

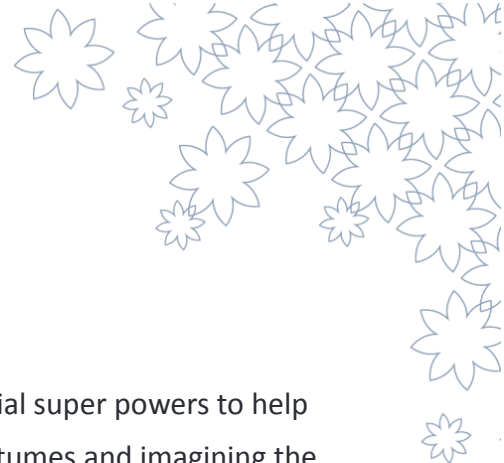


IEYC Information for Parents - 10th August 2021

To The Rescue! Superheroes!



Our first International Early Years Curriculum (IEYC) unit of learning will be ***To The Rescue!*** through which children will be exploring the theme of Superheroes



The Big Picture

Superheroes to the rescue! Superheroes are all around us, using their special super powers to help others in need. We're going to become heroes too, by making our own costumes and imagining the amazing and incredible powers we will use to help ourselves and other people around us. Lots of exciting new adventures await us as we explore and learn about the world of Superheroes!

Why Superheroes for KG2V?

I am privileged to know about the children from closely observing their interests and learning with Miss Jules in KG1J. Many of the children engaged in pretend play, dressing up and making up stories. In addition many children of this age are familiar with superheroes through films and cartoons and acting out superhero fantasies gives children opportunities to be physically aware and active as well as strong and empowered! In a year when we have had limited control over our lives, being a Superhero opens the door to lots of new possibilities for all of us so it is an ideal unit for parents to also get involved and enjoy some new challenges.

This mind map provides an overview of the learning experiences that children will engage in throughout this IEYC unit of learning.



There are 4 main learning blocks and each Learning Block will provide new learning experiences. We may not always progress through the learning blocks in number order because it is more important to

respond to the interests of the children during the learning process. Our weekly updates will provide an overview of the learning outcomes for the week ahead and how you can help.

Ready, Steady - how parents can help make learning links:

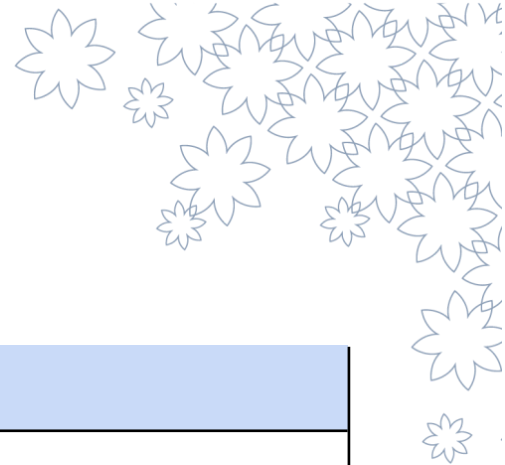
The first week of the unit is a time for us to prepare, discuss what the children already know and what gets them excited. Parents can get involved to shape future learning by:



1. Talking to your child about superheroes and characters reassuring them that they are make believe and don't really exist - find out what they think and tell us.
2. Take opportunities to talk about good and bad or villainous characters (a possible analogy is to talk about how Covid 19 is a bad character and that we are all superheroes fighting it with handwashing and masks!)
3. Discuss how superheroes help people in their community and relate this to real life (for example the front line workers helping with the pandemic)
4. Provide your child with some dressing up clothes such as:
 - a sheet or towel,
 - boots (brightly-coloured wellington/rubber boots are ideal)
 - Shorts (these can be worn over leggings)
 - T-shirts

Overview of the learning blocks and experiences:

