

since 1980



***St. Nicholas***

A  
Unique  
Educational  
Adventure

**Grade 1**  
The Learning Experience

## **Mission**

Through an inquiry based international education, St. Nicholas School develops responsible, confident and caring citizens of an ever-changing world.

By setting high academic standards and celebrating cultural diversity, we nurture individual talents and embrace a shared passion for learning.

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# Welcome from our Leadership Team



**Simon Lee**

Head of School

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**Simon Lee** is from the UK where he completed his Bachelor of Arts degree and a PGCE teacher training qualification. Since 2007, Mr Lee has held senior leadership positions in Italy, Germany, Malaysia and Vietnam, and he worked in Rio de Janeiro for seven years. Mr Lee began his international career in IB schools, he also has experience of the UK and other local curricula, and authorisation and accreditation experience, including the Council of International Schools.



**Katrina Fabbri**

Head of Primary

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**Katrina Fabbri** joined the St. Nicholas team in 2017 as a Grade 2 class teacher.

Her teaching experience ranges from Kindergarten to Grade 6. She holds a BS in Education from Northern Illinois University with specializations in Mathematics and Language Arts.



**Cristina Prado**

Head of Primary

[cprado@stnicholas.com.br](mailto:cprado@stnicholas.com.br)

Cristina Prado has been working at St. Nicholas since 1999 with a variety of age groups. She holds a BA in Education and Pedagogical Administration from Universidade de São Paulo and postgraduate certificates in Education from Bishop Grosseteste University-UK and Harvard.

# PRIMARY YEARS PROGRAMME

*St. Nicholas is an IB World School and is authorized to offer the PYP. IB World Schools share a common philosophy – a commitment to a challenging and international education that St. Nicholas believes is important for our students. The PYP is an international curriculum framework designed for children between the ages of 3 and 12 years, taught through inquiry and concept-based teaching and learning approaches. The program focuses on the development of the whole child, so in addition to academic achievement, the program strongly emphasizes the social, physical, emotional, and cultural growth of all students.*

## INTERNATIONAL MINDEDNESS AND THE IB LEARNER PROFILE

*International mindedness can be identified as the ability to respect and understand other perspectives, cultures and languages. The IB Mission Statement encapsulates this and as such the programme “encourages students across the world to become active, compassionate and lifelong learners who understand that other people with their differences can also be right” IBO Mission Statement.*

# LEARNER PROFILE

## International Baccalaureate (IB) Learner Profile

*The Primary Years Programme (PYP) aims to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.*



I explore ideas and issues that are locally and globally important, to get in-depth knowledge and develop my understanding in many areas.



I develop my natural curiosity and learn the skills I need to inquire. I enjoy learning and love to learn new things.



I confidently and creatively share my ideas with others in many ways, in more than one language. I listen to and work well with others.



I think carefully and show initiative. I make good decisions and I'm a problem solver.



I tell the truth and I'm fair. I respect others, and take responsibility for my actions and their consequences.



I appreciate my own culture and personal history, but I listen to and respect the ideas and thoughts of others. I try to look at things in more than one way.



I have confidence to be in new situations and try new roles, ideas, and strategies. I stand up for and explain the things I believe in.



I show that I care about the needs and feelings of others. I help others and I look after the environment.

