

Panaga School



Primary One Learning Outline



Together, Improving 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 for children where 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
Focuses on developing personal, social and emotional development. This strand links to: <ul style="list-style-type: none"> • The IEYC Personal Goals • The IEYC International Dimension 	Focuses on communicating through: <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 	Focuses on developing the skills of enquiry through exploring: <ul style="list-style-type: none"> • People • The world 	Focuses on developing a positive attitude to: <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. 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:

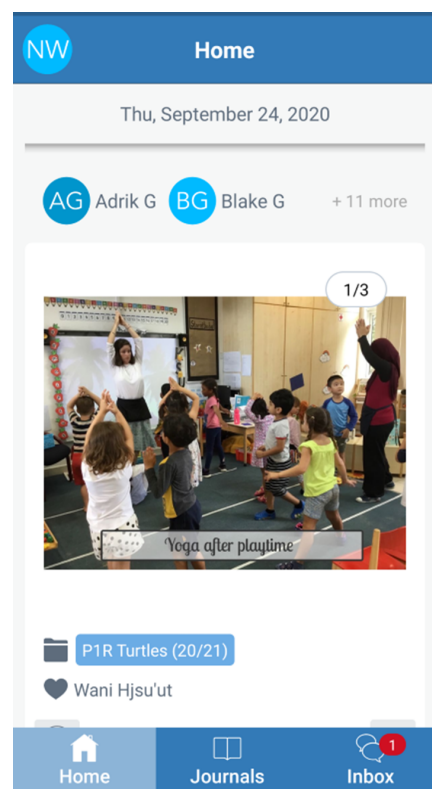
Playing and exploring - engagement	Finding out and exploring Playing with what they know Being willing to 'have a go'
Active learning - motivation	Being involved and concentrating Keeping trying Enjoying achieving what they set out to do
Creating and thinking critically - thinking	Having their own ideas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



Primary One Provision

Introduction

Primary One is the final year of the IEYC (International Early Years Curriculum) and children will continue to build on their learning from Pre-Nursery and Nursery. Children will have opportunities to work independently and as part of both small groups and large groups. They will be encouraged to make decisions to develop confidence and independence. The layout of the Primary 1 classrooms encourages the children to participate in a variety of learning activities, both inside and outside the classroom. The children will have the opportunity to explore the different learning areas. This enables them to enhance their interaction with their peers and to take increasing responsibility for their learning. In addition to adult directed and supported activities the children have many opportunities to extend their own ideas and interests through child initiated activities. Children will also be encouraged to demonstrate increasing independence in dressing and personal hygiene.

Primary One Literacy

In Primary One children are taught the foundations to reading and writing. It is a year of fast paced learning that enables the children to quickly recognise and recall letters and sounds so that they can begin to read and write them confidently. It is during this year that your child will begin to bring reading books home. Your support at home reading with your child each evening will impact on their progress immeasurably, reading at home with your child each evening is an expectation of parents from Primary One onwards.

Phonics

Children have daily phonics teaching following the program set out in *Letters and Sounds*. Phonic lessons are usually 20 minutes in length and follow the set pattern of practicing, blending and segmenting for reading and writing, reading and spelling high frequency and tricky words. The focus is on Phase 2 and Phase 3. They will begin by learning to recognise and say the letter sounds. They will use their knowledge, skills and understanding to blend the letters to read simple VC and CVC (consonant-vowel-consonant) words and more complex words. Children will also be introduced to and learn tricky words.

Reading

Children will experience many opportunities to share books and stories with teachers, peers and parents throughout Primary One. They receive a home reading book in the first term. The children will receive picture books, books with first words and when ready books with first sentences. They will focus on reading books with increased fluency and accuracy and be able to show an understanding of fiction and non-fiction texts. The children will have the opportunity to read individually, with a partner and in small groups. Children are expected to spend around 10 minutes reading each evening with an adult.

Writing

In Primary One the emphasis is on emergent writing, recognising symbols, mark-making and pictures as an important part of their development, before familiar letters are formed. The children will have the opportunity to use a variety of writing tools to make marks and write letters. They will focus on using their phonics knowledge to progress from writing individual letters to writing simple words, labels, captions and then writing simple and more complex sentences.

The children will experience a range of approaches, including drawing club and *Talk for Writing* which promotes learning text through story maps and gives children a structure for their oral retelling and writing of stories. They will imitate, innovate and invent stories orally, through pictures and in writing. Primary One use the *Penpals* handwriting scheme to focus on text direction and correct formation of letters.

