

since 1980



*St. Nicholas*

A  
Unique  
Educational  
Adventure

**Grade 4**

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  
[kfabbri@stnicholas.com.br](mailto: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](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

## 6 Transdisciplinary Themes

- Who we are
- Sharing the planet
- How we organize ourselves
- How we express ourselves
- How the world works
- Where we are in time and place



Action



### Attributes

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

### Skills

- Communication
- Social
- Research
- Self-Management
- Thinking

### Concepts

- Reflection - How do we know?
- Change - How is it transforming?
- Responsibility - What are our obligations?
- Form - What is it like?
- Connection - How is it linked to other things?
- Perspective - What are the points of view?
- Causation - Why is it as it is?
- Function - How does it work?

### Knowledge

# PROGRAMME OF INQUIRY

<i>Transdisciplinary theme</i>	<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.
<i>Title</i>	Art in Society
<i>Central Idea</i>	Artistic expressions can take on different forms and purposes in society.
<i>Lines of inquiry</i>	<ul style="list-style-type: none"> <li>◇ how concepts are expressed through art</li> <li>◇ the role of art in culture and society</li> <li>◇ various artistic mediums</li> </ul>
<i>Concepts</i>	form, function, perspective

<i>Transdisciplinary theme</i>	<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.
<i>Title</i>	Plants
<i>Central Idea</i>	Survival of humans depends on plants.
<i>Lines of inquiry</i>	<ul style="list-style-type: none"> <li>◇ plant growth</li> <li>◇ plants in chain</li> <li>◇ uses of plants</li> </ul>
<i>Concepts</i>	connection, form, responsibility

<i>Transdisciplinary theme</i>	<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.
<i>Title</i>	Digital Media
<i>Central Idea</i>	Digital media changes how people access information, connect and share information with each other.
<i>Lines of inquiry</i>	<ul style="list-style-type: none"> <li>◇ how digital media works/types of media</li> <li>◇ the ways it connects and informs people</li> <li>◇ our responsibility when using digital media</li> </ul>
<i>Concepts</i>	function, connection, responsibility

<i>Transdisciplinary theme</i>	<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.
<i>Title</i>	Energy
<i>Central Idea</i>	Energy may be converted, transformed and used to support human progress.
<i>Lines of inquiry</i>	<ul style="list-style-type: none"> <li>◇ different forms of energy sources (renewable and non-renewable)</li> <li>◇ how energy is used (transformation)</li> <li>◇ sustainable energy practices</li> </ul>
<i>Concepts</i>	Form, function, responsibility

<i>Transdisciplinary theme</i>	<b>Where we are in place and time</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.
<i>Title</i>	Exploration
<i>Central Idea</i>	Exploration leads to change, discoveries, opportunities and new understandings.
<i>Lines of inquiry</i>	<ul style="list-style-type: none"> <li>◇ reasons for exploration (historical and personal)</li> <li>◇ how explorations have taken place over time</li> <li>◇ consequences of exploration</li> </ul>
<i>Concepts</i>	causation, change, form

<i>Transdisciplinary theme</i>	<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.
<i>Title</i>	Beliefs and Values
<i>Central Idea</i>	Systems that define beliefs and values offer explanations about the world around us and what it means to be human.
<i>Lines of inquiry</i>	<ul style="list-style-type: none"> <li>◇ what influences beliefs and values</li> <li>◇ foundations and common values of major world religions</li> <li>◇ how beliefs and values influence interactions among people</li> </ul>
<i>Concepts</i>	function, responsibility, connection

# OVERALL STUDENT OUTCOMES FOR THE YEAR

Grade 4 begins a learning cycle where students arrive at many new understandings about the world and they are able to make authentic connections and applications of this understanding. Students not only are ready to begin to connect their learning with a larger world and begin to understand that real and complex global issues exist, but they also begin to see how this connects to their own life.

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 4 and 5

### **Oral language: Listening & speaking**

Learners are able to understand the difference between literal and figurative language; how to use language differently for different purposes. They are aware that they are building on their previous experiences and using language to construct new meaning.

### **Visual language: Viewing and Presenting**

Through inquiry, learners engage with an increasing range of visual text resources. As well as exploring the viewing and presenting strategies that are a part of the planned learning environment, they select and use strategies that suit their learning styles. They are able to make connections between visual imagery and social commentary. They show more discernment in selecting information they consider reliable. They are able to use visual imagery to support a position.

### **Written language: Reading**

Learners show an understanding of the relationship between reading, thinking and reflection. They synthesize ideas and information from texts which leads them to new ideas and understanding. They use a variety of reference books, websites and dictionaries independently. Learners show an understanding of the strategies authors use to engage them. They discuss the structure and themes of different stories, demonstrating an increasing awareness of the author's style and purpose. They have their favourite authors and can articulate reasons for their choices. Reading provides a sense of accomplishment, not only in the process, but in the access it provides them to further knowledge about, and understanding of, the world.

## **Written language: Writing**

Learners show an understanding of the conventions pertaining to writing, in its different forms, that are widely accepted. In addition, they demonstrate a high level of integration of the strands of language in order to create meaning in a manner that suits their learning styles. They can analyse the writing of others and identify common or recurring themes or issues. They accept feedback from others.

## **Mathematics**

The following mathematics outcomes cover a two-year cycle in Grades 4 and 5

### **Data handling**

Learners will collect, organize and display data for the purposes of valid interpretation and communication. They will be able to use the mode, median, mean and range to summarize a set of data. They will create and manipulate an electronic database for their own purposes, including setting up spreadsheets and using simple formulas to create graphs. Learners will understand that probability can be expressed on a scale (0–1 or 0%–100%) and that the probability of an event can be predicted theoretically.

