secure, warm and friendly relationships and we work hard to ensure children feel safe, valued and cared for. Key persons are introduced in Pre-Nursery and will continue into Nursery. This allows the children to form a special relationship with a staff member who they feel secure with, beyond their class teacher.

We also aim to develop caring, respectful, professional relationships with children's families and carers. We recognise that parents have a continuing role in educating their children and we aim to work in partnership with parents to achieve the best outcome for the children in our care.

Learning in the Early Years

Characteristics of Effective Learners

We know that from our own teaching experience and from observing family and friends that children and indeed adults learn in different ways. When planning and supporting children we think it is important to consider the different ways children learn and reflect this in how we teach, organise our learning environment and support individual children and groups of children. At Panaga School we focus on how children learn rather than what children are learning. These characteristics encompass children from birth to the end of Primary One and children will demonstrate them in different ways depending on the developmental level of the child:

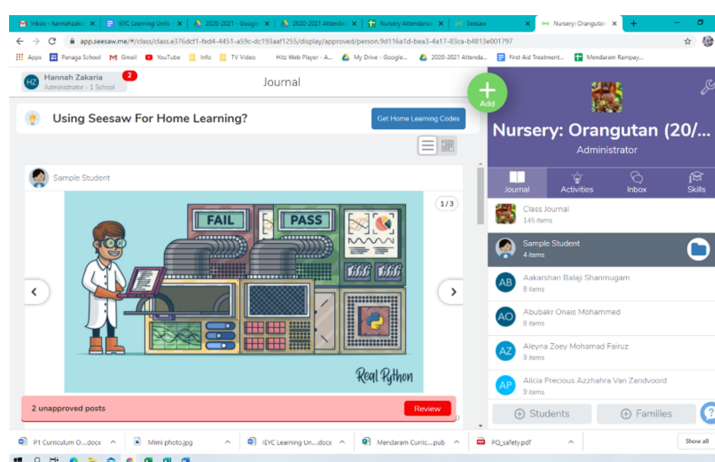
Playing and exploring - engagement	Finding out and exploring Playing with what they know Being willing to 'have a go'
Active learning - motivation	Being involved and concentrating Keeping trying Enjoying achieving what they set out to do
Creating and thinking critically - thinking	Having their own ideas Making links Choosing ways to do things

Next Steps - Seesaw

You will be informed about your child's learning and progress through their seesaw. Each child has their own personal portfolio which is added to by the class teacher and learning support assistants. These provide an ongoing picture of the child's progress and development from Pre-Nursery through to Primary One. Once your child has started at Panaga School you will receive a QR Code to access. As a parent you can also share your observations with the class teacher using seesaw, together this provides a powerful tool in the home school partnership to support your child's learning.

The web link below will provide additional information about seesaw and its features.

<https://help.seesaw.me/hc/en-us/articles/115003713306-What-is-Seesaw->



Our Provision

Learning and Development

Within their Early Years, children possess the capacity to undergo a rapid period of intellectual, social and physical growth. It is therefore a crucial period for development and one on which the foundations for later learning are laid. They will be encouraged to make decisions to develop confidence and independence. In response, teachers very carefully observe children to understand what they can do, how children are learning well and use this information to plan the next steps in learning. Whenever possible, the children's interests are used to inspire and fully engage them. We plan opportunities for children to think creatively alongside other children as well as independently, and actively encourage children to communicate with one another as they investigate and solve problems. Learning can take place indoors or outdoors and children are encouraged to follow their own interests and fascinations to deepen their learning experiences. As teachers, we will facilitate development of knowledge, skills and understanding.

All learning outcomes for each of the four learning blocks are differentiated individually according to each child's developmental needs.

Communication & Language

Across Mendaram, communication and language is a main focus. We encourage children to share their thoughts and ideas in our nurturing environment. We provide varied opportunities for speaking and listening, on a one-to-one basis and in larger groups. From this children begin to interact collaboratively with their peers and familiar adults. They also begin to negotiate plans and develop talk through play, using language to recreate and imagine experiences.

We take care to ensure that children can begin to reflect on their learning through supported whole class discussions where teachers model language use and extend vocabulary. Our vision is to enable children to express their ideas in a coherent and creative way, making them active learners not just in terms of their communication skills, but throughout all areas of the curriculum.

We challenge children to explore, enjoy, learn about and use words and text in a broad range of contexts and experience a rich variety of books. Children engage in a hands-on experience which allows them to participate in their developmental journey towards becoming a reader and writer. Imaginative role play enables the children to act out, explore and represent their ideas in a range of situations.



Mr Gumpy's car was stuck in the Nursery play area one morning . The children had to help him start it! Then told stories about his visit.



Our Provision

Communication & Language (continued)

During the **Pre-Nursery** and **Nursery** years our focus is on Phase One of Letters and Sounds. We concentrate on developing children's speaking and listening skills and the foundations for the phonic work which starts in Phase 2. (Primary One) Our emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. During the Nursery year we focus on tuning in to sounds (auditory discrimination), listening and remembering sounds (auditory memory and sequencing) and talking about sounds (developing vocabulary and language comprehension). Children are introduced to the phonetic alphabet during the Nursery year to develop their auditory discrimination and vocabulary. We use the Jolly Phonics multisensory approach to support the children's learning.

By the end of the Nursery year the children will have experienced a wealth of listening activities, including songs, stories and rhymes. They will be able to distinguish between speech sounds and start to blend and segment words orally. Some children will also be able to recognise spoken words that rhyme and will be able to provide a string of rhyming words. Our focus on Phase One phonics and Drawing Club set the foundation and supports the development of later reading and writing skills.

Mathematics

An intuitive sense of number begins at a very early age. At Panaga School we foster a love of mathematics and encourage all children to be enthusiastic, curious and motivated. We aim to turn the abstract world of mathematics into an exciting place and we find 'ways into mathematics' for all children, developing a learning environment that supports mathematical thinking. Through our provision, children explore mathematical skills in areas that interest them, such as counting the number of cars on the track or measuring the length of the plants in our garden.





Activities and hands-on experiences facilitate children exploring 'real life' mathematics. Role play has a vital role within our environment and enables our children to use and apply their mathematical thinking in a relevant way and develop their mathematical vocabulary alongside this. For example, the vets surgery encourages the children to measure bandages for the poorly pets, write labels for the medicine bottles suggesting how many spoonfuls are needed and how many times a day the medicine should be taken. A class café provides the children with an opportunity to share food equally between customers and to use money to pay for their meal.

One of our key aims is to develop the children's number sense. Learning to count with understanding is a crucial number skill, but other skills, such as subitising, need to develop alongside counting to provide a firm foundation for number sense. We focus on important skills that contribute to and lay the foundations for more advanced skills later in school. We aim to equip the children with a love of mathematics and solid mathematical foundation upon which all subsequent learning will be built. We aim to equip the children with a love of mathematics and solid mathematical foundation upon which all subsequent learning will be built.

International Early Years Curriculum

The learning units 2023-2024 in Mendaram are:

Pre-Nursery & Nursery teachers have listed the following IEYC learning units, however these can change as they plan following the interests and needs of the children each half term.

	Term 1	Term 2	Term 3
<p>PN/N</p> <p>IEYC</p>	<p>This is Me/Chattering Children</p> 	<p>Imagine That</p> 	<p>Animal Rescuers</p> 
	<p>The World Around Us</p> 		<p>Once Upon a Time</p> 