



# The IEYC Dimensions of Learning and Development



This *IEYC Dimensions of Learning and Development* document for the International Early Years Curriculum (IEYC) has been developed by, and is considered property of, Fieldwork Education, registered as a UK limited company with the company registration number of 03299897.

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## Introducing the International Early Years Curriculum (IEYC)

The IEYC is a contemporary, progressive and evolving research-informed Early Years curriculum, recognising international best practice and the developmental needs of 2–5-year-olds. It encompasses all domains of learning relevant to the Early Years and emphasises holistic learning and playful approaches. Central to the IEYC is the belief in, and commitment to, the holistic development of each child through enjoyable and playful personal, international and academic learning experiences that prepare them for opportunities and challenges now and in the future.

The IEYC is designed to support teachers to lead and improve learning by inspiring learners to be active and reflective thinkers who are able to lead their own learning. It provides a contemporary perspective on international Early Years education that supports teachers as they help children learn effectively and with enjoyment.

The IEYC is a perfect tool for the transition phase, forging a seamless link between early and formal education; in settings and countries where Early Years education goes beyond the age of five years the IEYC can be easily extended to include older children.

## Learning and Development within the IEYC

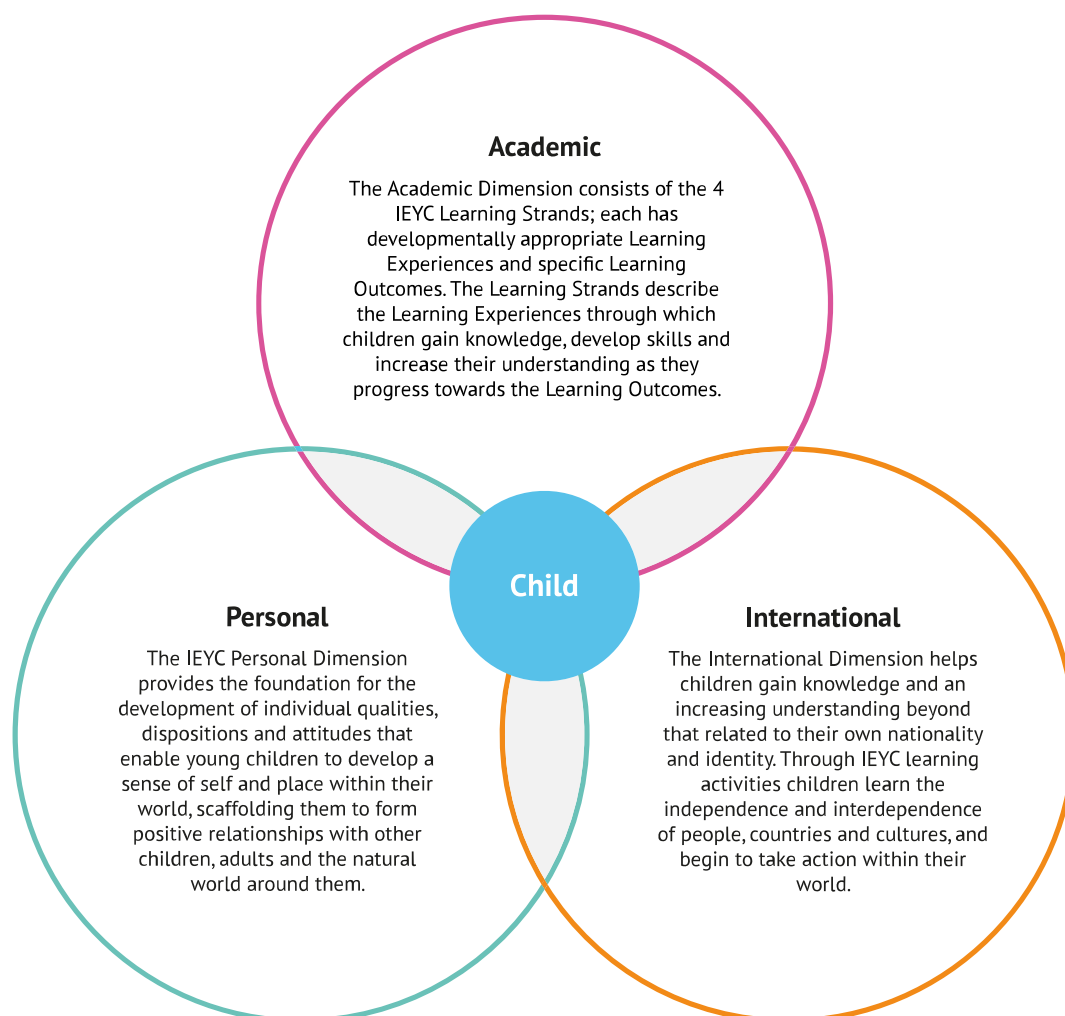
*“Learning is the process of extending and consolidating our neuronal connections as we acquire knowledge, develop skills and deepen our understandings.”*

This neuroscientific description of learning has been expanded to make it more meaningful and useful to both teachers, leaders, children and their families in the IEYC. The expanded working definition is available on the MyFieldwork Curriculum Portal.

Within the IEYC, learning and development are used together to acknowledge the growth process within which all young children learn. Development is understood to be a specific type of learning that happens ‘when new synapses and circuits are undergoing growth and maturation’ (Nelson, 2017, p.84). Children in the earliest years of life are undergoing the most intense period of human growth and change, and have an innate urge to explore, learn about and master their world. A great deal of learning and development will occur naturally within child-initiated playful learning experiences. However, a significant amount will benefit from shared interactions with familiar and skilled adults.

## The IEYC Dimensions of Learning and Development

The IEYC recognises the holistic nature of learning through the first foundation of the IEYC, *'Child-focused Personal, International and Academic Dimensions of Learning and Development'*, representing the key domains of learning within the earliest years of life. The IEYC Dimensions provide the context within which schools and teachers support children's holistic learning and development.

