



since 1980

St. Nicholas



Preparing
each child
for their
own success

Early Years

Kindergarten 1

June 2024

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Mission

In a caring, innovative, and inspirational environment, we nurture our learners with values, life skills, and knowledge, enabling each of them to succeed and transform the world.

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.



Jennifer Fletcher

Head of Early Years
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Jennifer Fletcher has been working at St. Nicholas since 1995. She holds a teachers and pedagogical administration degree (Gestão Escolar) and post-graduate degree in Education from Bishop Grosseteste University-UK.



Caroline Vaz

Curriculum Coordinator
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Caroline Vaz coordinates the curriculum in Early Years. The curriculum encompasses everything involved in teaching and learning, as well as methods to make learning more meaningful and accessible for children. She holds a degree in teaching and pedagogical administration (Gestão Escolar) and a postgraduate degree in Mathematics for children. Additionally, she is an educational psychologist equipped to identify specific challenges that students may face in their learning, whether cognitive, emotional, or behavioral in nature.

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.

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



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.

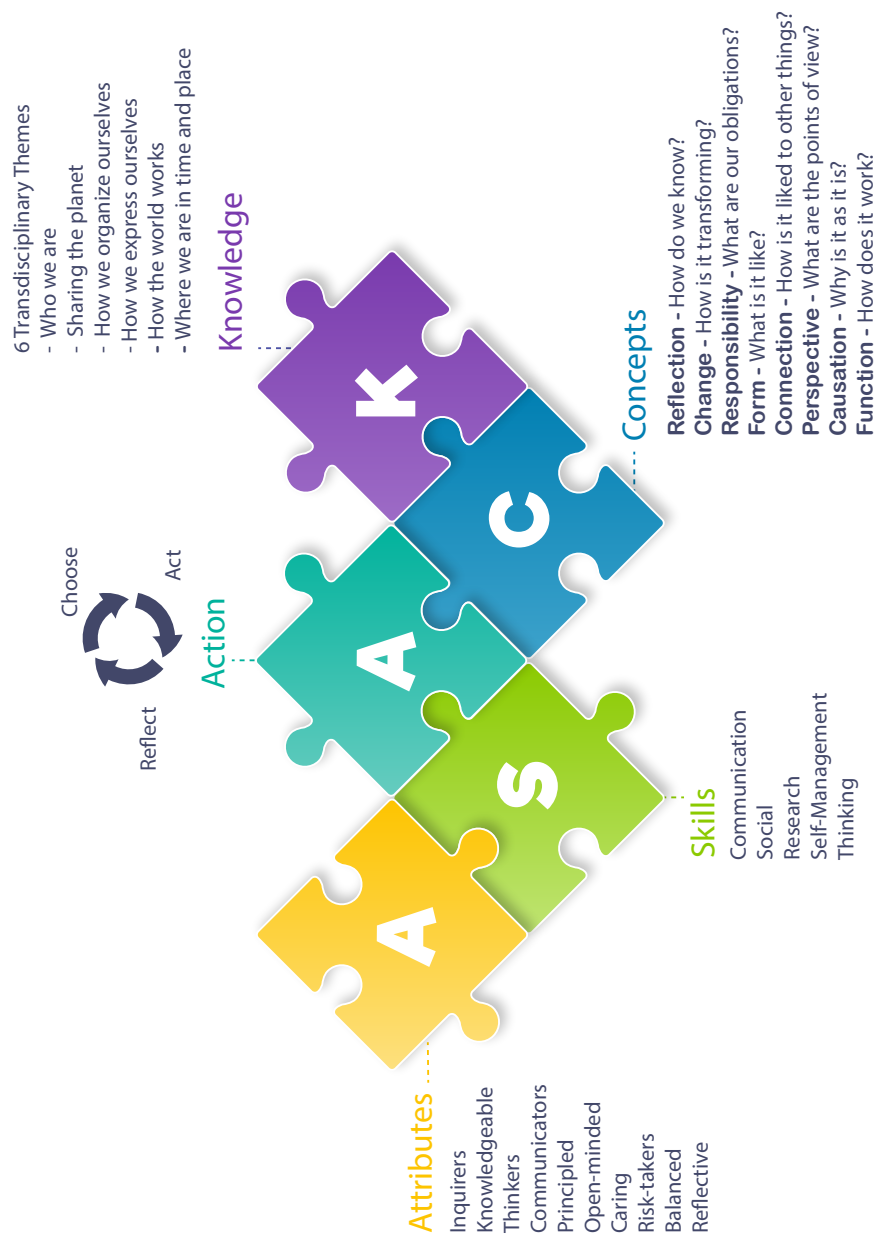


I show that I care about the needs and feelings of others. I help others and I look after the environment.



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

5 Essential Elements of the PYP



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.

EARLY YEARS PHILOSOPHY

At St. Nicholas, we believe that children learn best through hands-on experiences, in a play-based environment, where they are viewed as active participants in their learning.

The Early Years section is usually their first experience of school. To develop a positive attitude and thrive as lifelong learners, children need to feel safe, secure, and happy in a nurturing environment. Trust and security, vital to each child's success, are developed through an open partnership between home and school. Teacher-initiated experiences are planned by highly skilled staff with expertise in child development. Children are given opportunities to express themselves through exploratory, investigative, and imaginative play, which can be enjoyed either cooperatively or independently. Child-initiated and teacher-guided experiences enhance language development, social competence, creativity, imagination, and thinking skills. These experiences are supported by developmentally appropriate best practices and start the journey towards academic success. Assessment plays a vital role in the process of teaching and learning. Our teachers carefully monitor children's learning and development. Teachers purposefully record these observations in order to understand each child and make decisions about how to best support his or her development and learning.