Primary One Literacy

Speaking and Listening

Children are encouraged to participate in class, group and partner discussions, giving them opportunities to share their thoughts and ideas confidently. T4W aims to support the children in Primary One with talking and listening confidently and with control, consistently showing awareness of the listener by including relevant detail.

Assessment

For literacy and communication children in Primary one are working towards the outcomes in the boxes below. Children are formally assessed for reading and writing using the Oxford Reading and Writing scales.

Communication & Language		Literacy
Listening Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately while engaged in another activity.	Speaking Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.	Writing Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others and are phonetically plausible.
Understanding Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.		Reading Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Next Steps

Where children 'Exceed' the Early learning Goal, next steps are planned from the Primary Two curriculum.

Primary One Mathematics

Mathematics

In Primary One the children are building on their previous learning from Pre-Nursery and Nursery and working towards achieving their Early Learning Goals in Mathematics. To achieve this we offer an engaging and encouraging environment that allows children to develop their mathematical understanding and confidence. We actively introduce mathematical concepts and vocabulary through a variety of appropriate experiences and a range of teaching strategies. We encourage children to communicate, explaining their thinking as they interact with important mathematics in deep and sustained ways.

We ensure that all learning environments, indoors and outdoors, provide numerous mathematical opportunities for children to explore, sort, count, measure, weigh, calculate and describe. Children participate in adult led activities but also have opportunities to undertake their own child led activities. On a daily basis children are able to participate in singing songs and rhymes, reading stories and playing games that have a mathematical concept and help children to understand numbers.

Children follow the process of concrete, pictorial and abstract to develop their number skills. In Primary One we recognise the importance of establishing a secure foundation before written methods are introduced. When children are ready we begin to focus on recording numbers on whiteboards ensuring that we pay particular attention to writing each number using the correct formation. Children are introduced to the concepts of addition and subtraction, they use the symbols $+$, $-$ and $=$ to write number sentences and record their answers.

We aim to promote confidence and competence with numbers, shape, space and measures and to develop an ability to use mathematics across the curriculum and in real life. We promote a positive attitude and an enjoyment of learning through practical activities, exploration and discussion.



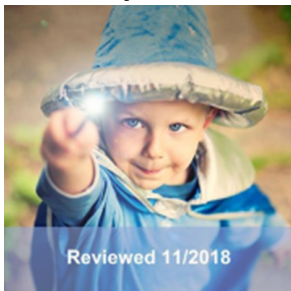


Throughout the year children are assessed inline with the English Early Learning Goals for Mathematics.

Mathematics Early Learning Goals	
Numbers	Shape, space and measures
Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
<ul style="list-style-type: none">• Match sets of objects to numerals that represent the number of objects• Count forward and backwards, from any number, to 20• Recognise numbers and write numbers forming them correctly• Share objects into two equal groups and count how many in each group	<ul style="list-style-type: none">• Use familiar objects and shapes to create patterns and build models• Use language to describe shapes—face, edge, corner• Weigh objects and use language to describe if it is heavier, lighter or the same• Read and make o'clock on an analogue clock• Sort objects to identify their similarities and differences

International Early Years Curriculum

The learning units 2023-2024 in Primary One are:

Primary 1 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>Healthy Habits</p> 	<p>Weather Wonders</p> 	<p>Once Upon a Time</p>  <p>Reviewed 11/2018</p>
<p>Blast Off!</p> 	<p>Brilliant Bug Ball</p> 	

Specialist Subject Area

Physical Education & Swimming



In PE we aim to develop physical skills, co-ordination and body awareness.

Within PE, skills are taught around the following areas:

invasion games, net and wall games, athletic activities, striking and fielding, dance and gymnastics. Students are guided in the fundamentals of movement, spatial awareness, catching and throwing and creativity.

Swimming will be taught by our swimming team at Panaga Club one session per week.

Performing Arts

The children will have a lesson once a week. They will learn about using their voices while in character, roleplaying, hot seating and acting for an audience.



Digital Education

The children will be using digital technology across the curriculum, but also as a discrete lesson once a week. The children will follow a scheme of learning based on the British National Curriculum for Computing.

Throughout P1, children will begin to develop their confidence in keyboard and mouse skills. They will use tools to draw on screen, colour, make objects move when clicked and navigate a website. They will use the computer to play and listen to music.

The children will also explore using Smartboard, iPads, cameras, Beebots and laptops.

Music

Music will be linked to the IPC units wherever possible and is undertaken by a specialist music teacher. Each class will receive one lesson a week following year specific planning.

In P1 we hope to encourage children to listen to music, explore sounds, learn about and perform with instruments and sing with their peers. We aim to introduce sound maps and learn how to play in time with music and peers. Enjoyment and appreciation of music is also encouraged with the children.