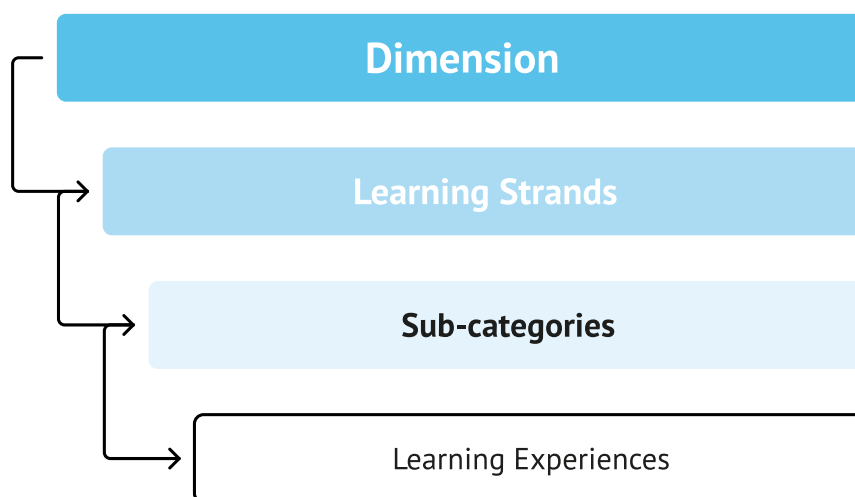


**Figure 1:** Child-focused Personal, International and Academic Dimensions of Learning and Development

The IEYC Dimensions are designed to complement each other. They provide children with breadth of experience, encouraging holistic approaches to learning and development; overlap between the Dimensions, Learning Strands, sub-categories, and Learning Experiences is intentional. In this way the three IEYC Dimensions provide an inter-related and mutually reinforcing approach to early learning and development; children engaged in IEYC activities will demonstrate learning and development within and across all three Dimensions.

The IEYC Dimensions of Learning and Development have a consistent structure to gradually refine the focus of learning and support stakeholders by providing a common language and framework to support Reflective Practices for Improving Learning.

Each Dimension is divided into Learning Strands (in the Personal Dimension each Personal Learning Goal can be regarded as a Learning Strand). Each Learning Strand is then divided into sub-categories. Each sub-category has a number of IEYC Learning Experiences.



**Figure 2:** Dimensions of Learning and Development hierarchy

IEYC Learning Experiences describe the ways in which children will learn, develop and make progress within the Dimension, Learning Strand, and sub-category; these Learning Experiences can be either child-initiated or teacher-scaffolded. The IEYC recognises that achieving a balance between these two contexts is an important component in improving learning.

The IEYC encourages teachers to embrace the interconnected nature of early learning, inspiring enjoyable, engaging and rigorous holistic learning and development for all. The IEYC provides schools and their communities with the opportunities to explore the extraordinary possibilities for learning and development that are available to children within the earliest years of life.



## The IEYC Phases of Development

Children demonstrate different capabilities in different contexts. As learning and development within the earliest years of life is non-linear and varied, the IEYC Dimensions of Learning and Development can be described using two distinct phases of learning and development:

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

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

Within the IEYC Dimensions the Phases can be used to consider and illustrate the progression within the IEYC. For example (PLG: Adaptable), 'showing interest and involvement' will be different for children within Phase A or B. This developmental difference could be demonstrated by:

- how the child shows interest,
- the length of the child's involvement, and/or
- the metacognitive strategies the child used to extend involvement.

The Phases are associated with emerging cognitive processes; developing Theory of Mind and Metacognition are clearly evident within them. For the Personal and International Dimensions Phase A describes experiences that are independent and/or concrete and multisensory, whereas Phase B describes experiences that are shared and promote abstract thinking.

Phase A Learning Experiences provide a supportive context for learning and development, enabling children to consolidate prior experiences. Such an approach may nurture capabilities, scaffolding children's learning as they extend into Phase B Learning Experiences.

Early learning is very much context driven, the same child will demonstrate different capabilities in different spaces. It is expected that, at times, a combination of both Phase A and B Learning Experiences will be appropriate for some children, whilst at other times their interests and developmental needs may fall specifically in either Phase A or B.

Whilst the IEYC recognises the non-linear nature of learning and development for this age-range, some settings find it useful to consider Phase A learning experiences typically suited 2- to 3-year-olds, and Phase B learning experiences typically suited to 4- to 5-year-olds. Phase A tasks can be helpful to consolidate previous learning and, for children requiring more of a challenge, Phase B tasks will support new learning.

Children benefit when their learning experiences are both meaningful and developmentally appropriate; each needs time, space, and pace to repeat, process, consider, and enjoy their learning and activities. Continually striving to gain new knowledge and develop new skills may not improve learning.

## The IEYC Personal Dimension

The IEYC Personal Dimension helps children to develop a strong sense of curiosity, confidence, and capability. It acknowledges the importance of personal development in the earliest years of life, ensuring that the IEYC nurtures deep, broad and enriching dispositions that improve children's learning, within the IEYC and in the future. The IEYC Personal Dimension provides the foundation for the development of individual qualities, characteristics and attitudes that enable young children to develop a strong sense of self.

As children engage in planned and spontaneous experiences, interactions and activities, the Personal Dimension cultivates a set of ways of approaching challenges, strongly shaping attitudes and capabilities as thinkers and learners. The Personal Dimension identifies 8 Personal Learning Goals that aim to develop character and attitudes. They are constructed with the following preceding sentence: 'I am being (Personal Learning Goal) if I am...'

The 8 Personal Learning Goals are all things we can be:

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

The importance of personal development in the earliest years of life means it is recommended that teachers support children in identifying and developing their understanding of the Personal Learning Goals they demonstrate within, across and through their IEYC Learning Experiences.

The Personal Learning Goals are not intended to be assessed and therefore the IEYC Personal Dimension identifies no Learning Outcomes. However, the ongoing development of personal characteristics, attitudes and qualities associated with the IEYC Personal Learning Goals are there to be acknowledged and celebrated.

To support schools and their stakeholders in improving learning, each Personal Learning Goal has been further defined into sub-categories. These sub-categories are intended to help teachers, leaders, families and children to understand how the Personal Learning Goals overlap and can be demonstrated by children.

This framework can be used by schools as the starting point for Reflective Practices for Improving Learning to create their own understanding of the Personal Learning Goals. We recommend that these sub-categories and statements of demonstration are developed with all stakeholders to create community definitions of the Personal Learning Goals and the ways in which children can identify and demonstrate their developing capabilities; at school, at home and beyond.

