

since 1980



St. Nicholas

A
Unique
Educational
Adventure

Grade 3
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

simonlee@stnicholas.com.br

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

kfabbri@stnicholas.com.br

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

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.

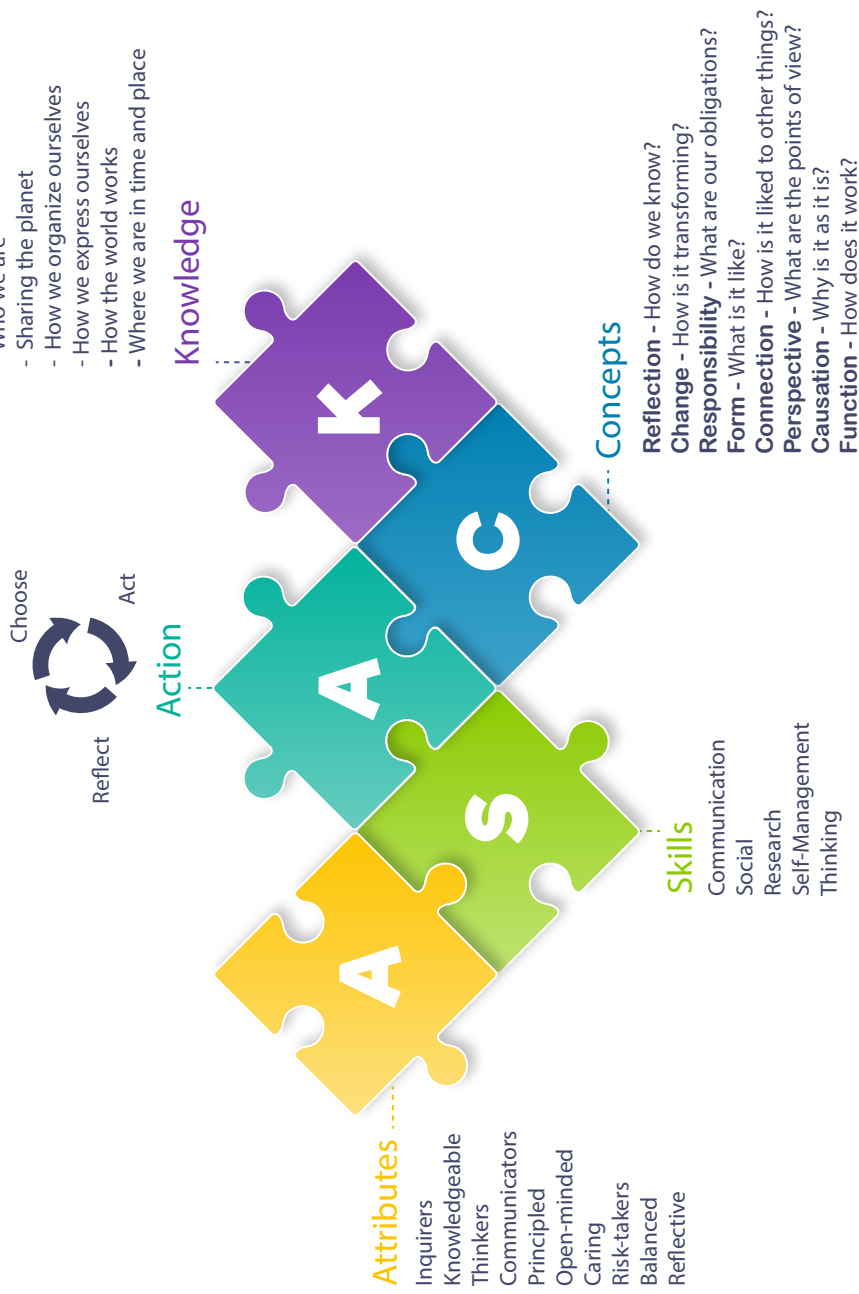


I think about my own learning. I know when I've done well, and when I could improve.