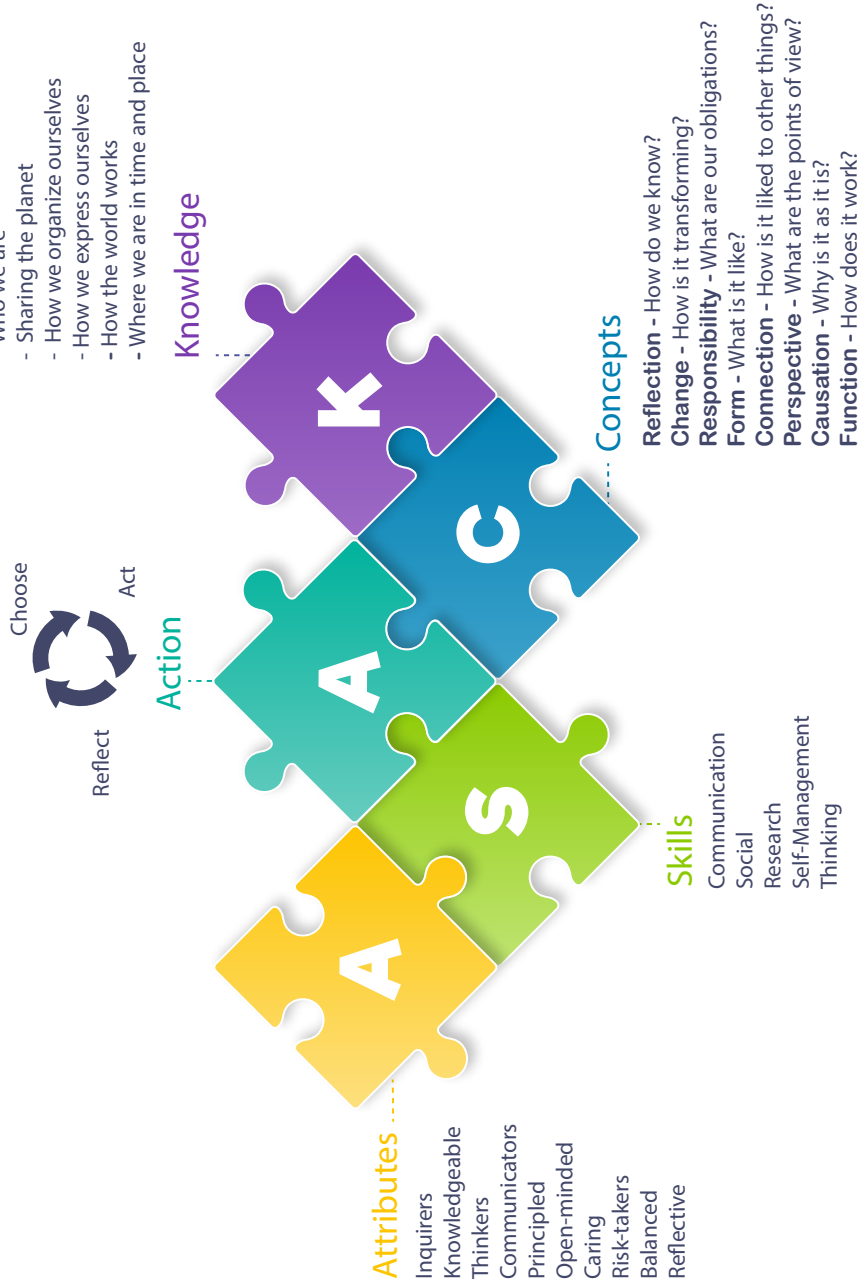


I think about my own learning. I know when I've done well, and when I could improve.



I look after my mind and my body. I try to stay healthy and happy.

## 5 Essential Elements of the PYP





# PROGRAMME OF INQUIRY

*St. Nicholas School Alphaville is an IB Primary Years Programme school. These are schools that share a common philosophy — a commitment to high quality, challenging, international education that St Nicholas School Alphaville believes is important for our students.*

<b>Transdisciplinary theme</b>	<b>Who we are</b> An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.
<b>Title</b>	Choices
<b>Central Idea</b>	The way people feel affects the choices they make.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>◊ what influences our choices</li> <li>◊ how feelings and choices are connected</li> <li>◊ how different people react to different situations</li> </ul>
<b>Concepts</b>	Causation, connection, perspective

<b>Transdisciplinary theme</b>	<b>Sharing the planet</b> An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
<b>Title</b>	Habitats
<b>Central Idea</b>	Human action can impact the biodiversity in natural habitats.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>◊ biodiversity in natural habitats</li> <li>◊ the reasons why humans impact on natural habitats</li> <li>◊ what human responsibility is in regards to natural habitats</li> </ul>
<b>Concepts</b>	Causation, form, responsibility