**Learning and development within the earliest years of life is non-linear and varied; it is expected that children will demonstrate capabilities within and across these sub-categories, showing different aspects of becoming (the PLG) dependent on the context.**



The IEYC Personal Dimension		
PLG	Sub-category	I am being Adaptable if I am...:
Adaptable	Curiosity	Demonstrating interest and involvement Showing a sense of satisfaction
	Self-talk	Narrating my own actions Expressing my intentions
	Independence	Doing things for myself Directing my own learning
	Flexibility	Exploring different ways to learn. Showing that I am open to the ideas of others
PLG	Sub-category	I am being a Collaborator if I am...:
(a) Collaborator	Purpose	Working towards a goal Explaining my ideas, intentions, and plans
	Sense of other	Sharing space and resources Acknowledging others around me Seeking others for experiences
	Participation	Demonstrating focus in independent, and shared, activities Expressing my ideas, thinking and needs
	Teamwork	Taking turns Sharing ideas, tasks, roles and responsibilities Acknowledging the contribution of others
PLG	Sub-category	I am being a Communicator if I am...:
(a) Communicator	Attention	Watching others as they play and learn Focusing only my own activity Able to shift my attention
	Listening	Acknowledging Reacting to others Responding through action, gesture and talk
	Intent – body language and gesture	Expressing my needs and feelings through my behaviour Using common gestures to convey meaning Using body language to support talk
	Intent – speech	Expressing needs through talk Using words within activities Explaining actions, feelings and thinking through talk
	Multilingualism	Using a home language Switching between languages Using different languages in different contexts
	Thoughtful communication	Seeing the impact of my actions and words (on myself and others) Using different ways to communicate with different people Showing an awareness of the impact of my communication

<b>PLG</b>	<b>Sub-category</b>	<b>I am being Empathetic if I am...:</b>
Empathetic	Sense of other	Sharing space and resources Acknowledging others around me Seeking out others for experiences
	Care	Showing concern for familiar peers and familiar adults. Being kind or showing consideration for others beyond my friendship group
	Thoughtful communication	Aware of my own, or others', feelings and emotions Seeing the impact of my actions or words (on myself and others)
<b>PLG</b>	<b>Sub-category</b>	<b>I am being Ethical if I am...:</b>
Ethical	Sense of other	Sharing space and resources Acknowledging others around me Seeking out others for experiences
	Choices	Exploring cause and effect Making choices
	Consequences	Exploring boundaries Seeing the impact of my actions and words
	Ethics in school and my local environment	Building relationships outside my immediate environments Following routines and rules Explaining my choices and their impact
<b>PLG</b>	<b>Sub-category</b>	<b>I am being Resilient if I am...:</b>
Resilient	Trust	Showing a sense of belonging Seeking out others for support
	Co-regulation	Accepting support from familiar adults and peers Coping with strong emotions
	Self-regulation	Managing my emotional responses Overcoming disappointment and loss
	Tenacity	Developing skills Persisting when challenged Overcoming difficulty
<b>PLG</b>	<b>Sub-category</b>	<b>I am being Respectful if I am...:</b>
Respectful	Care	Showing concern Being caring to myself, familiar adults and peers
	Choices	Exploring cause and effect Making choices
	Consequences	Exploring boundaries Seeing the impact of my actions and words (on myself)
	Other	Seeing the impact of my actions and words (on others) Modifying my behaviour in response to reactions

PLG	Sub-category	I am being a Thinker if I am...:
(a) Thinker	Curiosity	Showing interest and involvement Investigating through repeated actions Asking questions
	Creative thinkers	Using resources across the learning environment Suggesting options
	Self-talk	Narrating my own actions. Expressing my intentions.
	Metacognitive thinking	Modifying my actions as I repeat experiences Using metacognitive words as I revisit or reflect on my activity
	Critical thinkers	Exploring different ways to play and learn. Explaining my actions, ideas or thinking

The IEYC Personal Dimension aims to nurture the personal qualities upon which a strong sense of self can be constructed; these qualities are further strengthened as the child connects, communicates and collaborates with others.

## The IEYC International Dimension

Children explore and experience the world within an environment of relationships. It is within this environment that children increasingly become aware of their own intentions, feelings and thinking, and begin to understand that other people have motivations, beliefs and perspectives that are distinct and may be different from their own. A developing sense of other is the basis of social interaction and an essential foundation of international mindedness.

The development of an inquisitive mind and a sense of curiosity about the world and its people is essential for international learning, encouraging children to investigate the world beyond their own experience. This enables children to experience and explore social contexts and interactions within which they can develop their sense of other, creating a platform for taking action within the school and beyond.

Young children have the capacity and motivation to act on issues of significance and are capable of making meaningful change within their own homes, schools and communities. The IEYC International Dimension provides children with the opportunity to explore issues of significance, express their interests, ideas and intentions, and extend their experiences and interactions, progressively enabling children to become more globally competent.

Opportunities for International Learning should be available across the learning environment. It is recommended that children are scaffolded as they explore social situations and collaborative learning. Schools are encouraged to ensure that children's IEYC International Learning Experiences highlight the independence and interdependence of people, countries and cultures and represents these beyond that related to their own nationality and identity.

The IEYC International Dimension guides teachers as they support 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.

The IEYC International Dimension		
Learning Experience		
Learning Strand	Sub-category	Through IEYC activities, children will:
International Mindedness	Sense of their world	Explore the natural world through multisensory experiences. Express reactions to different sensory experiences. Extend experiences with the natural world and others.
	Sense of other	Explore different social contexts. Express the similarities and differences between their life and the lives of others. Extend experiences involving international learning.
Global Competence	Sense of place in the world	Explore the characteristics the school is helping to develop. Express the ways in which they are motivated to act on issues of significance. Extend experiences involving choice and consequence.
	Taking action with others	Explore playing with others beyond their immediate friendship group. Express interests, ideas and intentions on issues of significance. Extend their collaborative activities.
Learning Outcomes		
Learning Strand	Sub-category	As young children progressively become more internationally minded and globally competent, they will:
International Mindedness	Sense of their world	Develop high levels of trust and trustworthiness.
	Sense of other	Know about shared, contrasting and/or other countries.
Global Competence	Sense of place in the world	Increase their Understanding of choices and their impact on the world.
	Taking action with others	Be able to contribute actively to a shared aim/project.

**Learning and development within the earliest years of life is non-linear and varied; it is expected that children will demonstrate different capabilities within and across these Learning Strands dependent on the context.**

## The IEYC Academic Dimension

The Academic Dimension has a set of four Learning Strands that the IEYC regards as developmentally appropriate internationally for learners aged 2 to 5+ years old. These Learning Strands describe the ways in which children will learn and develop with the IEYC Academic Dimension of Learning and Development.

The term Academic Dimension is used to bring together the 4 Learning Strands, not to emphasise formal approaches to learning and development within the IEYC. Learner agency is integral to IEYC learning. The IEYC Learning Experiences underpin children's pathways of learning; they describe child-initiated and teacher-scaffolded activities. Both these specific contexts of learning are equally valued as important components in improving learning.

