



since 1980

St. Nicholas



Preparing
each child
for their
own success

Early Years

Kindergarten 2

June 2024

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.

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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.



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.

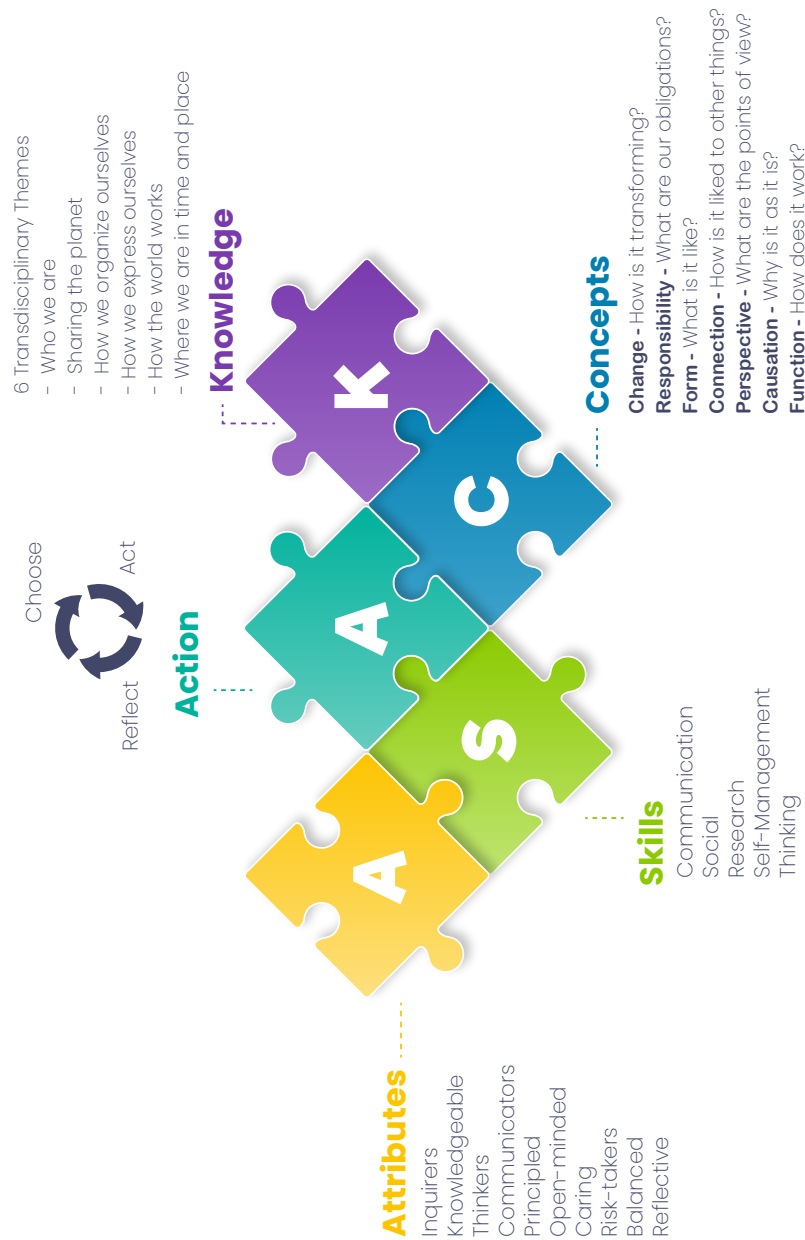


I show that I care about the needs and feelings of others. I help others and I look after the environment.



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 2 (AGES 5-6)

KG2 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 KG2 make huge conceptual gains. Five to six year olds continue to develop a personal identity and to be encouraged 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 further develop their understanding of the concept of print and a deeper approach to reading and writing activities. Children's writing begins to be recognizable and meaningful. 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 are able to use appropriate mathematical language.

