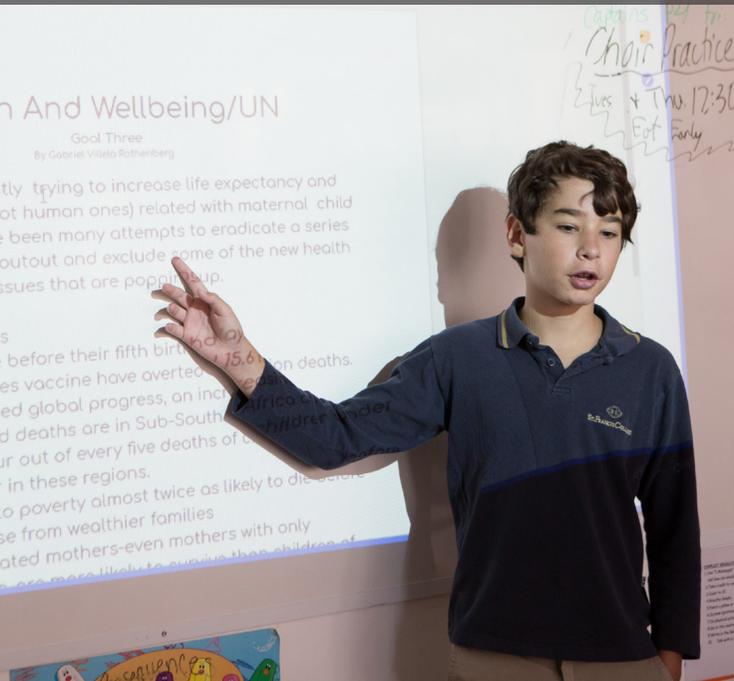


At St. Francis College we view ourselves as a community of learners. Parents are an active part of this community and there are a variety of ways they can help (listed below). We ask parents to consistently provide us with feedback so we can continuously improve.

Contact information is provided here for this purpose but our doors and minds are also always open.



How can parents participate in their child's/children's education?

- Attending the school's Information Day.
- Attending Parent/Teacher Meetings.
- Attending Parent Workshops (please see calendar for dates).
- Attending the Coffee Mornings with the Head of Early Years and Primary.
- Reviewing children's reports with them.
- Establishing a regular routine of reading to your child.
- Taking time to talk to your child/children about school.

Mrs. Shirley Hazell
College Principal
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Mrs. Carolina Giannetto
Head of Early Years & Primary

Mrs. Nichola de Montaigne
PYP Coordinator

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WE EMPOWER PUPILS

- to be passionate lifelong learners
- to achieve academic and personal excellence
- to be committed to impact the world positively



PYP 8
ST. FRANCIS COLLEGE
CURRICULUM OVERVIEW
2019 - 2020



English Language

During PYP 8, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, as writers, and their comprehension.

By the end of PYP 8, pupils' reading and writing will be sufficiently fluent and effortless for them to manage the general demands of the curriculum in MYP 1, across all subjects and not just in English.

They should be able to show their understanding of audience and purpose of their writing by selecting appropriate vocabulary and grammar.

READING

- Read a broad range of genres
- Recommend books to others
- Make comparisons within/across books
- Support inferences with evidence
- Summarise key points from texts
- Identify how language, structure, etc. contribute to meaning
- Discuss use of language, inc. figurative
- Discuss & explain reading, providing reasoned justifications for views

WRITING

- Use knowledge of morphology & etymology in spelling
- Develop a legible handwriting style
- Plan writing to suit audience & purpose; use models of writing
- Develop character & setting in narrative
- Select grammar & vocabulary for effect
- Use a wide range of cohesive devices
- Ensure grammatical consistency

GRAMMAR

- Use appropriate register/style
- Use the passive voice for purpose
- Use features to convey & clarify meaning
- Use full punctuation
- Use language of subject/object

SPEAKING & LISTENING

- Use questions to build knowledge
- Articulate arguments & opinions

Mathematics

NUMBER/ CALCULATION

- Secure place value & rounding to 10,000,000, including negatives
- All written methods, including long division
- Use order of operations (not indices)
- Identify factors, multiples & primes
- Solve multi-step number problems

ALGEBRA

- Introduce simple use of unknowns

GEOMETRY & MEASURES

- Confidently use a range of measures & conversions
- Calculate area of triangles/parallelograms
- Use area & volume formulas
- Classify shapes by properties
- Know and use angle rules
- Translate & reflect shapes, using all four quadrants

DATA

- Use pie charts
- Calculate mean averages
- Fractions, decimals & percentages

COMPARE & SIMPLIFY FRACTIONS

- Use equivalents to add fractions
- Multiply simple fractions
- Divide fractions by whole numbers
- Solve problems using decimals & percentages
- Use written division up to 2dp
- Introduce ratio & proportion

Portuguese

- Emprega recursos linguísticos para encaixar explicações e exemplos (isto é, ou seja, por exemplo, tais como etc.) para manter a coesão sequencial.
- Infere informações pressupostas subentendidas no texto.
- Posiciona-se sobre determinado tema, fato, obra, justificando sua opinião.
- Seleciona o registro linguístico (do mais formal ao informal) considerando a situação de comunicação.
- Sumariza ideias e informações principais com base em diferentes fontes.
- Usa gestos, expressão facial e postura corporal como recursos para prender a audiência.

Science & Social Studies

The IB Primary Years Program is a guided inquiry approach to learning and teaching. Inquiry-based units of study, known as Units of Inquiry, are the focus for learning and are integrated into various curriculum areas. Students experience what it is like to think and act like a historian, scientist, engineer or a mathematician. All of the Science and Social studies content is taught through the units of inquiry and is outlined below.

HOW THE WORLD WORKS

There are different ways in which people uncover knowledge about the world around us.

LINES OF INQUIRY

- The different beliefs about Earth and outer space.
- How we gain knowledge about the world around us
- How we can use this knowledge to understand other phenomena
- Using scientific evidence to support a claim

HOW WE ORGANIZE OURSELVES

A community is impacted by the involvement of its members.

LINES OF INQUIRY

- The rights and responsibilities in the different communities we are a part of
- Different types of government and the interaction with its citizens
- How and why people take action
- The impact people make on their communities

SHARING THE PLANET

Conflict is based on different perspectives and may result in change in society.

LINES OF INQUIRY

- Conflicts in my community
- Different perspectives in causes of conflict throughout history.
- Strategies to solve conflicts.

WHERE WE ARE IN PLACE AND TIME

Some living things, including humans, evolve and adapt to their environment.

LINES OF INQUIRY

- How living things evolve in stages over time
- How evidence is used to understand the past
- How changes in the environment lead to new adaptations of living things

EXHIBITION

LINES OF INQUIRY

The central idea and the lines of inquiry will be determined by the students.

WHO WE ARE

Knowing more about ourselves helps us cope with change and personal well-being.

LINES OF INQUIRY

- Changes humans undergo throughout life (physical, cognitive and emotional)
- Puberty and the reproductive system
- Choices and the impact on our well-being