Opportunities for learning within the Academic Dimension include the range of sensory-motor activities that are required within early learning. Concrete, multi-sensory and meaningful experiences are essential, providing the foundation for future abstract learning and concepts.

The Learning Strands of the IEYC Academic Dimension
<p><b>Strand 1: Independence and Interdependence</b> This strand recognises that personal, social, and emotional development is fundamental within early childhood; it describes experiences that focus on developing positive attributes and self-awareness, social confidence and competence, and emotional awareness and regulation.</p>
<p><b>Strand 2: Communicating</b> This strand recognises that young children communicate, and are communicated to, in a variety of ways; it describes experiences that focus on developing, through active exploration and interactions, a broad range of communication skills, including language development, early literacy, early mathematics, ICT and computing, and expressive arts and creativity. However, whilst IEYC tasks support the development of early reading skills, each setting should still have their <b>own methods and policies for teaching reading. This also applies to the teaching of writing, spelling and mathematics.</b></p>
<p><b>Strand 3: Enquiring</b> This strand recognises that children have an innate drive to identify, explore, and solve problems; it describes experiences that focus on developing the skills of enquiry through experiences that nurture knowledge and understanding of people and the world around them.</p>
<p><b>Strand 4: Healthy Living and Physical Well-Being</b> This strand recognises the importance of physical development and movement to young children's learning and development; it describes experiences that focus on developing a positive attitude to health, self-care, and physical activity.</p>
<p><b>Note:</b> Each strand also identifies developmentally appropriate outcomes for children to progress towards through the described Learning Experiences.</p>

The Learning Outcomes of the IEYC Academic Dimension identify the overarching Knowledge, Skills and increasing Understanding children will progress towards and learn as they move through the setting. The process of working towards the Learning Outcomes should take time and be an enjoyable and rewarding journey for all children.

## Learning Strand 1: Independence and Interdependence

INDEPENDENCE AND INTERDEPENDENCE	
Phase A Learning Experience	Phase B Learning Experience
<b>Children will experience and learn about:</b>	
1.01a Exploring personal identity	1.01b Exploring what makes them unique
1.02a The identity of significant others	1.02b Diversity in people and communities
1.03a Personal celebrations and traditions as well as those in the community	1.03b Celebrations and traditions in the wider world
1.04a Developing positive friendships	1.04b Developing the interpersonal skills needed to form positive relationships
1.05a Routines and associated behaviours	1.05b Adapting behaviours and observing expectations in various situations
1.06a Expressing personal choices	1.06b Expressing own views and ideas
1.07a Making choices with others	1.07b The importance of the views and ideas of others
1.08a Being considerate towards individuals	1.08b Demonstrating consideration in group situations
1.09a Resolving conflict in positive ways	1.09b Reflecting on actions and consequences
1.10a Exploring how actions can have positive and negative outcomes	1.10b Taking responsibility for personal actions
1.11a Being empathic and sensitive towards others	1.11b Being respectful towards others
1.12a Being treated fairly	1.12b Exploring individual rights to care, protection and basic needs
1.13a Personal talents and interests	1.13b Exploring new interests and setting new goals
1.14a Fair competition	1.14b Developing a healthy mind-set towards competition
1.15a Playing alone, alongside and with others in a wide range of contexts	1.15b Initiating and participating in different types of play by taking on new roles and responsibilities
1.16a Participating in group activities	1.16b Co-operating, taking turns and following the rules of group activities
1.17a Seeking help and support appropriately	1.17b Overcoming challenges with increasing independence
1.18a Recognising when others need support	1.18b Offering support to others when able to
1.19a Recognising and expressing personal feelings and emotions	1.19b Recognising and interpreting feelings and emotions in others



1.20a Recognising situations that impact on feelings and emotions	1.20b Controlling emotions and applying self-regulation strategies
1.21a Responding to praise and encouragement	1.21b Giving praise and encouragement to others
1.22a Recognising that gratification is not always instant	1.22b Recognising that the needs of others may be a priority
1.23a Demonstrating independence in familiar situations	1.23b Demonstrating independence and increasing confidence in new situations
1.24a Sharing experiences with others	1.24b Seeking out others to share experiences
1.25a Exploring emotional and social contexts through play	1.25b Sharing feelings with others
1.26a The pleasure and delight of gaining new experiences	1.26b The joy and satisfaction of experiencing and learning something new
1.27a Learning independently, alongside and from others	1.27b Being a member of a team and learning with others

## LEARNING OUTCOMES FOR INDEPENDENCE AND INTERDEPENDENCE

By the end of the IEYC, children will have typically developed –

### Knowledge and increasing understanding of:

1. Themselves as a unique individual with a cultural heritage, positive qualities, abilities, views, feelings and personal needs
2. Similarities and differences between familiar people and communities
3. Familiar celebrations and traditions

### Skills of being able to:

4. Follow familiar routines
5. Convey ideas
6. Express and self-regulate emotions
7. Form positive relationships and respond to own and others' feelings
8. Recognise there are boundaries within specific contexts
9. Play, cooperate and collaborate with others in a variety of situations
10. Approach routines and tasks with increasing confidence and independence

## Learning Strand 2: Communicating

COMMUNICATING THROUGH SPEAKING AND LISTENING	
Phase A Learning Experience	Phase B Learning Experience
<b>Children will experience and learn about:</b>	
2.01a Using gesture and body movement to communicate	2.01b Interpreting non-verbal messages and responding accordingly
2.02a Using and valuing mother tongue language(s)	2.02b Using the language(s) of instruction and/or other languages (if appropriate)
2.03a Expressing ideas and experiences through language	2.03b Responding to the ideas and experiences of others through language
2.04a Asking questions	2.04b Asking increasingly complex questions, providing answers and explaining reason
2.05a Describing objects, people, places and events that are present and not present	2.05b Using increasingly complex language to describe objects, people, places and events that are present and not present
2.06a Using language skills in play situations and a variety of developmentally appropriate contexts for example role-play, storytelling, giving and receiving instructions	2.06b Exploring and increasing the vocabulary through play and developmentally appropriate contexts, for example roleplay, storytelling, giving and receiving instructions
2.07a Using language to recall events	2.07b Using language to recall, retell and sequence events
2.08a Using language in imaginary play situations	2.08b Using language to describe roles, events and storyline in imaginary play situations
2.09a Using word endings to describe more than one object; applying past, present and future tenses	2.09b Using language to discuss the past and present and to make predictions about future events
2.10a Using intonation to express ideas and retell accounts	2.10b Extending vocabulary, exploring language patterns and sounds, word meanings and word groups
2.11a Listening to familiar sounds and identifying them; joining in stories, poems, action songs and rhymes	2.11b Demonstrating listening skills, taking turns in conversations and joining in language activities
2.12a Identifying and anticipating repetition in stories, poems, songs, rhymes and other language activities	2.12b Identifying and using aspects of language such as rhyme, rhythm and alliteration in a range of related activities
2.13a Listening to others and joining in listening activities for developmentally appropriate periods of time	2.13b Concentrating on what others are saying and responding at the appropriate time
2.14a Following conversations and stories	2.14b Joining in conversations and discussions

