



Healthy Habits, Entry Point
IEYC Subscribing school, Malaysia



INTERNATIONAL
CURRICULUM
ASSOCIATION



‘Introducing the IEYC’



PRASAN GATEWAY
International School

The International Curriculum Association

- Established over 30 years ago
- International curriculum for 2-14 years old
- Professional learning for teachers and leaders
- Accreditation



15,000
TEACHERS



1,000+
SCHOOLS



90+
COUNTRIES



What is the IEYC?

The vision of the International Curriculum is to inspire learners to be active and reflective thinkers who lead their own learning now and in the future.

The IEYC was designed after analysis of 4 leading early years curricula from around the world.



SINGAPORE:
Nurturing Early
Learners



ENGLAND:
The Early Years
Foundation Stage



NEW ZEALAND:
Te Whariki



SWEDEN:
Laroplan
Farskolan 98



A philosophy (that uses current early years research)

A pedagogy (promoting child action and participation)

A process (that best guides young children's learning)

The **philosophy, pedagogy** and **process** of the International Curriculum are all aimed at **improving learning.**



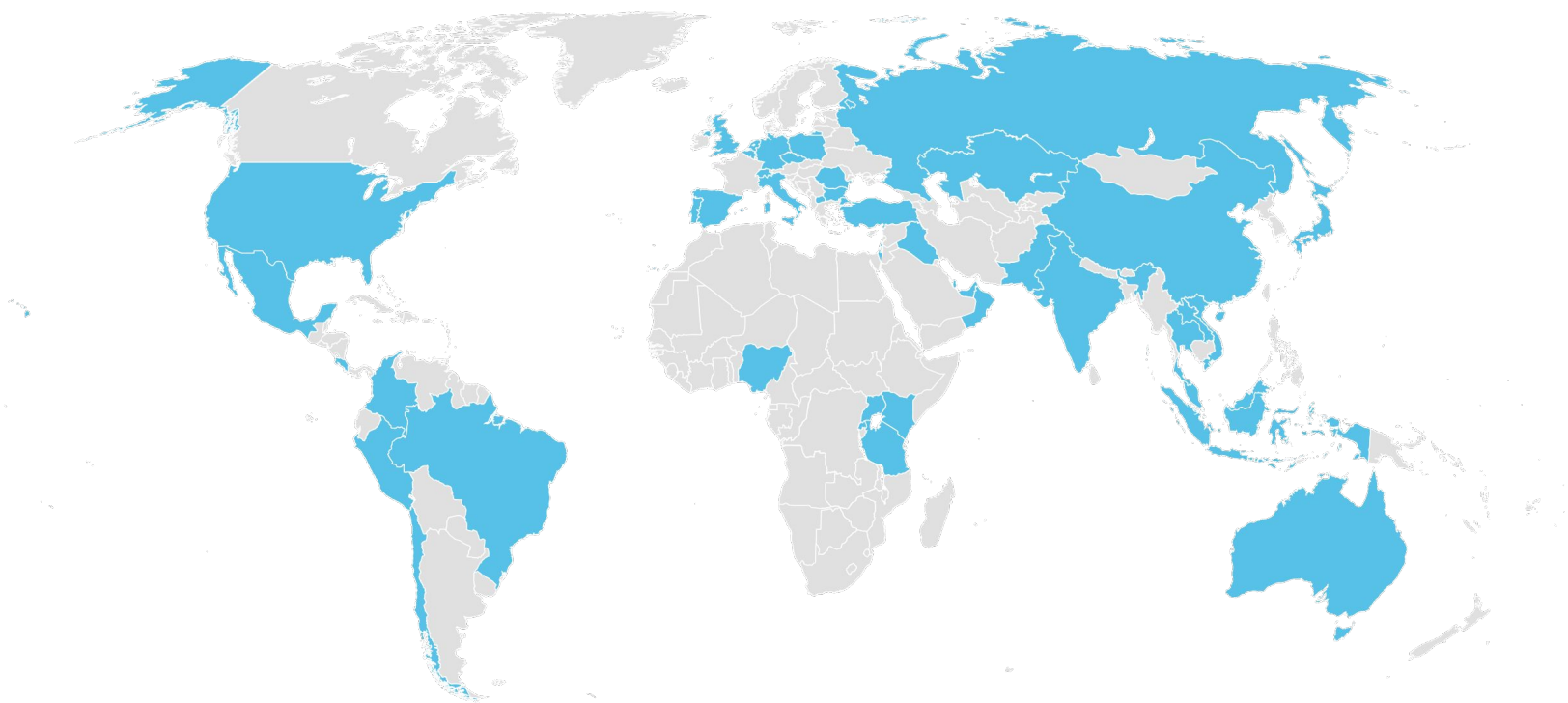
The IEYC around the world

2016
launched

2-5+
year olds

600+
schools

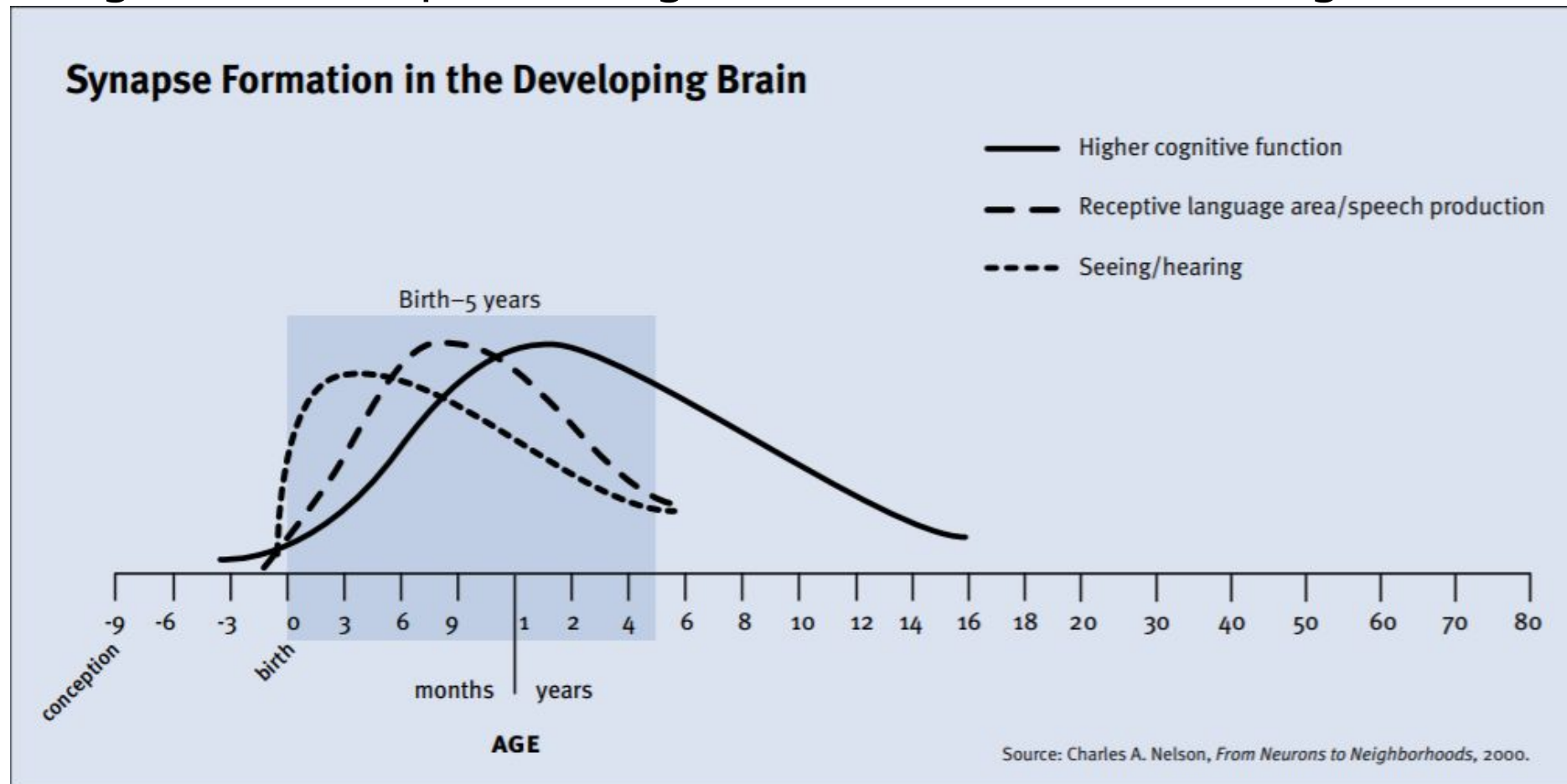
65
countries



Learning and development in the earliest years of life

Multiple studies have shown:

Learning and development begins before birth and changes the brain



Learning and development in the earliest years of life

Multiple studies have shown:



Learning and development is constructive, cumulative and complementary

Learning and development in the earliest years of life

Multiple studies have shown:



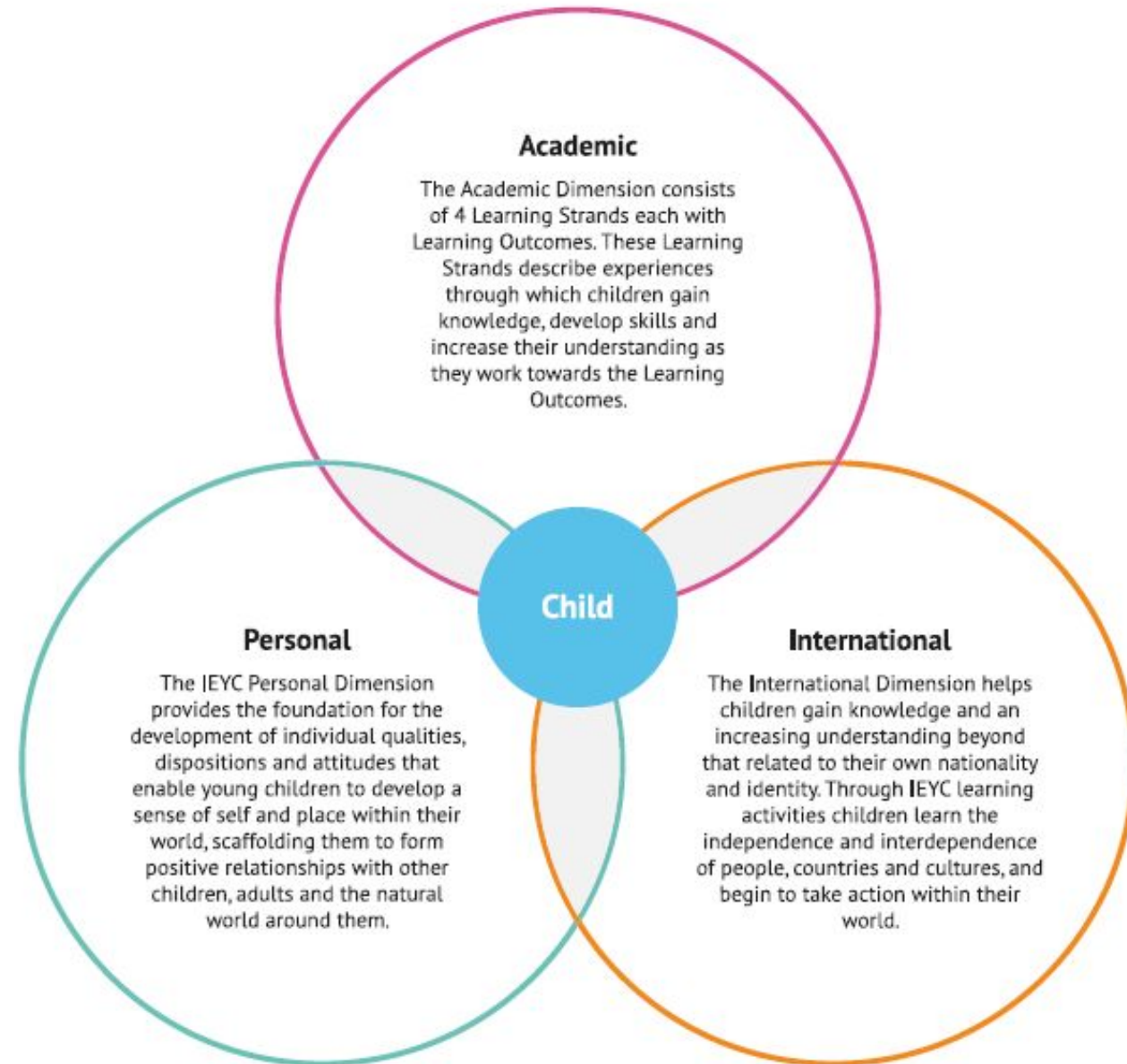
Significant amounts of learning and development happens between 2-6

Learning with the IEYC

The IEYC focuses on 3 types of playful learning, encompassing the key domains of learning within the earliest years of life.