### **Measurement**

Learners will understand that a range of procedures exists to measure different attributes of objects and events, for example, the use of formulas for finding area, perimeter and volume. They will be able to decide on the level of accuracy required for measuring and using decimal and fraction notation when precise measurements are necessary. To demonstrate their understanding of angles as a measure of rotation, the learners will be able to measure and construct angles.

## **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. They will understand the properties of 2D shapes and understand that 2D representations of 3D objects can be used to visualize and solve problems in the real world, for example, through the use of drawing and modelling. Learners will develop their understanding of the use of scale (ratio) to enlarge and reduce shapes. They will apply the language and notation of bearing to describe direction and position.

## **Pattern and Function**

Learners will understand that patterns can be represented, analysed and generalized. They will use words, tables, graphs and, where possible, symbolic rules to analyse and represent patterns. The students will continue to use their understanding of pattern and function to represent and make sense of real-life situations and to solve problems involving the four operations.

## **Number**

Learners will understand that the base 10 place value system extends infinitely in two directions and will be able to model, compare, read, write and order numbers to millions or beyond, as well as model integers. They will develop an understanding of ratios. They will understand that fractions, decimals and percentages are ways of representing whole-part relationships and will work towards modelling, comparing, reading, writing, ordering and converting fractions, decimals and percentages. They will use mental and written strategies to solve problems involving whole numbers, fractions and decimals in real-life situations, using a range of strategies to evaluate reasonableness of answers.

## **Creative arts: Music, Visual Arts, & Drama**

### **Responding**

Learners show an understanding that throughout different cultures, places and times, people have innovated and created new modes in arts. They can analyse different art forms and identify common or recurring themes or issues. They recognize that there are many ways to enjoy and interpret arts. They accept feedback from others.

### **Creating**

Learners show an understanding that their own creative work in dance, drama, music and visual arts can be interpreted and appreciated in different ways. They explore different media and begin to innovate in arts. They consider the feedback from others in improving their work. They recognize that creating in arts provides a sense of accomplishment, not only in the process, but also in providing them with a way to understand the world.

## **Physical, social and personal education**

### **Identity**

Learners understand that the physical changes they will experience at different stages in their lives affect their evolving identities. They understand that the values, beliefs and norms within society can impact an individual's self-concept and self-worth. Learners understand that being emotionally aware helps them to manage relationships. They recognize and describe how a sense of self-efficacy contributes to human accomplishments and personal well-being. Learners apply and reflect on strategies that develop resilience and, in particular, help them to cope with change, challenge and adversity in their lives.

## **Active living**

Learners understand the interconnectedness of the factors that contribute to a safe and healthy lifestyle, and set goals and identify strategies that will help develop well-being. They apply movement skills appropriately, and develop plans to help refine movements, improve performance and enhance participation in a range of physical contexts.

## **Interactions**

Learners understand that they can experience intrinsic satisfaction and personal growth from interactions with others in formal and informal contexts. They understand the need for developing and nurturing relationships with others and are able to apply strategies independently to resolve conflict as it arises. They recognize that people have an interdependent relationship with the environment and other living things and take action to restore and repair when harm has been done.

# **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 plants, energy, digital technology, and machines and mechanisms.

## **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 extend their understanding of time, recognizing important events in people's lives, and how the past is recorded and remembered in different ways. 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 4, students continue to take on a more active role in their own assessment process, evaluating their progress towards goals and criteria. Teachers and students keep track of 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 4 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 4, students take on a greater role during these conferences, participating significantly 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 4

Arrival

Announcements

Writer's Workshop

Math

Snack & Playground

Inquiry

Music

Lunch

Playground

Reading

P.E.

Literacy

Dismissal



# HOME SUPPORT IN GRADE 4

## 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 4 your child should be joining the letters and using consistently neat and legible handwriting. 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. This may take different forms including creative story writing, comics, or a diary. Talking about and recording moments throughout their day can also help them develop ideas for 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 are expected to be independent and responsible 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 4 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.

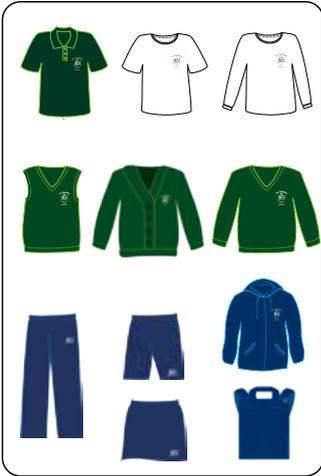
## Punctuality

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.

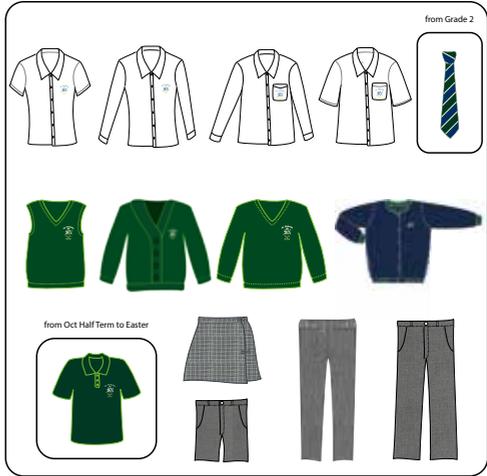
## Uniform

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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