## LEARNING OUTCOMES FOR COMMUNICATING THROUGH SPEAKING AND LISTENING

By the end of the IEYC, children will have typically developed –

### **Knowledge and increasing understanding of:**

11. A mother tongue language, language of instruction and other languages if appropriate

12. The roles and needs of listeners and speakers

### **Skills of being able to:**

13. Express themselves in a variety of contexts

14. Use past, present and future tenses

15. Recall and retell a sequence of events

16. Participate in discussions

17. Follow and give simple instructions consisting of two or more parts

COMMUNICATING THROUGH READING	
Phase A Learning Experience	Phase B Learning Experience
<b>Children will experience and learn about:</b>	
2.15a Identifying own name(s)	2.15b Identifying the names of others
2.16a Exploring and observing the use of printed materials and resources	2.16b Exploring and observing the use of print, logos, labels and signs in the environment
2.17a Stories and literature valued by local cultures	2.17b Stories and literature valued by other cultures
2.18a Using illustrations to tell stories	2.18b Using illustrations to make predictions
2.19a Exploring books and reading for pleasure	2.19b Exploring different forms of print and following the conventions of text
2.20a Exploring familiar environmental print	2.20b Exploring how print conveys meaning and recognising letters and features of familiar words
2.21a Exploring words through games, play, art and digital means	2.21b Exploring word groups and rhyming patterns
2.22a Repeating and retelling familiar stories, filling in missing words/ phrases/events	2.22b The structures of stories: characters, settings, events, beginning, middle, end
2.23a Choosing books for pleasure	2.23b Choosing and using books for a purpose
2.24a Taking care of books	2.24b Expressing preferences in a range of fiction and non-fiction
2.25a The sounds and names of alphabet letters	2.25b Hearing and identifying sounds in words
2.26a Letter and sound games, involving listening and responding skills	2.26b Identifying and blending sounds in simple words
2.27a Following simple texts when being read to	2.27b Recognising and reading common words and familiar sentences

LEARNING OUTCOMES FOR COMMUNICATING THROUGH READING
By the end of the IEYC, children will have typically developed –
<b>Knowledge and increasing understanding of:</b>
18. How print conveys meaning
19. What has been read to them
20. What they have read
<b>Skills of being able to:</b>
21. Use phonic awareness to decode simple words
22. Recognise and read some common words and familiar sentences

COMMUNICATING THROUGH WRITING	
Phase A Learning Experience	Phase B Learning Experience
<b>Children will experience and learn about:</b>	
2.28a Mark making using a range of materials	2.28b Distinguishing differences and giving meaning to different marks and symbols
2.29a Creating marks and symbols that have personal meaning in a range of play situations	2.29b Writing for a range of purposes and meaningful real-life and play contexts
2.30a Developing and applying fine motor skill control within a range of relevant contexts	2.30b Using a wide range of writing tools and materials to refine fine motor skill control
2.31a Experimenting with letters and patterns using a range of materials	2.31b Copying and experimenting with letter formation
2.32a Exploring own name	2.32b Creating a sequenced account and reading it
2.33a Using initial letters when attempting to write words	2.33b Using phonic awareness to write words
2.34a Exploring writing and spelling through games, play, art and digital means	2.34b Writing and spelling some common words within simple sentences

LEARNING OUTCOMES FOR COMMUNICATING THROUGH WRITING
By the end of the IEYC, children will have typically developed –
<b>Knowledge and increasing understanding of:</b>
23. The link between letter sounds and written words
<b>Skills of being able to:</b>
24. Apply phonic awareness in writing activities
25. Write and spell some common words and simple sentences

COMMUNICATING THROUGH NUMBER	
Phase A Learning Experience	Phase B Learning Experience
<b>Children will experience and learn about:</b>	
2.35a Sorting and grouping objects	2.35b Identifying common properties in and between groups of objects
2.36a Counting through play activities, action songs, rhymes and games	2.36b Exploring number in the environment and in real-life contexts
2.37a Selecting a given number of objects	2.37b Sequencing and ordering numbers
2.38a Reciting a sequence of numbers	2.38b Exploring written numerals
2.39a Creating marks and symbols that represent numbers in a range of play situations	2.39b Exploring number formation, mathematical symbols and number patterns using a range of materials
2.40a Exploring one-to-one correspondence	2.40b How numbers represent quantities and sets
2.41a Using mathematical language to describe groups containing more or less objects	2.41b Identifying 'more than' or 'fewer than' groups of objects
2.42a Exploring numerals in the environment	2.42b Using numbers in everyday routines
2.43a Counting groups of objects	2.43b Counting groups of objects beyond 10 in quantity
2.44a Separating a quantity of objects into groups with smaller number values	2.44b Exploring how totals remain the same when quantities of objects are separated
2.45a Selecting a given number of objects	2.45b Matching numerals to groups of 10 or more objects
2.46a Creating groups of objects	2.46b Estimating groups of objects and checking for accuracy
2.47a Separating objects to make two groups	2.47b Separating objects into more than two groups and comparing group sizes
2.48a Comparing groups of objects	2.48b Exploring the total number of objects in groups by counting 'how many altogether'
2.49a Recreating and creating number patterns	2.49b Exploring 'one more' and 'one less'
2.50a Exploring increasing and decreasing quantities through action songs, rhymes and games	2.50b Exploring early addition and subtraction through practical contexts
2.51a Sharing quantities	2.51b Solving practical number problems involving halving, sharing and doubling
2.52a Exploring money	2.52b Counting and using money in a range of real-life and play contexts