Playful Learning Experiences

- are social; children play alone and with others.
- are meaningful, allowing children to **explore** thematic learning, and interests and ideas.
- unfold, nurturing and stretching creativity and capabilities as children **express** their learning.
- persist, providing opportunities and possibilities to **extend** experiences within and across learning spaces.
- contribute to pathways of learning within which children **explore**, **express** and **extend** their learning and development.



Why Playful Learning?

The Effective Pre-school, Primary and Secondary Education, or EPPSE, Project (UK) finds that attending pre-school impacts:

- 1) At school entry (5 years old)
- 2) Through primary education (6, 7 & 11 years old)
- 3) Through secondary schooling (at 14, 16 & beyond 16 years old)

These effects were further increased by the most effective settings.

The most effective schools/settings use 'play' environments to provide the basis of instructive learning.

The quality of pre-school positively influenced pupil's own views on the extent to which they reported, they 'enjoyed school'.

The IEYC Personal Dimension

The IEYC Personal Dimension identifies 8 Personal Learning Goals that are acknowledged, valued and celebrated as children demonstrate the qualities and attitudes from each.

• Adaptable	• (a) Collaborator	• (a) Communicator	• Empathetic
• Ethical	• Resilient	• Respectful	• (a) Thinker

The IEYC International Dimension

The IEYC International Dimension supports young children to:

- engage with, and enjoy, the natural world,
- begin to acknowledge and accept differences,
- consider choices and long-term consequences, and
- strengthen their capacity to take action and make a difference.

IEYC International Dimension	International Mindedness	Sense of Their World
		Sense of Other
	Global Competence	Sense of Their Place in the World
		Taking Action with Others

The IEYC Academic Dimension

The Academic Dimension is underpinned by a set of four Learning Strands that each identify specific Learning Experiences and Learning Outcomes.

INDEPENDENCE & INTERDEPENDENCE	COMMUNICATING	ENQUIRING	HEALTHY LIVING & PHYSICAL WELL-BEING
Focuses on developing: • Personal development • Social development • Emotional development	Focuses on communicating through: 1. Speaking and Listening 2. Reading 3. Writing 4. Number 5. Shape and Measures 6. ICT and Computing 7. Expressive Arts and Creativity	Focuses on developing the skills of enquiry through exploring: • People • The World	Focuses on developing a positive attitude to: • Health and Self-Care • Physical Well-Being

The Learning Experiences for each Learning Strand describe the experiences through which children will make progress towards the Learning Outcomes.