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

5 Essential Elements of the PYP



PROGRAMME OF INQUIRY

Transdisciplinary theme	How the world works 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.
Title	Earth and Beyond
Central Idea	Space exploration can lead to a better understanding of the Earth.
Lines of inquiry	<ul style="list-style-type: none"> ◊ space exploration, advances and new technologies ◊ nature of the solar system ◊ why we are driven to explore space
Concepts	causation, form, change

Transdisciplinary theme	Who we are 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.
Title	Human Body
Central Idea	Human body systems work like a machine to keep us alive and therefore must be taken care of..
Lines of inquiry	<ul style="list-style-type: none"> ◊ functions of body systems ◊ how body systems work together ◊ keeping the body healthy
Concepts	function, responsibility, connection

Transdisciplinary theme	How we express ourselves 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.
Title	Performance
Central Idea	We can express a range of feelings and perspectives through performance.
Lines of inquiry	<ul style="list-style-type: none"> ◊ different types of performances and their purpose ◊ communicating with the audience ◊ elements of performance
Concepts	form, function, perspective

Transdisciplinary theme	Where we are in place and time 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.
Title	Civilizations
Central Idea	We can build pictures of how past societies were organized by gathering and interpreting a range of evidence.
Lines of inquiry	<ul style="list-style-type: none"> ◊ how we use evidence to build our understanding of indigenous peoples ◊ properties and purposes of a civilization's infrastructure ◊ various members of a civilization's social structure
Concepts	Form, function, connection

Transdisciplinary theme	How we organize ourselves 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.
Title	Trade
Central Idea	Marketplaces depend on the ability to produce goods and supply services that can be exchanged.
Lines of inquiry	<ul style="list-style-type: none"> ◊ supply and demand ◊ distribution of goods and services ◊ responsible consumer decision making
Concepts	causation, connection, function

Transdisciplinary theme	Sharing the planet An inquiry into the natural world and its laws; the interaction between the natural world and human-made systems; the distribution of resources and the sustainability of the planet; 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.
Title	Recycling
Central Idea	People can make choices to support the sustainability of the Earth's resources.
Lines of inquiry	<ul style="list-style-type: none"> ◊ renewable and nonrenewable resources ◊ process of recycling ◊ choices we make that impact the environment
Concepts	causation, responsibility, connection

OVERALL STUDENT OUTCOMES FOR THE YEAR

Grade 3 is the continuation of a learning cycle where many skills are consolidated. Students begin to connect their learning with the larger world and begin to understand that real and complex global issues exist.

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 and attitudes 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 the IB Primary Years Programme and are aligned with 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

The following language and literacy outcomes cover a two-year cycle in Grades 2 and 3

Oral language: Listening & speaking

Learners use oral languages appropriately and with increasing confidence in a range of contexts. They show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They are aware that language is a vehicle for becoming knowledgeable; for negotiating understanding; and for negotiating the social dimension.

Visual Communication: Viewing and Presenting

Learners show an open-mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story.

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. Learners show an understanding of the relationship between reading, thinking and reflection. They discuss stories, demonstrating an increasing awareness of the story elements and are able to make personal connections. They have begun to use a variety of reference books, websites and dictionaries independently. Most importantly, they have established reading routines and relish the process of reading.

Written Communication: Writing

Learners write confidently and with developing fluency. They write for a variety of purposes. They understand the role of the author and audience and begin to develop their own style and voice. They demonstrate an understanding of story structure and are able to make critical judgments about their writing, and the writing of others. They are able to revise to improve the quality of their writing. They show an increasing ability to spell high-frequency words accurately, and use simple spelling patterns correctly. They write legibly in a consistent style on a daily basis.

Mathematics

Data handling

Learners will continue to collect, organize, display and analyse data, developing an understanding of how different graphs highlight different aspects of data more efficiently. They will understand that scale can represent different quantities in graphs. The learners will make the connection that probability is based on experimental events and can be expressed numerically.