**LEARNING OUTCOMES FOR COMMUNICATING THROUGH NUMBER**

By the end of the IEYC, children will have typically developed –

**Knowledge and increasing understanding of:**

26. How numbers represent quantities

27. A range of mathematical language

**Skills of being able to:**

28. Count beyond 10

29. Order numbers and identify which number comes before and after; is one more or less than a given number

30. Add two single digit numbers together using practical materials

31. Subtract two single digit numbers using practical materials

32. Solve simple problems involving halving, sharing and doubling



COMMUNICATING THROUGH SHAPE AND MEASURE	
Phase A Learning Experience	Phase B Learning Experience
<b>Children will experience and learn about:</b>	
2.53a Exploring size and shape through real-life and play contexts	2.53b Ordering and classifying size and shape in practical contexts
2.54a Exploring size and shape through construction materials, puzzles, modelling and creative activities	2.54b Selecting sizes and shapes according to given criteria
2.55a Exploring size and shape in everyday objects in the environment	2.55b The names of given 2D and 3D shapes
2.56a Describing objects according to size and shape	2.56b The mathematical language associated with 2D and 3D shapes
2.57a Identifying similarities and differences between shapes	2.57b Using positional language
2.58a Exploring data through pictorial representation	2.58b Collecting simple data and representing pictorially
2.59a Exploring the passage of time by linking it to daily routines	2.59b Sequencing the passage of time in relation to familiar routines and significant events
2.60a Using language associated with time; morning, afternoon, day, night, mealtimes, etc.	2.60b Exploring how to measure the passage of time in practical contexts
2.61a Exploring length and height through play and practical activities	2.61b Comparing and ordering length and height
2.62a Using language associated with length and height	2.62b Exploring how to measure length and height in practical contexts
2.63a Exploring weight through play and practical activities	2.63b Comparing and ordering weight
2.64a Using language associated with weight	2.64b Exploring how to measure weight in practical contexts
2.65a Exploring capacity through play and practical activities	2.65b Comparing and ordering capacity
2.66a Using language associated with capacity	2.66b Exploring how to measure capacity in practical contexts

## LEARNING OUTCOMES FOR COMMUNICATING THROUGH SHAPE AND MEASURE

By the end of the IEYC, children will have typically developed –

### **Knowledge and increasing understanding of:**

33. The names of a range of shapes and measures

### **Skills of being able to:**

34. Compare quantities and objects according to shape and measures

35. Solve simple mathematical problems involving shape and measures

COMMUNICATING THROUGH ICT AND COMPUTING	
Phase A Learning Experience	Phase B Learning Experience
<b>Children will experience and learn about:</b>	
2.67a Exploring toys and objects that use switches, control buttons and mechanisms to produce movement, sound, light and actions	2.67b Operating and controlling toys, objects and devices that use switches, control buttons, pulleys, levers, knobs and mechanisms to produce movement, sound, light and actions
2.68a The safe use of everyday technology	2.68b The safe use of a range of technology, including guidelines for using the internet and phones
2.69a Using technology in practical activities	2.69b Selecting technology that best matches practical activities
2.70a Using technology to perform simple functions	2.70b Giving instructions, programming and operating digital toys, devices and computers
2.71a The use of computers, tablets and a range of ICT to convey information	2.71b How computers are used in the environment and the language associated with operating them
2.72a Storing and retrieving information using computers, tablets, cameras and other forms of ICT	2.72b Using computers and other forms of ICT as tools to record, link and extend experiences that happened away from the computer
2.73a Integrating technology in play contexts	2.73b Presenting ideas and information using technology

LEARNING OUTCOMES FOR COMMUNICATING THROUGH ICT AND COMPUTING
By the end of the IEYC, children will have typically developed –
<b>Knowledge and increasing understanding of:</b>
36. The safe use of everyday technology
37. The uses of computers and technology in familiar contexts
<b>Skills of being able to:</b>
38. Operate a range of technology
39. Use a range of technology to store and retrieve information
40. Select and programme technology according to the task and purpose

COMMUNICATING THROUGH EXPRESSIVE ARTS AND CREATIVITY	
Phase A Learning Experience	Phase B Learning Experience
<b>Children will experience and learn about:</b>	
2.74a Using the senses to explore materials and textures	2.74b Using the senses to categorise materials and textures
2.75a Exploration of colour, texture, materials, textiles, space, line and shape involving tools, manipulation, techniques and construction	2.75b Exploration of colour, texture, materials, textiles, space, line and shape involving tools, manipulation, techniques and construction to create unplanned and planned effects
2.76a Exploring how colour and texture can be changed	2.76b Expressing ideas, moods and feelings through a wide range of art, construction and model making activities
2.77a Exploring and creating 2D and 3D artwork	2.77b Designing and creating 2D and 3D artwork for a range of purposes
2.78a Exploring art in the environment	2.78b Exploring cultural art and design
2.79a Using illustrations to inspire drawings and artwork	2.79b Using the styles of selected artists to inspire drawings and artwork
2.80a Freely experimenting with art materials and initiating own art adventures	2.80b Freely experimenting with art and design and presenting ideas through artwork
2.81a Exploring sounds and music through games and play contexts	2.81b Experimenting making sounds and music in a wide range of activities
2.82a Singing songs, making sounds, exploring musical instruments and their sounds and joining in musical activities	2.82b Expressing ideas, moods and feelings through songs, sounds, music and musical instruments
2.83a Exploring sounds and music in the environment	2.83b Exploring cultural sounds, songs, music and musicians
2.84a Freely experimenting with music making and initiating own musical adventures	2.84b Freely experimenting with music making and presenting ideas through sound and music
2.85a Exploring rhythm and beat by clapping, tapping, banging, stamping and moving	2.85b Responding to rhythm and beat in creative ways including linking music to art, dance and movement
2.86a Freely expressing ideas through movement and dance	2.86b Freely expressing ideas, moods and feelings through movement, dance and rhythm
2.87a Exploring movement and dance through role-play and imagination	2.87b Exploring sequenced movement through dance
2.88a Responding to a range of stimuli through movement and dance	2.88b Exploring cultural movement, dance and dancers
2.89a Exploring movement and dance in the natural world	2.89b Creating movement and dance linked to the natural world

2.90a Exploring role-play involving costumes and props	2.90b Exploring characters, storylines and roles through drama activities involving costume and props
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## LEARNING OUTCOMES FOR COMMUNICATING THROUGH EXPRESSIVE ARTS AND CREATIVITY