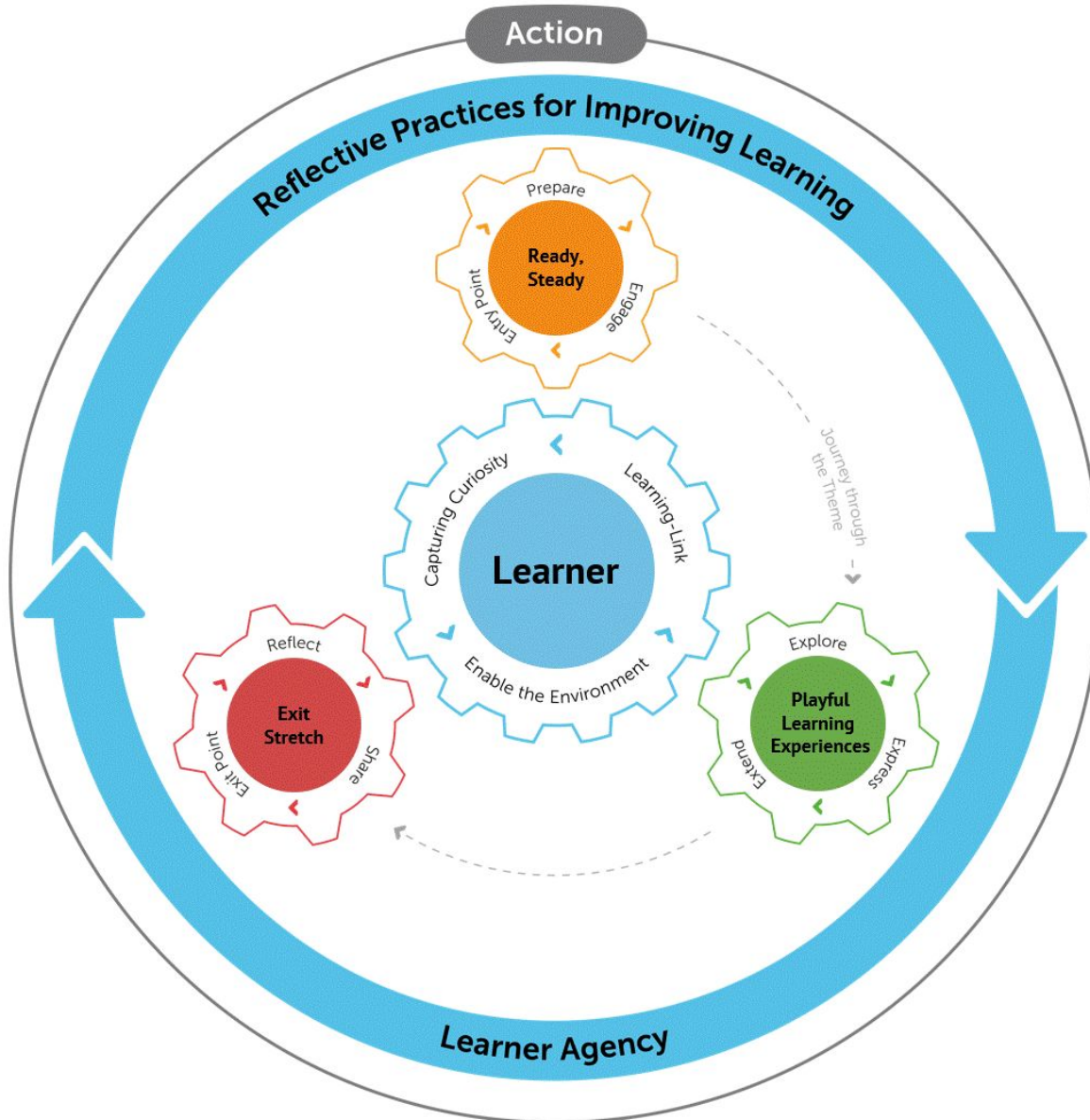
The IEYC Academic Dimension in action

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**Imagine That!,
Accredited IEYC School, USA**

The IEYC Process to Facilitate Learning for All



The IEYC Process to Facilitate Learning supports teachers to provide your child with activities, experiences and interactions that are engaging, enjoyable and designed especially for young children.

The IEYC Process to Facilitate Learning ensures that children are enabled to **engage with, build upon, and consolidate** their learning experiences.

IEYC Curriculum Guide, p19.