<b>Transdisciplinary theme</b>	<b>How we organize ourselves</b> An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
<b>Title</b>	From producer to shelf
<b>Central Idea</b>	Many products go through a process of change before they are consumed or used.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>◊ material used in products</li> <li>◊ production process</li> <li>◊ distribution</li> <li>◊ consumers choices</li> </ul>
<b>Concepts</b>	Form, connection, responsibility

<b>Transdisciplinary theme</b>	<b>Where we are in time and place</b> An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
<b>Title</b>	Artifacts
<b>Central Idea</b>	Interpretation of artifacts contributes to our understanding of peoples' histories.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>◊ how people analyse artifacts</li> <li>◊ how artifacts contribute to our understanding of the past</li> <li>◊ Why people keep or discard artifacts</li> </ul>
<b>Concepts</b>	Form, function, perspective

<b>Transdisciplinary theme</b>	<b>How we express ourselves</b> An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
<b>Title</b>	Through the eyes of an artist
<b>Central Idea</b>	Artists can inspire and influence the way we express ourselves.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>◊ techniques and materials used to create visual art</li> <li>◊ the lives and styles of famous artists</li> <li>◊ the influences on visual artists and their work</li> </ul>
<b>Concepts</b>	Form, causation, perspective

<b>Transdisciplinary theme</b>	<b>How the world works</b> An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
<b>Title</b>	Our ever-changing Earth
<b>Central Idea</b>	Internal forces change our earth.
<b>Lines of inquiry</b>	<ul style="list-style-type: none"> <li>◊ the internal structure of the earth</li> <li>◊ how the earth is changing</li> <li>◊ how internal forces cause movement and change</li> </ul>
<b>Concepts</b>	Causation, change, connection

# OVERALL STUDENT OUTCOMES FOR THE YEAR

Grade 1 marks the start of the Primary Years section. It is the time when most children secure many of their early key skills as learners so that they can build upon those skills and knowledge throughout their journey in Primary.

The curriculum is structured around six units of inquiry, each unit falling within a specific transdisciplinary theme including Sharing the planet, Who we are, Where we are in place and time, How we express ourselves, How the world works and How we organize ourselves. The subject areas of literacy (language), numeracy (mathematics), arts, science, social studies and physical, social and personal education (PSPE) are taught so that children make connections within and among the different disciplines. Conceptual understanding underpins all learning. Purposeful inclusion of skills that are applied to all subject areas strengthen the transdisciplinary nature of the curriculum. Children are prepared to take action and apply their understanding to real-life situations.



These overall subject outcomes below are drawn from both the IB Primary Years Programme and the Brazilian Curriculum (Base Nacional Comum Curricular). It is recognised and respected that students are at different phases on the learning continuum.

Some require extra support and may not always reach these outcomes. Likewise, some students are able to work and achieve beyond the outcomes indicated below. We strive to meet their needs and adapt learning and teaching strategies accordingly.

## Language/Literacy - English /Portuguese

### **Oral Language: Listening and Speaking**

Learners use a variety of oral languages appropriately and with increasing confidence. They talk about their own thoughts, feelings and opinions and they work in groups to discuss their ideas. They appreciate that listening is important and, in both small and large group situations, listen with more concentration and consideration. They pick out main events and relevant points, and have increased their ability to anticipate and predict.

### **Visual Communication: Viewing and Presenting**

Learners understand that communication involves both visual and verbal features. They understand that signs and symbols carry meaning and begin to read a range of signs widely used, in their immediate environment. They are able to read and use texts with different types of layout and read information presented by a range of visual media including TV, theatre and computer. Using a variety of visual and technological media, learners begin to search for, record and present information. They have begun to understand that they have to make choices, as not everything they see is useful or relevant.

### **Written Communication: Reading**

Learners read simple books for pleasure and information with increasing independence. They are confident about their own reading and use a range of reading strategies to decode text. They discuss stories heard and read, demonstrating an increasing awareness of the role of the characters and plot, and they understand and respond to the ideas and feelings expressed. They have begun to use a variety of reference books with guidance. They must read daily, either independently, in small groups or in whole-class situations.