By the end of the IEYC, children will have typically developed –

### Knowledge and increasing understanding of:

41. The uses of a range of art tools, materials and musical instruments

42. A range of songs and music

### Skills of being able to:

43. Experiment and express ideas using a range of art tools, materials and musical instruments

44. Represent ideas through music, movement, dance, role-play and drama

## Learning Strand 3: Enquiring

ENQUIRING	
Phase A Learning Experience	Phase B Learning Experience
<b>Children will experience and learn about:</b>	
<b>Enquiring about people</b>	
3.01a Exploring the senses	3.01b Using the senses to make discoveries
3.02a Exploring body parts	3.02b Exploring physical features
3.03a Exploring similarities and differences in people	3.03b Exploring changes in people at different ages
3.04a Exploring how we move	3.04b Exploring what lies beneath our skin
3.05a Exploring the roles of people who help us in the community	3.05b Exploring the skills of people who help us in the community
3.06a Exploring houses and homes in the community	3.06b Exploring houses and homes in the wider world
<b>Enquiring about the world</b>	
3.07a Asking questions, experimenting with ideas and finding out about the local environment	3.07b Asking questions, experimenting with ideas and finding out about the wider world
3.08a Using materials to carry out simple investigations	3.08b Selecting materials to carry out simple investigations
3.09a Exploring solids and liquids	3.09b Exploring how solids and liquids can change
3.10a Exploring what makes things move	3.10b Exploring energy sources, light, sound, forces and motion
3.11a Identifying patterns in the natural world	3.11b Classifying and comparing objects in the natural world
3.12a Exploring natural materials and objects	3.12b Classifying and comparing natural and manmade materials
3.13a Exploring the weather and seasons	3.13b Exploring the effects of weather and seasons
3.14a Exploring features of living and non-living things	3.14b Classifying living and non-living things
3.15a Exploring significant features of the local landscape	3.15b Exploring significant features of the wider world including oceans, deserts, mountains and forests

3.16a Observing nature in the local environment	3.16b Planning investigations involving nature; researching, making predictions and drawing conclusions
3.17a Exploring, the sky, sun, moon and stars	3.17b Exploring Earth and space
3.18a Representing the environment through model making, drawings and artwork	3.18b Representing the environment through maps, plans, drawings, photographs and diagrams
3.19a Exploring young and old animals	3.19b Exploring wildlife habitats
3.20a Exploring wildlife, domestic animals, birds, sea-life, insects and other life forms that are of interest	3.20b Exploring the needs of wild-life, domestic animals, birds, sea-life, insects and other life forms that are of interest
3.21a Exploring growing things	3.21b Exploring the needs of growing things
3.22a How to take care of living things and the environment	3.22b How to look after natural resources and have a proactive attitude towards sustainability
3.23a Observing changes in plants over time	3.23b Safely observing growth and decay
3.24a Exploring significant times in own and others' lives and recent past events	3.24b Exploring evidence and artefacts that inform us about life long ago

## LEARNING OUTCOMES FOR ENQUIRING

By the end of the IEYC, children will have typically developed –

### Knowledge and increasing understanding of:

45. Similarities and differences in people, living things, the environment and materials

46. How things can change

47. Features in the environment

### Skills of being able to:

48. Investigate by:

- Posing questions
- Exploring ideas
- Making observations
- Providing simple explanations



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

HEALTHY LIVING AND PHYSICAL-WELLBEING	
Phase A Learning Experience	Phase B Learning Experience
<b>Children will experience and learn about:</b>	
<b>Health and self-care</b>	
4.01a Basic hygiene	4.01b Hygienic habits
4.02a Looking after our bodies and teeth	4.02b The effects of neglect on our bodies and teeth
4.03a Expressing personal needs	4.03b Becoming independent in dressing/undressing, eating, drinking and personal hygiene
4.04a Exploring food and drink, textures and tastes	4.04b Healthy eating, sleeping and choices
4.05a Keeping safe from harm indoors and outdoors; including water safety, road safety, sun and weather safety and using tools, toys and equipment appropriately	4.05b Making safe choices and avoiding danger
4.06a People who can help us when we are hurt or in danger	4.06b How to seek help
4.07a Signs, labels and notices that alert us to danger	4.07b How to assess risk
<b>Physical well-being</b>	
4.08a The pleasure and importance of being active	4.08b Taking part in regular exercise and the effect of exercise on our bodies
4.09a Exploring movement including walking, running, kicking, skipping, climbing, rolling, crawling, hopping, jumping, sliding, throwing, catching and swimming if appropriate	4.09b Exploring direction and movement in games and physical activities
4.10a Developing gross motor skills using a range of equipment	4.10b Taking part in games and activities involving equipment
4.11a Developing confidence, control and coordination using small and large equipment	4.11b Exploring balance

**LEARNING OUTCOMES FOR HEALTHY LIVING AND PHYSICAL-WELLBEING**

By the end of the IEYC, children will have typically developed –

**Knowledge and increasing understanding of:**

49. The importance of healthy eating and physical activity

50. How to stay safe and how to seek help

**Skills of being able to:**

51. Take care of basic hygiene and personal needs

52. Demonstrate control, coordination and increasing confidence in a range of physical activities

## Appendix: IEYC Glossary

### Definitions of key IEYC terminology

Many of the terms in education have different meanings. These are further reinforced by the international context in which our subscribing schools function. We are providing a short glossary to clarify how certain terminology and phrases are used in the IEYC.

Term used in IEYC Core Documents	Fieldwork Working Definition
<b>Academic Dimension of Learning and Development</b>	Learning and development that is focused on education. The 4 IEYC Learning Strands form the Academic Dimension of Learning and Development.
<b>Child-initiated (Learning Experiences)</b>	The child's own innate curiosity, motivation and interests drive child-initiated learning. Children generate and design ideas for learning that are often sparked by an IEYC learning activity, experience, observation, or interest, which gives children ownership of their own learning. They can also include knowledge or experiences that they have gathered from home or the community.
<b>Children</b>	Can be interchanged with toddlers, learners, pupils, students.
<b>Classroom approaches</b>	Agreed, demonstrated, and documented structures and strategies that contribute to improving learning driven by the shared vision of the people the school is helping to develop.
<b>Community</b>	Parents, families, caregivers, guardians, significant adults, parent forums, nannies, advisory boards or similar, childminders, the wider school, local school, school business team, operational staff, health professionals.
<b>Culture (of the school)</b>	'The way we do things here', connected to the school's shared vision. The most successful schools - the schools in which children learn best across the personal, international, and academic dimensions - are those that are able to embed improving learning into the school culture where this aim drives everything they do.
<b>Curiosity</b>	A child's innate desire to both seek out, explore, and understand their environment. A natural urge that drives much of children's learning.