Measurement

Learners will continue to use standard units to measure objects, in particular developing their understanding of measuring perimeter, area and volume. They will select and use appropriate tools and units of measurement, and will be able to describe measures that fall between two numbers on a scale. The learners will be given the opportunity to construct meaning about the concept of an angle as a measure of rotation

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 will continue to develop their understanding

of symmetry, in particular reflective and rotational symmetry. They will understand how geometric shapes and associated vocabulary are useful for representing and describing objects and events in real-world situations.

Space and Shape

Learners will sort, describe and model regular and irregular polygons, developing an understanding of their properties. They will be able to describe and model congruency and similarity in 2D shapes. They will understand how geometric shapes and associated vocabulary are useful for representing and describing objects and events in real-world situations.

Pattern and Function

Learners will analyse patterns and identify rules for patterns, developing the understanding that functions describe the relationship or rules that uniquely associate members of one set with members of another set. They will understand the inverse relationship between multiplication and division, and the associative and commutative properties of multiplication. They will be able to use their understanding of pattern and function to represent and make sense of real-life situations and, where appropriate, to solve problems involving the four operation.

Number

Learners understand the base 10 place value system and can model, read, write, estimate, compare and order numbers to thousands or beyond. Learners will have automatic recall of addition and subtraction, and multiplication and will be able to derive division facts. They will select, use and describe a range of strategies to solve problems involving addition, subtraction, multiplication and division, using estimation strategies to check the reasonableness of their answers. They will develop their understanding that fractions and decimals are ways of representing whole-part relationships and will demonstrate

this understanding by modelling equivalent fractions. They will be able to model, read, write, compare and order fractions, and use them in real-life situations.

Creative arts: Music, Visual Arts, & Drama

Responding

Learners show an understanding that issues, beliefs and values can be explored in arts. They demonstrate an understanding that there are similarities and differences between different cultures, places and times. They analyse their own work and identify areas to revise to improve its quality. They use strategies, based on what they know, to interpret arts and understand the role of arts in our world.

Creating

Learners show that, as artists, they can influence thinking and behaviour through the arts they create. They think critically about their work and recognize that their personal interests, beliefs and values can inform their creative work. They show an understanding of the relationships between their work and that of others.

Physical, social and personal education

Identity

Learners understand that a person's identity is shaped by a range of factors and that this identity evolves over time. They explore and reflect on the strategies they use to manage change, approach new challenges and overcome adversity. They analyse how they are connected to the wider community and are open to learning about others. Learners use their understanding of their own emotions to interact positively with others. They are aware that developing self-reliance and persisting with tasks independently will support their efforts to be more autonomous learners.

Active living

Learners understand the factors that contribute to a healthy lifestyle. They understand that they can enhance their participation in physical activities through developing and maintaining physical fitness, refining movement skills, and reflecting on technique and performance. Learners are able to identify different stages of life and understand that rates of development are different for everyone. Learners understand that there are potential positive and negative outcomes for risk-taking behaviours and are able to identify these risks in order to maximize enjoyment and promote safety.

Interactions

Learners understand that group work can be enhanced through the development of a plan of action and through identifying and utilizing the strengths of individual group members. Learners reflect on the perspectives and ideas of others. They understand that healthy relationships are supported by the development and demonstration of constructive attitudes towards other people and the environment.

Science

Students will develop their observational skills by using their senses and selected observational tools. They will gather and record observed information in a number of ways, and they will reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy. Students will communicate their ideas or provide explanations using their own scientific experience and that of others. They will develop these skills in the context of Living Things, Materials and Matter, Earth and Space and Forces and Energy exploring topics including the human body, the earth and solar system, and materials and their changes.

