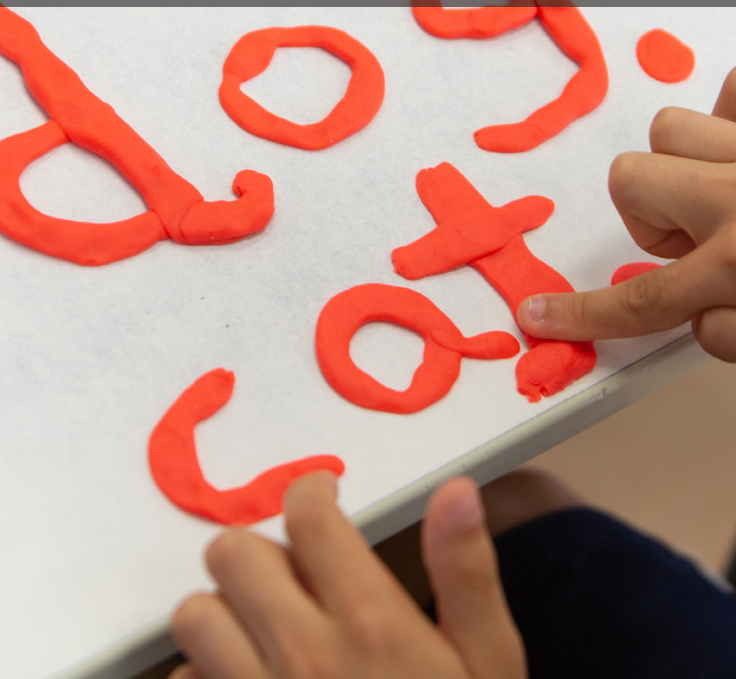


At St. Francis College we view ourselves as a community of learners. Parents are an active part of this community and there are a variety of ways they can help (listed below). We ask parents to consistently provide us with feedback so we can continuously improve.

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



ST. FRANCIS COLLEGE



PYP 4

ST. FRANCIS COLLEGE
CURRICULUM OVERVIEW
2019 - 2020



English Language

By the beginning of PYP4, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge.

Pupils will increase their fluency by being able to read these words easily and automatically.

In writing, pupils at the beginning of PYP 4 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words learnt in PYP 3.

READING

- Develop phonics until decoding is secure
- Read common suffixes
- Read and re-read phonic-appropriate books
- Read common 'exception' words
- Discuss and express views about fiction, non-fiction and poetry
- Become familiar with and retell stories
- Ask & answer questions; make predictions
- Begin to make inferences

WRITING

- Spell by segmenting into phonemes
- Learn to spell common 'exception' words
- Spell using common suffixes, etc.
- Use appropriate size letters & spaces
- Develop positive attitude & stamina for writing
- Begin to plan ideas for writing
- Record ideas sentence-by-sentence
- Make simple additions and changes after proof-reading

GRAMMAR

- Use . ! ? , and ‘
- Use simple conjunctions
- Begin to expand noun phrases
- Use some features of standard English

SPEAKING & LISTENING

- Articulate and justify answers
- Initiate and respond to comments
- Use spoken language to develop understanding

Mathematics

NUMBER/ CALCULATION

- Know 2, 5, 10 x tables
- Begin to use place value (T/U)
- Count in 2s, 3s, 5s & 10s
- Identify, represent & estimate numbers
- Compare / order numbers, inc. < > =
- Write numbers to 100
- Know number facts to 20 (+ related to 100)
- Use x and ÷ symbols
- Recognise commutative property of multiplication

GEOMETRY & MEASURES

- Know and use standard measures
- Read scales to nearest whole unit
- Use symbols for £ and p and add/ subtract simple sums of less than £1 or in pounds
- Tell time to the nearest hour & half hour
- Identify & sort 2-d & 3-d shapes
- Identify 2-d shapes on 3-d surfaces
- Order and arrange mathematical objects
- Use terminology of position & movement

DATA

- Interpret simple tables & pictograms
- Ask & answer comparison questions
- Ask & answer questions about totaling

COMPARE & SIMPLIFY FRACTIONS

- Find and write simple fractions
- Understand equivalence of e.g. $\frac{2}{4} = \frac{1}{2}$

Portuguese

- Ativa conhecimentos prévios sobre tema, conteúdo ou assunto, fazendo previsões, antes de sua leitura.
- Compreende informações visuais e compartilha seu entendimento através de discussões, dramatizações e escrita espontânea.
- Emprega as letras com seu valor de base, que podem ou não coincidir com seus nomes.
- Faz indagações, perguntas, questionamentos pertinentes ao conteúdo.
- Segmenta o texto em unidades menores (sentenças) para a construção da coerência e coesão por meio de uso de pontuação.

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 choices impact others in positive and negative ways.

LINES OF INQUIRY

- Attributes of individuals who have proven influential for the good of mankind
- Ways people can impact the world
- Ideas and perspectives that have changed the world

SHARING THE PLANET

Plants and animals depend on their habitats for survival.

LINES OF INQUIRY

- Types of plants and animals in different habitats
- How habitats support plant and animal life
- Ways we can help protect habitats

WHERE WE ARE IN PLACE AND TIME

The past connects to our lives today and influences us in many ways.

LINES OF INQUIRY

- The ways our lives have changed
- The influences of these changes
- The connection between past, present and future

HOW THE WORLD WORKS

Light and sound can impact our daily lives.

LINES OF INQUIRY

- Properties of light and sound
- Ways light and sound are experienced
- How light and sound can be changed

HOW WE EXPRESS OURSELVES

Stories have different purposes and ways to engage others.

LINES OF INQUIRY

- The elements of a story
- Ways of presenting stories
- Different ways stories are interpreted

HOW WE ORGANIZE OURSELVES

Systems provide a common language we can use to make sense of the world.

LINES OF INQUIRY

- Signs and symbols in our world
- Systems we use for organizing ourselves
- Ways to find out our place in relation to the rest of the world