Physical Development and Self-Management

KG2 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. Holding a pencil correctly requires strong muscles and dexterity. Children are encouraged to be independent, take responsibility for their personal belongings and manage personal hygiene. They are also encouraged to focus for longer periods of time, to regulate their own behavior and to listen to more complex instructions.

Social and Emotional Development

KG2 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 modeling the PYP learner profile and attributes. By the end of KG2 children should be confident in approaching new situations, initiating conversations, interacting freely and have acquired a variety of tools to resolve 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	Who we are
	An inquiry into identity as individuals and as part of a collective through: physical, emotional, and spiritual health and well-being; relationships and belonging; learning and growing.
Title	Learning
Central Idea	Learning happens through exploration and interaction.
Lines of inquiry	<ul style="list-style-type: none"> How the brain works to support learning; How our senses help us to interact with the world; How we learn when we are playing.
Concepts	Function and 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	Our Community
Central Idea	Communities are made up of people working together to provide for each other's needs.
Lines of inquiry	<ul style="list-style-type: none"> types of jobs within a community the tools, skills and attitudes needed for various jobs how different roles (jobs) meet the needs of the community
Concepts	Form, connection, responsibility

Transdisciplinary theme	Sharing 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	Minibeasts
Central Idea	Each living thing has a role that might have a greater impact in the environment..
Lines of inquiry	<ul style="list-style-type: none"> Characteristics of minibeasts; The significance of minibeasts; The relationship between minibeasts and humans.
Concepts	Connection, form, responsibility

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	Just Imagine
Central Idea	Authors and illustrators use their imagination to create stories that express feelings, entertain and make people reflect about the world.
Lines of inquiry	<ul style="list-style-type: none"> how authors create stories how authors make stories interesting and clear to the reader why people enjoy different types of stories
Concepts	Function, connection, perspective

OVERALL STUDENT OUTCOMES FOR THE YEAR

In Kindergarten 2, 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.

The curriculum is structured around four units of inquiry, each unit falling within a specific transdisciplinary theme including Sharing the planet, Who we are, How we express ourselves, 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 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

Letters and sounds program phase 2 and phase 3

Learners will review and consolidate the 19 letters from phase 2 of the Letters and Sounds program and further develop their reading and writing skills.

Phase 2 graphemes

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

In phase 3 students will be introduced to 25 new graphemes

- Set 6: j, v, w, x
- Set 7: y, z, zz, qu
- Consonant digraphs: ch, sh, th, ng
- Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

During Phase 3, children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words.

Written Communication: Writing

Learners begin to read simple books for pleasure and information with increasing independence. They 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 been introduced to a variety of reference books and dictionaries. They must read daily, either independently, in small groups or in whole-class situations.

Written Communication: Writing

Learners explore writing with enjoyment. They will write for a variety of purposes, and by the end of the year learners will begin to write simple sentences in English. They will also use simple spelling patterns or will spell phonetically.

Phonics Letters and Sounds - Phase 2 and 3 sound mat sample



Number

Learners understand that numbers are used for many different purposes in the real world. They have an understanding of one-to-one correspondence and conservation of number, and can count and use number words and numerals to represent quantities. Learners have an understanding of the base 10 place value system and will model, read, write, estimate, compare and order numbers to hundreds or beyond. They will be able to model addition and subtraction of whole numbers using the appropriate mathematical language to describe their mental and written strategies.

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. Learners can 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.. They are beginning to use their understanding of pattern to represent and make sense of 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 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.

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.

PSPE

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 2 students receive Reports in November, March and June. They provide a detailed summary of students' achievements with teachers' comments. 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 KINDERGARTEN 2

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



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 can not be sounded out or spelt correctly by listening to the sounds in them. These are called 'Tricky Words' and have to be memorised.

Support writing

If your child is going to be able to write independently she/he 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. The correct formation for each letter is on the following page.

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, visit museums, share internet time together to find out information etc.

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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