The Learner Cog

Capturing Curiosity

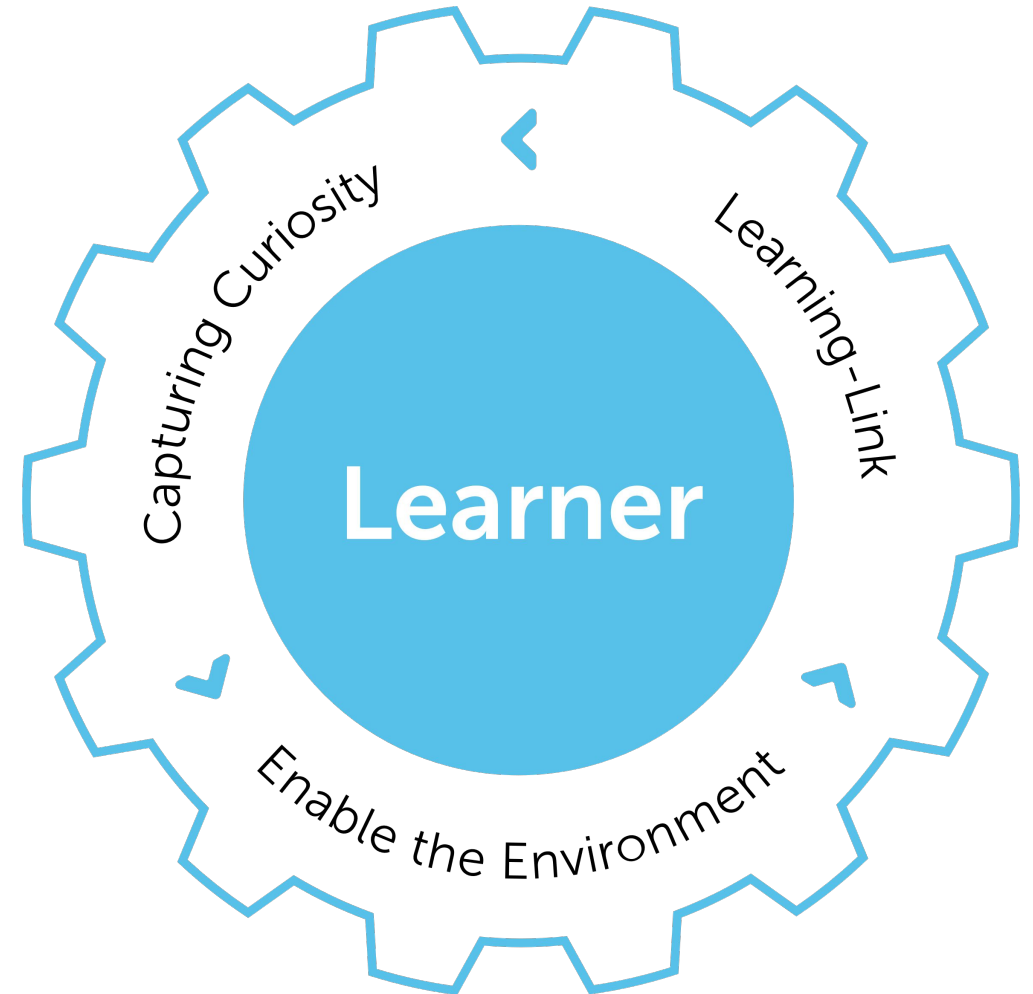
Young children have a maximum predisposition for learning. A child's self-initiated learning experiences are key to improving learning

Enable the Environment

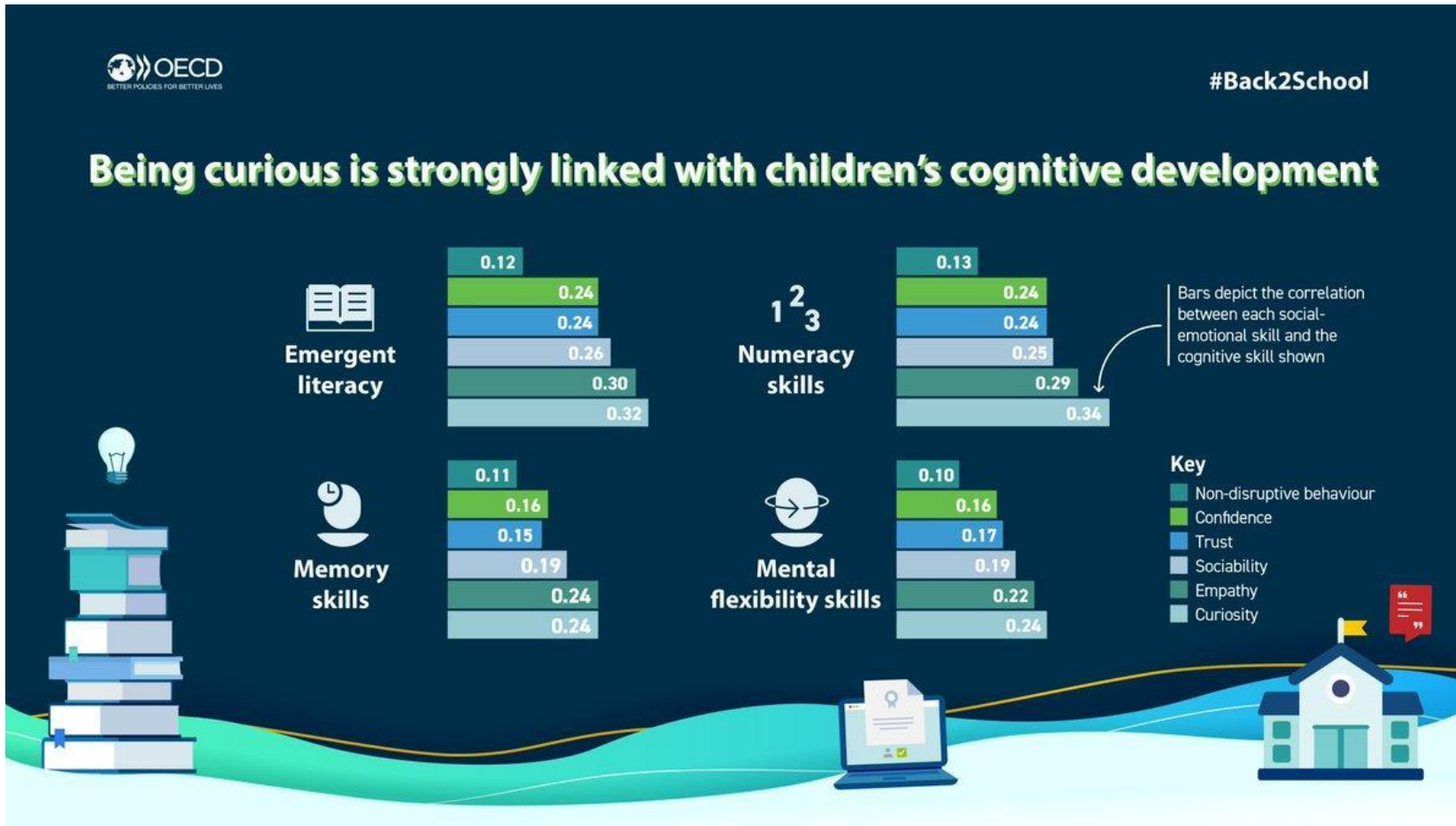
Early learning environments are dynamic spaces. Being responsive to a child's interests, learning and development is key to improving learning.

