

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.

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ST. FRANCIS COLLEGE



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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



ST. FRANCIS COLLEGE



PYP 1

ST. FRANCIS COLLEGE
CURRICULUM OVERVIEW
2019 - 2020



English Language

In PYP 1 children get a foundation in literacy through communication and language activities such as role play, listening exercises and sharing. They explore rhymes to help build their phonological awareness – the ability to notice, think about, and play with sounds in words.

ORAL

- Listen and join in nursery rhymes and stories.
- Have some favourite stories, rhymes and songs.
- Repeat words or phrases from familiar stories.
- Join and anticipate key events and phrases in rhymes and stories.
- Extend vocabulary.
- Listen to stories with attention and recall.

VISUAL

- Show interest in illustrations and print in books.
- Reveal his/her own feelings in response to visual presentations.

WRITTEN

- Handle books carefully and look at books independently.
- Know that English is read from left to right and top to bottom.
- Recognise familiar words and signs.
- Give meaning to marks and scribbles they make.

Physical Education

INTERACTION

- Games (Running)
- Movement Composition (Body Expression)
- Individual Pursuit (Locomotive skills)

IDENTITY

- Games (Construction)
- Adventure Challenge
- Movement Composition (Gymnastics)

Mathematics

- Anticipate daily events.
- Notice simple patterns.
- Use shapes to make arrangements.
- Experiment with symbols and marks to represent numbers.
- Recognise numerals 1 to 10.
- Show awareness of numerals in the environment.
- Count objects.
- Use number language spontaneously.
- Identify shapes.
- Use comparative language.
- Use some number names accurately in play.
- Sort objects.
- Compare groups of same quantities.
- Rote count up to 10.
- Understand size vocabulary.
- Compare groups of different quantities.
- Name shapes.
- Match numeral to quantity.
- Begin to understand simple addition and subtraction.
- Make simple estimation and prediction.

The Arts

VISUAL ART

- Explore colour, pattern, texture, line, shape, form and space.
- Select specific tools and materials.
- Express likes and dislikes in artworks or in sculptures.
- Experiment with a variety of visual art media.

MUSIC

- Develop the understanding of contrasts: tempo - fast/slow, and dynamics - loud/soft.

Units of Inquiry

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.

WHO WE ARE

People use their senses to explore their surroundings and gather information.

LINES OF INQUIRY

- My body and my senses
- How our senses work
- We use our senses to explore the world

HOW THE WORLD WORKS

Light and shadows change in a variety of ways.

LINES OF INQUIRY

- Characteristics of light and shadow
- Sources of light
- The use of light for different purposes
- Shadows and movements

HOW WE ORGANIZE OURSELVES

People play different roles in their communities.

LINES OF INQUIRY

- What is a community
- Our roles and responsibilities in the classroom and school
- People in our communities who help us
- How we respect and care for our community

HOW WE EXPRESS OURSELVES

Through play we express our feeling and ideas.

LINES OF INQUIRY

- Making friends through play
- Manipulating materials to create things
- Communication and expression through fantasy
- Rules and responsibilities in play