KINDERGARTEN 1 (AGES 4-5)

KG1 children continue to learn and inquire through Units of Inquiry (UOI) using the IB Primary Years Program (PYP). Activities are carefully planned and delivered through child-initiated and teacher-guided inquiry. The learning environment, resources and supportive interactions facilitate age appropriate cognitive, physical, emotional and social development.

Children in KG1 make huge conceptual gains. Four to five year olds develop a personal identity and learn to voice opinions. They remember and retell information with expanding vocabulary and use complex and relevant questioning to feed their increasing curiosity. Children are able to maintain focus for increasing periods of time. Children develop their understanding of the concept of print and a deeper approach to phonemic awareness activities. Children's mark and printmaking becomes recognizable and is purposeful. They participate and show interest in reading, storytelling, identifying rhymes, singing, answering comprehension questions and responding with personal connection. Using number, data handling, shape, sequence and patterns, children strengthen their problem solving skills and begin to use appropriate mathematical language.

Physical Development and Self-Management

KG1 children are rapidly learning new gross motor skills and use the outdoor space to practice skipping, hopping, balancing and throwing. Children practice and refine their fine motor skills through age appropriate activities such as, puzzles, drawing, painting, cutting, gluing, and creating imaginative 3D constructions with a variety of materials. Increased transitions to specialist classes, such as Library, Physical Education, Art, and Music, help to further develop self-management skills. Children are encouraged to be independent, take responsibility for their personal belongings and manage personal hygiene.

Social and Emotional Development

KG1 children continue to learn how to take turns and cooperate with others. They learn to identify feelings and emotions and explore strategies on how best to respond to others. Children develop a positive sense of self. Friends are established and children feel confident to participate in class activities and discussions. They are also encouraged to interact effectively with peers by using their manners and look after the classroom by tidying away resources after use. Teachers continue to foster a supportive environment by modelling the PYP learner profile and attributes. By the end of KG1 children should be confident in approaching new situations, initiating conversations, interacting freely and resolving conflict independently.

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.

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	Stories
Central Idea	Stories teach us lessons that can be used in our lives.
Lines of inquiry	<ul style="list-style-type: none"> Each reader has a different point of view about each character How to use and create stories to share messages and teach others Every action has a consequence
Concepts	Connection, perspective, causation.