Learning Link

Parents are pivotal to early learning. Collaboration between home and school is key to improving learning.



Why is curiosity important?



“5-year-olds who demonstrated curiosity showed higher levels of emergent literacy and numeracy skills.”



from

[International Early Learning and Child Well-Being Study \(OECD 2022\)](#)

Thematic Learning within the IEYC

IEYC themes detail rigorous activities and learning experiences, designed to support young children to learn and develop.

Each is designed to nurture, in children and their families, curiosity and interests within a broad theme.

The home-school partnership is known as the **Learning-Link**.



Dinosaur
Detectives



Weather
Wonders



To The Rescue!



Imagine That!



Going Places



Blast off!

IEYC Unit - Healthy Habits



Our aim is to nurture happy, capable and resilient children. Early childhood development and lifelong health are deeply intertwined, so it is never too early to focus on a child’s health and well-being.

This unit of learning provides children with a gentle introduction to the personal and interpersonal skills that they will need, and will continue to develop, throughout their life.

Thematic Learning within the IEYC

Ready, Steady	Playful Learning Experiences				Exit Stretch
	Learning Block 1: Healthy Bodies	Learning Block 2: Feed the Brain	Learning Block 3: Myself and Others	Learning Block 4: Free to be Me	
Entry Point	Doctors and Nurses	Food, Glorious Food	How do I Feel?	Big Art	Exit Point
	Wash Our Hands	Fabulous Fruit	Calming Down	And Relax...	
	Healthy Hearts	Eat Your Greens!	Time For Bed	Mindful of Nature	
	Brush Our Teeth	Wake Up to Breakfast!	Let’s Be Friends	Learning Together	
	Dancing Bones	Little Chefs	Be Brave	We Can Dance!	
Journey Through the Theme	Action: Hygienic hand washing and water usage				Meeting

Each IEYC unit is based around a broad theme for learning; each theme has 4 Learning Blocks that further describe this learning.