## **Written Communication: Writing**

Learners write confidently and with developing fluency. They write for a variety of purposes, and can write simple, sequenced stories with a beginning, middle and end. They are beginning to plan, edit and review their own writing. They show an increasing ability to spell high-frequency words accurately, and they are beginning to use simple spelling patterns or will spell phonetically. They write legibly in a consistent style on a daily basis, either independently, in small groups or with the whole class.

## **Mathematics**

### **Data handling**

Learners understand how information can be expressed as organised and structured data and that this can occur in a range of ways. They collect and represent data in different types of graphs, interpreting the resulting information for the purpose of answering questions. The learners develop an understanding that some events in daily life are more likely to happen than others and they identify and describe likelihood using appropriate vocabulary.

### **Measurement**

Learners understand that standard units allow us to have a common language to measure and describe objects and events, and that while estimation is a strategy that can be applied for approximate measurements, particular tools allow us to measure and describe attributes of objects and events with more accuracy.

### **Space and Shape**

Learners continue to work with 2D and 3D shapes, developing the understanding that shapes are classified and named according to their properties. Learners interpret, create and use simple directions and specific vocabulary to describe paths, regions, positions and boundaries of their immediate environment.

## **Pattern and Function**

Learners understand that whole numbers exhibit patterns and relationships that can be observed and described, and that the patterns can be represented using numbers and other symbols. As a result, learners understand the inverse relationship between addition and subtraction, and the associative and commutative properties of addition. They are able to use their understanding of pattern to represent and make sense of real-life situations and, where appropriate, to solve problems involving addition and subtraction.

## **Number**

Learners understand the base 10 place value system and can model, read, write, estimate, compare and order numbers to hundreds or beyond. They have automatic recall of addition and subtraction facts and can model addition and subtraction of whole numbers using the appropriate mathematical language to describe their mental and written strategies. Learners have an understanding of fractions as representations of whole-part relationships and are able to model fractions and use fraction names in real-life situations.

# **Art**

## **Responding**

Learners show an understanding that ideas, feelings and experiences can be communicated through arts. They recognise that their own art skills and style of artwork may be different from others. They are beginning to reflect on and learn from their own stages of creating arts and understand the concept of being an audience of different artistic forms.

## **Creating**

Learners show an understanding that they can express themselves by creating visual art. They know that creating can be done on their own or with others. They use strategies in their work to enhance the meaning conveyed and to make it more enjoyable for others. They are aware that their work can provoke different responses from others.

# Music

## Responding

Learners use voice to imitate sounds and learn songs to sing individually and in unison. They can express their responses to music from different cultures and styles and discuss music that relates to social issues and/or values. They can describe how music makes them feel and are beginning to compare aspects of music from different times and places. They are able to distinguish the sounds of different instruments in music, can analyse some compositions, describing how the musical elements enhance the message, and explore individually or collectively how music can enhance a narrated story.

## Creating

Learners use vocal sounds, rhythms and instruments to express feelings and ideas. Learners can use the voice and body to create musical patterns and can create and accompany music using a variety of sounds and instruments. They are beginning to read music in traditional notation and can deliver a musical message to different audiences. They participate in performing and creating music both independently and as a group.

## Physical, social and personal education

### Identity

Learners have an awareness of themselves and how they are similar and different to others. They can describe how they have grown and changed, and they can talk about the new understandings and abilities that have accompanied these changes. They are starting to demonstrate a sense of competence with developmentally appropriate daily tasks and can identify and explore strategies that help them cope with change. Learners reflect on their experiences in order to inform future learning and to understand themselves better.

## **Active living**

Learners show an awareness of how daily practices, including exercise, can have an impact on well-being. They understand that their bodies change as they grow. They explore the body's capacity for movement, including creative movement, through participating in a range of physical activities. Learners recognise the need for safe participation when interacting in a range of physical contexts.