Social Studies

Students will extend their understanding of human society, focusing on themselves and others within their own community as well as other communities that are distant in time and place. They will investigate how groups are organized within communities, and the ways in which communities reflect the cultures and customs of their people. They will recognize the interdependency of systems and their function within communities. They will increase their awareness of how people influence, and are influenced by, the places in their environment. Students will explore the relationship between valuing the environment and protecting it. They will broaden their understanding of the impact of advances in technology over time, on individuals, society 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 3 students continue to take on 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 observations of what students do and say
- ◇ Collecting samples of students' work
- ◇ Adding to a reflective portfolio where students choose work that best represents their learning
- ◇ Conferencing with students individually and in small groups
- ◇ Comparing students' work to set criteria on a rubric or checklist
- ◇ Using specific tools or activities to measure skill development

Grade 3 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 conferences are arranged twice a year to allow a discussion in further detail of the progress each child is making. In Grade 3, students take on a greater role during these conferences, participating in the planning and sharing process.

Parents can also 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 3

Arrival

Announcements

Writer's Workshop

Math

Snack & Playground

Inquiry

Music

Lunch

Playground

Reading

P.E.

Literacy

Dismissal



HOME SUPPORT IN GRADE 3

Daily reading

Your child will be assigned books from our reading scheme as well as literature used in class. They should read between 15-20 minutes daily and are encouraged to read additionally for pleasure consistently throughout the year. There will be both oral and written activities to develop comprehension skills which may be assigned at home or done in school. Your child will be more motivated if you consistently inquire about what he or she is reading and engage in discussions about literature.

Support writing

In Grade 3 your child should be consolidating proper letter formation and may be ready to practice joining the letters. This can be practiced at home to reinforce their work at school. The correct formation for each letter is in the back of this handbook.

Your child understands 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 add more details to their writing.

Homework

In addition to receiving daily reading homework, your child will also receive other types of homework as described below. The role of homework is to provide your child with an important opportunity to practise what they are learning in school as well as develop key self-management skills and responsibility. All homework expectations and instructions will be reviewed by the teacher in class and students are expected to approach the teacher if they have any questions before the homework is due. You can support your child by making sure they have the proper time, space, and materials to complete their homework, however students should begin to take on independent responsibility for their own homework completion.

Spelling and Grammar

Children will work with spelling and grammar throughout the week. They will be assigned work to be done in school and at home, sometimes through an online platform.

Mathematics

Your child may occasionally receive one piece of math homework. Homework may be given as a math journal entry, worksheet or through an online platform (Matific).

Portuguese

Your child should read weekly in Portuguese and will receive weekly homework for Portuguese.

Inquiry

Your child will engage in six units of inquiry throughout the year. Your child will be given independent work related to the units of inquiry when relevant. At all times, however, 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 3 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.

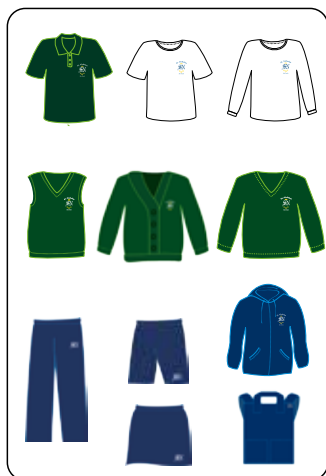
Punctuality

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.

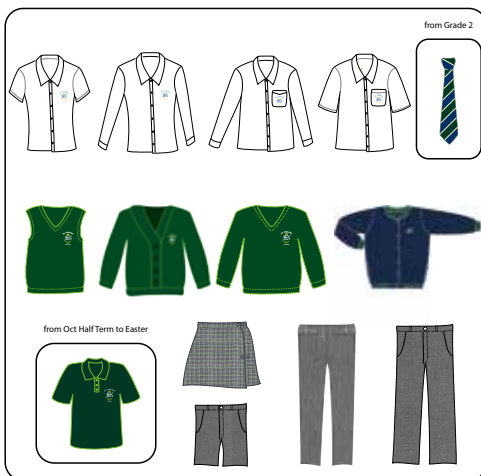
Uniform

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



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.

St. Nicholas School
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