

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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### 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 3**  
ST. FRANCIS COLLEGE  
CURRICULUM OVERVIEW  
2019 - 2020



# English Language

During PYP3, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt.

## READING

- Match graphemes for all phonemes
- Read accurately by blending sounds
- Read words with common suffixes
- Read contractions & understand purpose
- Read phonics books aloud
- Link reading to own experiences
- Join in with predictable phrases
- Discuss significance of title & events
- Make simple predictions

## WRITING

- Name letters of the alphabet
- Spell very common 'exception' words
- Spell days of the week
- Use very common prefixes & suffixes
- Form lower case letters correctly
- Form capital letters & digits
- Compose sentences orally before writing
- Read own writing to peers or teachers
- Leave spaces between words
- Begin to use basic grammar
- Use punctuation: (. ? !)
- Use common plural & verb suffixes

## ORAL

- Participate actively in collaborative conversations
- Consider different points of view
- Talk about his/her own feelings in response to visual messages
- Listen & respond appropriately
- Ask relevant questions
- Maintain attention and participate
- Speak audibly and fluently with an increasing command of standard English

# Mathematics

## OVERALL

- Count up to 100
- Count in 1s, 2s, 5s and 10s
- Identify 'one more' and 'one less'
- Read & write numbers to 20
- Use +, - and = symbols
- Know number bonds to 20
- Add and subtract one-digit and two-digit numbers to 20, including zero
- Solve one-step problems, including simple arrays
- Use common vocabulary for comparison, (e.g. heavier, taller, full, longest, quickest)
- Begin to measure length, capacity and weight
- Recognise coins & notes
- Use time & ordering vocabulary
- Tell the time to hour/half-hour
- Use language of days, weeks, months & years
- Recognise & name common 2D and 3D shapes
- Order & arrange objects
- Describe position & movement, including half and quarter turns
- Recognise & use  $\frac{1}{2}$  &  $\frac{1}{4}$

# Portuguese

- Descreve sensações e sentimentos provocados pelo texto com vocabulário assertivo.
- Identifica e reconhece semelhanças e diferenças em textos visuais.
- Faz uso de linguagem corporal para reforçar ou acrescentar significado às apresentações orais.
- Percebe que a informação visual contribui para a compreensão do contexto.
- Questiona e compartilha conhecimentos sobre as leituras apresentadas.
- Reproduz textos oralmente.
- Seleciona e incorpora cores, formas, símbolos e imagens em apresentações visuais.

# 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

*Our family and culture make us special.*

### LINES OF INQUIRY

- Personal and family characteristics
- How our family and culture make us who we are
- How we are the same and different
- Our rights and responsibilities in the community

## WHERE WE ARE IN PLACE AND TIME

*Earth's landforms change throughout time.*

### LINES OF INQUIRY

- Earth's different landforms
- Locating landforms on Earth
- How landforms change

## SHARING THE PLANET

*Living things have needs to grow and stay healthy.*

### LINES OF INQUIRY

- Types of plants and animals
- Parts of plants and their function
- What plants and animals need
- How living things grow and change

## HOW WE EXPRESS OURSELVES

*People express themselves through different forms of art.*

### LINES OF INQUIRY

- Different forms of art
- Ways in which nature, ideas and feelings are expressed
- Artists and their work over time