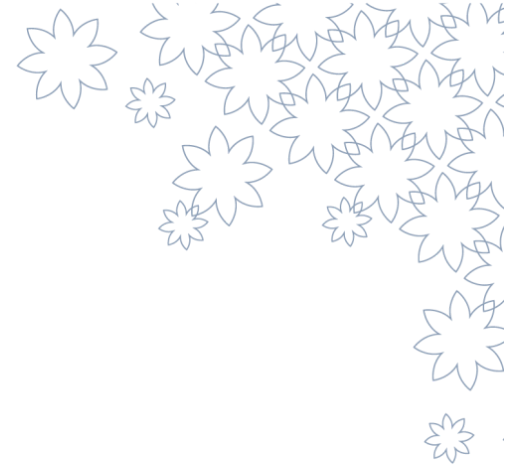
Learning Block 1	Learning Block 2	Learning Block 3	Learning Block 4
The central learning focus for this Learning Block is stories about superheroes	The central learning focus for this Learning Block is creating costumes and a superhero roleplay area	The central learning focus for this Learning Block is everyday heroes who help us	The central learning focus for this Learning Block is the science of superpowers
Capturing Curiosity Enable the Environment			
Explore and Express Activities 1. Retelling a story about a superhero 2. The beginning, middle and ending of a story 3. Making a story book/ comic 4. Exploring the emotions of a character 5. Exploring 'what makes a superhero'	Explore and Express Activities 1. Planning a superhero costume 2. Making a superhero costume 3. Making a superhero den 4. Practising our superhero skills 5. Sorting superheroes for a grand parade	Explore and Express Activities 1. Finding out about people who help us 2. Making an everyday vehicle for a superhero 3. Giving directions to our vehicle 4. Making a gift for a hero in our lives 5. Working as a team to help each other	Explore and Express Activities 1. Exploring the properties of ice 2. Exploring forces and movement 3. Exploring flight 4. Super senses – sight, hearing and touch 5. Super senses – smell and taste



IEYC Personal Goals	
Adaptable	I can cope with change.
Thinker	I am curious and explore different ways of learning.
Communicator	I can express my emotions and thoughts in a variety of different ways.
Resilient	I always try my best and keep on trying!
Respectful	I treat others and the world the way I want myself and the world to be treated.
Ethical	I can make good choices.
Empathetic	I can be kind and care for others and my environment.
Collaborator	I can work with others.

This unit will develop the IEYC International Dimension as children will learn about:

- Learning and playing with others beyond their immediate friendship group
- The similarities and differences between children's lives
- Applying the IEYC Personal Goals in various context
- Develop knowledge and an increasing understanding beyond that related to their own nationality and identity.



Learning experiences and outcomes:

Language and Communication:

During the first weeks of school the most important focus is getting to know the children. As it is likely to be online and will focus on some basic vocabulary to support online learning protocols, feelings and emotions in addition to the Literacy lessons. Some of the learning will also be about finding out what get

Other core learning will be:

- Making our own books
- Using imagination and expressing ideas
- Listening to and Retelling stories
- Listening to others and joining in to listening activities
- Developing and applying fine motor skill control within a range of relevant contexts
- Experimenting with letters and patterns using a range of materials

Maths Learning:

- Exploring size and shape through real-life and play contexts
- Exploring size and shape in everyday objects in the environment
- Sorting and grouping objects
- Counting through play activities, action songs, rhymes and games
- Separating a quantity of objects into groups with smaller number values
- Creating groups of objects

IEYC Learning:

- Exploring the roles and skills of people who help us in the community
- Exploring similarities and differences in people
- Exploring how we move
- Exploring similarities and differences in people



Learning links and Capturing Curiosity:

We would like to form a 'learning-link' partnership with you, in this way we can work together to help your child learn in the best possible way.

Please help by capturing your child's curiosity; this means keeping your child's teacher informed about what he/she is most interested in during this IEYC unit of learning and finding out what he/she would like to learn more about. This helps us to plan relevant learning experiences that will appeal to your child's curiosity.

We look forward to forming a successful learning-link partnership with you so that we can support your child's learning together!

Yours sincerely

Help us track the progress of your child!



Throughout this unit we will be particularly assessing the following IEYC strands.

13. Express themselves in a variety of contexts:

- ☐ Encourage your child to tell you about what they like playing with at home
- ☐ Read a story in your home language and ask them questions about the pictures
- ☐ Talk about superheroes and write and draw pictures together

15. Recall and retell a sequences of events:

- ☐ Ask your child to talk about what happened in the book you have read using the pictures as cues
- ☐ Talk about routines of the day and draw pictures to sequence in order
- ☐ Use a simple recipe to make a sandwich or pizza, talk about the process

We shall discuss this as the upcoming parents meeting - please let us know how well child is doing in your home language. It is important for us to know!