Term used in IEYC Core Documents	Fieldwork Working Definition
<b>Evidence of learning</b>	What is seen or heard that shows learning is in progress, which can be collected through observation, discussion or viewing products of learning and may be used for assessment purposes.
<b>Holistic learning</b>	This is developed by linking experiences rather than emphasising the acquisition of discrete subject knowledge and skills. This integrated view of learning places emphasis on activities that are meaningful using real-life experiences, exploring the environment, and making relevant connections between new and previous learning.
<b>Implementation</b>	The initial and continued use of the International Curriculum in school to improve learning.
<b>Independent learning</b>	Learning that takes place without the support of or need for the intervention of other children or teachers.
<b>Interdependent learning</b>	Learning where success depends on the active participation and engagement of others. It is part of cooperative and collaborative learning where members of a group who share space, resources, and/or common goals work together, and success depends on the participation of the whole group.
<b>International Dimension of Learning and Development</b>	Learning and development that is focused on building a sense of other and an appreciation of difference and diversity. Through the development of international mindedness and global competence children construct an emerging understanding of perspectives beyond their own.
<b>Involvement</b>	A quality of activity through which children demonstrate attention, concentration, and persistence.
<b>Leaders</b>	Responsible for providing direction to the setting. Can be interchanged with Principals, Head teachers, Managers, Deputy, IEYC leads, Middle leaders, Foundation Stage Leads, Early Years setting Leaders, Room leaders.

Term used in IEYC Core Documents	Fieldwork Working Definition
<b>Learning-Link</b>	The partnership between home and school, including the child where appropriate. It strives to be active, positive and productive. This partnership contributes to the process of reflecting on what has been learned, evaluating the progress that has been made and considering the next steps in the learning journey. Includes strong parent partnership and the community being involved in the children's learning.
<b>Learning environment</b>	A broad term that includes classrooms (both indoor and outdoor; IEYC and other), play spaces, areas for caregiving routines, libraries, lunch and snack rooms, assembly halls, and all other areas within which children, teachers, support staff and parents spend a significant amount of time.
<b>Metacognition</b>	An awareness of how one thinks and learns.
<b>MyFieldwork Curriculum Portal</b>	Online platform for accessing International Curriculum documents, units of learning and community area.
<b>Pathways of learning</b>	A collection of IEYC Learning Experiences and activities that contribute to a child's learning journey through the thematic unit of learning. These can be within and across days, can be individual and/or shared, and can be a mix of child-initiated and teacher-scaffolded learning experiences.
<b>Pedagogy</b>	The method of teaching, what teachers do in the classroom to lead learning.
<b>Personal Dimension of Learning and Development</b>	Learning and development that is focused on building a strong sense of self and deep, broad and enriching learning dispositions and personal qualities. The 8 Personal Learning Goals form the Personal Dimension of Learning and Development.
<b>Pinboard</b>	Part of the MyFieldwork platform where members can share ideas, celebrate learning, ask questions, and connect with other schools.
<b>Planning</b>	The decisions, usually documented, a teacher makes on how they intend to lead learning.

Term used in IEYC Core Documents	Fieldwork Working Definition
<b>Playful Learning Experiences</b>	<ul style="list-style-type: none"> <li>▪ are engaging, allowing children to expand their own interests, ideas and learning;</li> <li>▪ are motivating, providing meaningful contexts which value, nurture and stretch creativity and capabilities;</li> <li>▪ are dynamic, encouraging investigation and experimentation;</li> <li>▪ are rigorous, enabling children to remember, apply and transfer their Knowledge, Skills and increasing Understanding;</li> <li>▪ are socially interactive, encompassing a range of independent and interdependent contexts.</li> </ul>
<b>Practice</b>	The teacher's activities, actions and interactions as they lead learning.
<b>Preparation</b>	The teacher's activities, actions and interactions as they get ready to lead learning.
<b>Provision</b>	How they environment is designed to provoke interest and lead learning.
<b>Repeat, Revisit &amp; Reflect</b>	A hierarchy that supports children to engage in metacognitive thinking. Repeating enables children to anticipate and adapt their actions based on their prior experience. Revisiting involves children recalling significant aspects or details of the event or experience. Reflecting involves children making judgements on their prior experiences, with a gradual emphasis on improving learning.
<b>Rigour</b>	The International Curriculum definition of rigour is adopted from the Glossary of Education Reform, stated as: 'Learning Experiences that are sufficiently and appropriately challenging for individual children or groups of children, not simply difficult'.
<b>Setting</b>	Can be interchanged with school, or the place/establishment where the IEYC is implemented and used as a curriculum for learning.
<b>Specialist teachers</b>	Teachers who are not class based but have responsibility for leading learning in one curriculum area, such as Art, ICT, Music or PE.

Term used in IEYC Core Documents	Fieldwork Working Definition
<b>Structures and systems</b>	Practical manifestations of policies to help schools run effectively and smoothly; they define how things are done for example: displays, staff meetings, observations and moderation, assemblies, parent evenings, reports, etc.
<b>Shared vision</b>	A school's defined purpose, goals and values. Using the IEYC Personal and International Dimensions of Learning and Development as foundations, an aspirational description of the people the school is helping to develop.
<b>Teachers</b>	All adults who lead learning in the IEYC environment.
<b>Teacher-scaffolded (Learning Experiences)</b>	The IEYC experiences and activities within which the teacher observes the children, interacts with the children in a meaningful context, recognises the stage of learning they are at and then provides support to help them to reach the next stage. These are learning activities that help spark children's imagination, enabling interests and enquiry to flourish through contextualized learning. Teachers can also scaffold children's learning in the moment.
<b>Thematic unit</b>	Follows the Process to Facilitate Learning and outlines the activities through which children will learn and develop.
<b>Transition</b>	A process through which change happens. This change can include (but not limited to) changes to activity, location, teachers, classes, year groups.
<b>(Horizontal) Transition</b>	Horizontal transitions occur on an everyday basis. They refer to the routine changes within children's daily experience. These include coming to school / setting, changes in activity and schedule, and moving around the school / setting.
<b>(Vertical) Transition</b>	Vertical transitions are significant changes within a child's life, often associated with 'upward' movement. These include moving to a new class, school / setting, or country.
<b>Well-being</b>	The state in which children are content, aware and functioning well.
<b>Working Wall (display)</b>	A display that is used as a visual record of the learning journey through the unit. It is added to as the learning journey unfolds.





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