## **Interactions**

Learners interact, play and engage with others, sharing ideas, cooperating and communicating feelings in developmentally appropriate ways. They are aware that their behaviour affects others and identify when their actions have had an impact. Learners interact with, and demonstrate care for, local environments.

# **Science**

(Fully integrated into the Units of Inquiry)

Learners are developing their observational skills by using their senses to gather and record information, and can use their observations to identify patterns, make predictions and refine their ideas. They can explore the way objects and phenomena function, identify parts of a system, and have an understanding of cause and effect relationships. Learners examine change over varying time periods, and recognise that more than one variable may affect change. They are becoming aware of different perspectives and ways of organising the world, and they show care and respect for themselves, other living things and the environment. Learners can communicate their ideas or provide explanations using their own scientific experience.



## **Social Studies**

(Fully integrated into the Units of Inquiry)

Learners are increasing their understanding of their world, focusing on themselves, their friends and families and their environment. They are beginning to appreciate the reasons why people belong to groups, the roles they fulfil and the different ways that people interact within groups. They can recognise connections within and between systems by which people organise themselves. They have broadened their sense of place and the reasons why particular places are important to people, as well as how and why people's activities influence, and are influenced by, the places in their environment. Learners have started to develop an understanding of their relationship with the environment. They have gained a greater sense of time, recognising important events in their own lives, and how time and change affect people. They are also becoming aware of how advances in technology affect individuals and the environment.

## **Extra Curricular Activities (ECA)**

At St. Nicholas, ECAs are offered starting in Kindergarten 1 and aim to provide after-school activities that further enrich and supplement the education experience for our students. St Nicholas School offers a wide range of Extra Curricular Activities in the areas of sports, arts and recreation. They provide an excellent opportunity for students to have contact with different activities that may not be typically available to study during the school day, allowing them to acquire a balance between academics and their individual preferences. Students who are involved in our Extra Curricular Activities tend to improve many of their skills, increasing their self-esteem and motivation. Besides, they have different opportunities to learn new skills from their chosen activity, and integrate these skills into their everyday school lives.

# ASSESSMENT AND REPORTING

Assessment is integral to all teaching and learning. The purpose of assessment is to promote student learning, to provide information about student learning and to contribute to the evaluation of the effectiveness of the program. In Grade 1 students also begin to take a more active role in their own assessment process, evaluating their progress towards goals and criteria. Teachers keep track of student progress in many ways, such as:

- ◇ Keeping written observation of what children do and say
- ◇ Collecting samples of children's work, such as drawings and writing
- ◇ Taking photographs of children's constructions, artwork or examples of how they are demonstrating a particular skill
- ◇ Conferencing with students individually and in small groups
- ◇ Comparing children's work to set criteria on a rubric or checklist

Grade 1 students receive Reports in November, March and June. The reports in November and June provide a detailed summary of students' achievements with teachers' comments in addition to specific criteria which is evaluated in each subject area. These reports are shared with parents online.

Parents Day meetings are arranged twice a year to allow a discussion in further detail of the progress each child is making. Parents can expect to be invited to meet their respective teachers any time in the year or may request a meeting at their discretion. The outcome of these meetings allows all parties to achieve a better understanding of the student and to identify measures that can be taken to support the student's progress.

# A TYPICAL DAY FOR GRADE 1

Arrival

Centers

Circle time

Math

Snack & Playground

Literacy / Writer's workshop

Music

Lunch

Playground

Reading

P.E.

Literacy / Unit of Inquiry

Dismissal



# HOME SUPPORT

## Daily reading

Your child should read for 10-15 minutes every day. On most days, your child will have practiced the book in school and will re-read the book at home. Make reading a daily habit that is both enjoyable and productive by scheduling reading time when your child is alert and able to share time with you. You may help your child read new words by helping him/her to blend the sounds together or recall words that are memorised. Blending is a process of saying the sounds in a word and then running them together to make the word, e.g. c-a-t is cat. Some words cannot be sounded out or spelt correctly by listening to the sounds in them. These are called 'Tricky Words' and have to be memorised. Your child should be encouraged to read other books from the school library or your home as well.