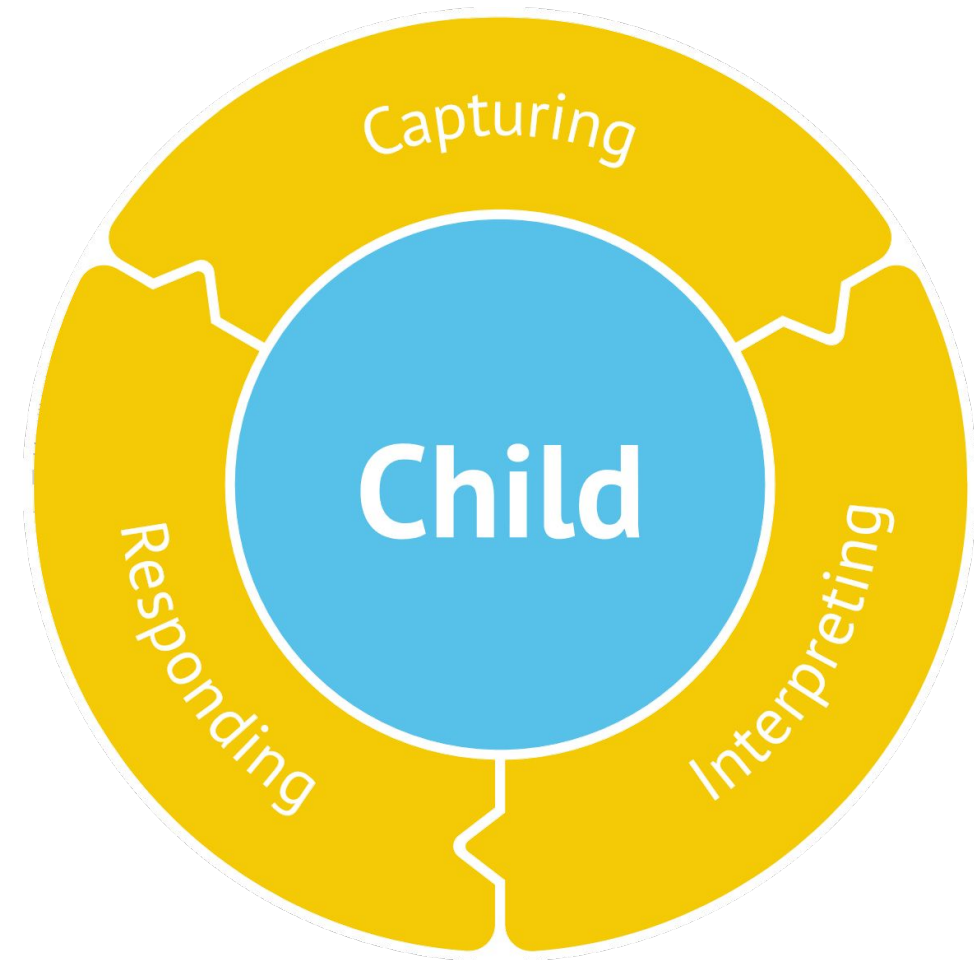
Each Learning Block provides suggestions for different multisensory activities; each has been specifically designed to improve learning in the earliest years of life.

Reflective Practices for Improving Learning

The IEYC Reflective Practices for Improving Learning cycle helps teachers and parents work together to better understand:

- your child as a learner,
- what they are curious about, and
- the learning that develops from these interests.

IEYC teachers use this information to make sure that your child's learning journey progresses towards the IEYC Learning Outcomes.



‘The IEYC is the curriculum I carry in my pocket when I am with my child. The themes guide what I choose to focus with my child on at home, at the park, in shops,...anywhere really.’

IEYC parent, India



How you can get involved (The Learning-Link)

- Ask your child's teacher about the learning they did at school and how you can support their IEYC learning at home.
- Talk to your child about their day at school.
- Read the Home Letter for each IEYC theme with your child.
- Use the Home Letter during the theme to understand their planned Learning Journey
- Join in with Entry and Exit points.
- Share with your child's teacher any learning or progress your child demonstrates at home.

Source: Accredited IEYC Kindergarten, Hong Kong

<https://www.facebook.com/SmallWorld.HK/posts/10164873176125533>

Each IEYC activity provides suggestions of ways to work with parents to create home learning experiences that support children's thematic learning outside of school.

Learning-Link opportunities

Families could be encouraged to make paper planes with their children and test them. There are many videos and tutorials online to make different designs. Children could make and decorate their favourite planes and then bring them to the setting for a 'flight tournament' to see whose plane can travel the furthest.

Ask families to make their own video tutorial or instructions on how to make their family plane. They could also add or embed a video of them flying it. If families respond to challenges, get them to measure the distance their plane travels with one throw.

How you can get involved? (The Learning-Link)

Not only parents, also grandparents and grandmothers are involve in students experiences. Here is a presentation of some of them during a class of "PRESS IT ! CLICK IT !", this virtual sessions opens a wide of a virety of human resources for the students. We are so happy for that!



[Download this resource](#)

IEYC Subscriber School, Peru