

IPC Early Years

At the very heart of the IPC Early Years is a clarity about what children should learn. The learning of children aged 4 - 5 is described in 4 strands:

- Independence and interdependence
- Communicating
- Exploring
- Healthy living

The point at which children actually start working towards the Milepost 1 goals of the Main IPC Programme will depend on their individual circumstances and needs. It will also depend on the professional judgement of their teachers. Almost all children will start this process by the time they are six and many may start younger than this.

Each strand contains its own appropriate learning outcomes for young children. Here's a small selection.

Strand 1: Independence and interdependence

Children learn about:

1.10 strategies for solving conflicts in peaceful ways

1.11 positive and constructive attitudes to competition

1.12 taking another's point of view

Strand 2: Communicating

Children learn about:

2.1 using gesture and expressive body movement for communication

2.2 understanding non-verbal messages

Strand 3: Exploring

Children learn about:

3.8 moving in space and moving to rhythm

3.9 using a variety of strategies for exploring and making sense of the world

3.10 setting and solving problems

Strand 4: Healthy living

Children learn about:

4.1 keeping themselves healthy

4.2 self-help and self-care

4.3 making choices

The units of work

The programme consists of 16 units of work, each based on a theme chosen to appeal to young children – for example “Sand and Water”. These units of work give teachers the framework to design classroom activities for their children that let them achieve the learning outcomes and have fun.

Each IPC Early Years Unit usually lasts between four and six weeks, depending upon the interest level of the children, the length of the school day and how well the setting lends itself to a particular focus or context.

Every unit contains an introduction which gives the following information:

- An indication of the length of the unit
- The main intended coverage within the strands - this information could form the basis of a letter to parents, explaining what the children will be learning. It could also support the assessment process
- An entry point activity - this sets the scene.
- International aspect - some information about the coverage of the international goals
- Assessment advice/opportunities relevant to this particular unit
- Resource material needed
- Some advice/suggestions on parental involvement