## Support writing

If your child is going to be able to write independently she/he will need to be able to combine a variety of different skills including the ability to hear sounds in words. When asked how to write a word, you should encourage your child to listen for the sounds, and write down the letters for those sounds. In Grade 1 your child will continue to develop proper letter formation and this can be practiced at home to reinforce their work at school. The correct formation for each letter is on the following page. Your child will begin to understand that we write for a variety of purposes and should be encouraged to do so at home. Talking about and recording moments throughout their day can also help them develop ideas during Writer's workshop lessons and begin to add details to their writing.

## Support inquiry

Your child will engage in six units of inquiry throughout the year. Your interest in what your child is learning is key to his/her motivation. You can help your child by fostering interest and discovering information together. Depending on the nature of each unit, you can talk about new learning, read books together, visit museums, share internet time together to find out information etc.

# INDEPENDENCE AND RESPONSIBILITIES

## Devices and cell phones

Grade 1 students are not allowed to bring any type of electronic devices to school.

## Forgotten items

Students are expected to come to school prepared for the day. Should your child forget homework or equipment at home, the school office will not phone home at the students request nor deliver forgotten items throughout the day.

## Personal items

Personals items should not be brought to school unless agreed upon with the teacher for a specific class activity or toy day. Anything brought to school is the sole responsibility of the student.

## Punctuality

Your child is expected to arrive no later than 8:00 every day so that they are ready for lessons promptly at 8:10. Late-arrivals will be asked to sign a late book at the gate. Parents should expect to be contacted if your child is frequently late.

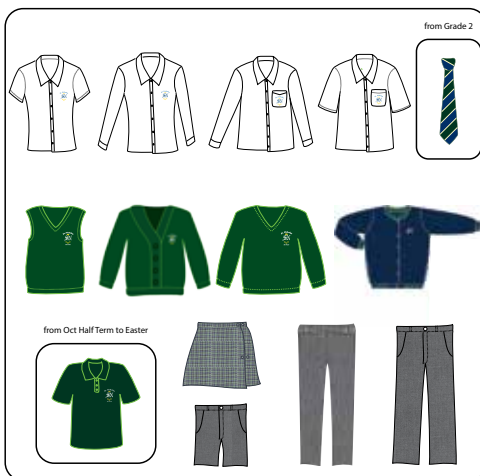
## Uniform

All students must use the complete and correct uniform according to the time of the year. The PE uniform may only be used on the days the class has PE.

## Tiny Tots, Nursery and KG



## From Grade 1 until Grade 9



## PE Uniform - From Grade 1 until Year 12





## Lower-case cursive letters

a b c d e f g h i j k l m  
n o p q r s t u v w x y z

## The capital letters

A B C D E F G H I J K L M N  
O P Q R S T U V W X Y Z

## Examples of the joins

The first join (Set 1 → Set 2)

in he su ns

Notice the joins to and from s.



The second join (Set 1 → Set 3)

ab ch af it

Notice how joins are made to f and t.



The third join (Set 4 → Set 2)

oa ri we fs

Notice the joins to e and s.



The fourth join (Set 4 → Set 3)

wh ob rt ff

Notice how joins are made to f and t.



The break letters

b g j p q x y z

No joins are made after a break letter.



bed queen lazy

No join is made to or from a z.



## The joined style

The quick brown fox  
jumps over the lazy dog.



Notice how the letters all slope the same way.

## The school

Founded in 1980, St. Nicholas is an International School for pupils from 18 months to 18 years old. Our students are a mix of Brazilian and many other nationalities, in a warm and welcoming international environment. We embrace cultural diversity and help new families to settle into the community smoothly.

Parents and the school work closely together in order to ensure that our young people are able to be confident, knowledgeable, responsible, caring and capable citizens.

Throughout the curriculum the school offers a vibrant and innovative education which inspires and challenges our students to develop a love of learning. Emphasis is placed on how students learn as well as what they learn. As a result, our students have the knowledge, skills and values to cope with a rapidly changing world.

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