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	Growing and Changing
Central Idea	Living things grow and change, and have specific needs to stay alive.
Lines of inquiry	<ul style="list-style-type: none"> How living things change during their lives Similarities and differences in stages/patterns of growth The needs of living things as they change during their lifetime
Concepts	Form, causation, 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	Relationships.
Central Idea	Relationships are a fundamental part of human life.
Lines of inquiry	<ul style="list-style-type: none"> Human relationships; The way each individual behaves affects people around them; Disagreements are part of relationships, and expressing feelings helps to solve conflicts.
Concepts	Form, function and connection

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	Places Around Me
Central Idea	What a place is like affects what we can do there.
Lines of inquiry	<ul style="list-style-type: none"> Different places around me and what we do there (school/ neighbourhood); Ways we move and get around.
Concepts	Function, perspective

Transdisciplinary theme	Sharing the Planet An inquiry into rights and responsibilities in the struggle to share finite resources with other people and use other living things.
Title	Water
Central Idea	Water is necessary for the survival of living things and, as finite resource, needs to be conserved.
Lines of inquiry	<ul style="list-style-type: none"> Reasons why living things need water; Although limited, water can be found in many different places; Conservation of water.
Concepts	Connection, causation, responsibility.

OVERALL STUDENT OUTCOMES FOR THE YEAR

In Kindergarten 1, effective teaching introduces children to new learning and to new ways of learning. Children will build on and consolidate their learning from last year through practical work, practice and the opportunity to use their learning to solve problems and puzzles.

The curriculum is structured around four units of inquiry, each unit falling within a specific transdisciplinary theme including Who we are, Where we are in place and time, How we express ourselves, and How the world works. 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 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

Oral language (Listening & speaking)

Learners use a variety of oral languages appropriately and with increasing confidence. They are guided to talk about their own thoughts, feelings and opinions and they work in structured 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 begin to pick out main events and relevant points.

Visual Communication: Viewing and Presenting

Learners understand that communication involves both visual and verbal features. They begin to understand that signs and symbols carry meaning and begin to read a range of signs widely used, in their immediate environment. Using a variety of visual and technological media, the learner is guided to search for, record and present information.

Written Communication: Reading and writing

Letters and sounds program phase 1 and phase 2

Phase 1 of Letters and Sounds concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Phase 1 is divided into seven aspects. Each aspect contains three strands: Tuning in to sounds (auditory discrimination), Listening and remembering sounds (auditory memory and sequencing) and Talking about sounds (developing vocabulary and language comprehension).

It is intended that each of the first six aspects should be dipped into, rather than going through them in any order, with a balance of activities. Aspect 7 will usually come later, when children have had plenty of opportunity to develop their sound discrimination skills.

- Aspect 1 – General sound discrimination – environmental

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills. Activities suggested in the guidance include going on a listening walk, drumming on different items outside and comparing the sounds, playing a sounds lotto game and making shakers.

- Aspect 2 – General sound discrimination – instrumental sounds

This aspect aims to develop children's awareness of sounds made by various instruments and noise makers. Activities include comparing and matching sound makers, playing instruments alongside a story and making loud and quiet sounds.

- Aspect 3 – General sound discrimination – body percussion

The aim of this aspect is to develop children's awareness of sounds and rhythms. Activities include singing songs and action rhymes, listening to music and developing a sounds vocabulary.

- Aspect 4 – Rhythm and rhyme

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech. Activities include rhyming stories, rhyming bingo, clapping out the syllables in words and odd one out.

- Aspect 5 – Alliteration

The focus is on initial sounds of words, with activities including I-Spy type games and matching objects which begin with the same sound.

- Aspect 6 – Voice sounds

The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting. Activities include Metal Mike, where children feed pictures of objects into a toy robot's mouth and

the teacher sounds out the name of the object in a robot voice – /c/-/u/-/p/ cup, with the children joining in.

- Aspect 7 – Oral blending and segmenting

In this aspect, the main aim is to develop oral blending and segmenting skills.

To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.

In Letters and Sounds Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence:

Set 1: s, a, t, p

Set 2: i, n, m, d

Set 3: g, o, c, k

Set 4: ck, e, u, r

Set 5: h, b, f, ff, l, ll, ss

As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word sat. They will also start learning to segment words. For example, they might be asked to find the letter sounds that make the word tap from a small selection of magnetic letters.

- Reading books

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. Teachers will guide you through this process.

- Identifying sounds in words

If your child is going to be able to write independently they will

need to be able to hear the sounds in words and to write the letters for those sounds. Your child may begin to practise their new writing skills at home. They should be encouraged to listen for the sounds, and write down the letters for those sounds. This is the first step towards your child becoming an independent writer.

- Letter formation

It is very important that your child holds the pencil correctly. If the hold starts incorrectly it is very difficult to get it right later on.

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 also becoming aware that art uses symbols and representations to convey meaning. 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 are aware that inspiration to create through the arts comes from their own experiences and imagination. They recognise that they use symbols and representations to convey meaning in their work.

Numeracy/Mathematics

Number

Teachers will support children's understanding of numbers by providing opportunities to say and use numbers in familiar contexts.

They will practice counting everyday and recognise numbers to 20 and beyond. They will use their understanding of numbers to solve practical problems and learn to relate addition to combining groups of objects. Teachers will also develop children's understanding of space and shape. They will gain vocabulary to describe shape and size of solid and flat shapes. They will also use everyday words to describe position. Children will begin to learn how to compare and measure length, weight, and capacity. Children learn through group activities, games, and hands-on work. They begin to learn to record their work by learning to write numbers and record their understanding.

Data handling

Learners have an understanding of how the collection and organisation of information helps to make sense of the world. They can sort, describe and label objects by attributes and represent information in graphs including pictographs and tally marks. The learners are able to discuss chance in daily events.

Measurement

Learners are developing an understanding of how measurement involves the comparison of objects and the ordering and sequencing of events. They can identify, compare and describe attributes of real objects as well as describe and sequence familiar events in their daily routine.

Space and Shape

Learners understand that shapes have characteristics that can be described and compared. They understand and use common language to describe paths, regions and boundaries of their immediate environment.

Pattern and Function

Learners understand that patterns and sequences occur in everyday situations. They can identify, describe, extend and create patterns in various ways. They are beginning to use their understanding of pattern to represent and make sense of real-life situations.

Music

Responding

Learners can sing individually and together as a group. They can sing with accuracy and control, focusing awareness on tuning in to the musical elements. They can describe the differences in music and how it makes them feel.

Creating

Learners explore vocal sounds, rhythms, instruments and timbres to communicate ideas and feelings. They can create and accompany music using a variety of sounds and instruments and play untuned percussion instruments and body percussion in time with a beat. They participate in creating music both individually and collectively.

Physical, social and personal education

Identity

Learners have an awareness of themselves and how they are similar and different to others. They are beginning to 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 are learning how to identify and explore strategies that help them cope with change.

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 some connections within and between systems by which people organise themselves. They have developed 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 are gaining a 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, Extra curricular activities begin in Kindergarten 1 and aim to provide after-school activities to 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 recreational activities. 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 the 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. 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
- ◊ Capturing children's actions on video or what they are saying with an audio recording

Kindergarten 1 students receive Reports in October, March and June. They provide a detailed summary of students' achievements. 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.

HOME SUPPORT

Daily reading

Your child should read for 10-15 minutes every day. 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.

Support writing

If your child is going to be able to write independently they will need to be able to hear the sounds in words and to write the letters for those sounds. 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. It is very important that your child holds the pencil correctly. If the grip starts incorrectly it is very difficult to get it right later on.

Support inquiry

Your child will engage in four units of inquiry throughout the year. Your interest in what your child is learning is key to their motivation. You can help your child to foster interest and discover information together. Depending on the nature of each unit, you can talk about new learning, read books together.

A TYPICAL DAY FOR KINDERGARTEN 1

Arrival

Playful learning corners

Circle time

Literacy / Unit of Inquiry

Snack & Playground

Literacy / Writer's workshop

Lunch

Playground

Reading

P.E.

Math

Math Games - learning centers

Dismissal



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

www.stnicholas.com.br