



since 1980

St. Nicholas



Preparing
each child
for their
own success

Early Years Nursery

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.

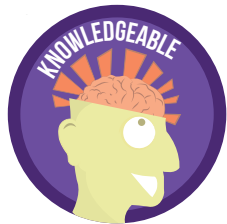
PRIMARY YEARS PROGRAMME

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.

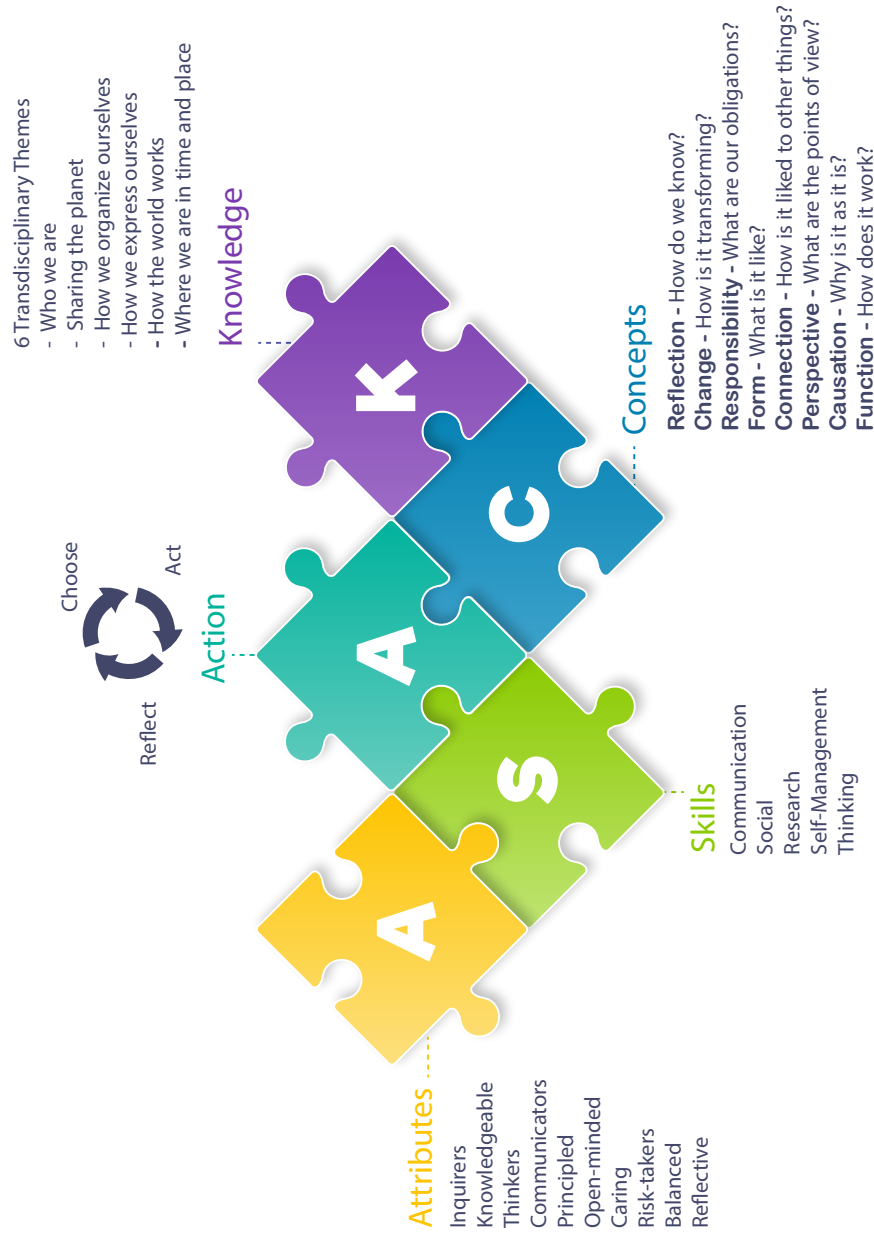


I show that I care about the needs and feelings of others. I help others and I look after the environment.



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.

NURSERY (AGES 3-4)

In Nursery, children are introduced to the IB Primary Years Program (PYP) through four Units of Inquiry (UOI). These units of inquiry build on the foundations laid in Tiny Tots and at home and are designed to support age appropriate cognitive, physical and emotional development.

Cognitive and Language Development

Children's intellects develop rapidly during the year. Three to four year olds use their expanding vocabularies and increasingly complex sentences to make connections. They are learning to respond to teacher directions, to communicate their feelings and answer questions. Nursery children can maintain their focus for increasing periods of time on both child-initiated and teacher-guided inquiry. Nursery teachers facilitate understanding of simple concepts through planned learning engagements and group experiences, including class discussion, telling and retelling stories, singing songs and rhyming. They listen to stories and are encouraged to make independent book choices. Children are encouraged to recognize and write their names. They develop confidence in mark making and use early writing for a variety of purposes. Children develop their understanding of the concept of print and are introduced to phonemic awareness. During informal play experiences, they ascribe meaning to their marks and writing.

Physical Development and Self-Management

Nursery children continue to grow and develop physically. They spend time every day in the outdoor areas practicing gross motor skills such as hopping, balancing, throwing and climbing. During class time they have a variety of activities, which encourage the development of age appropriate fine motor skills including cutting, gluing, threading, drawing and writing using a correct pencil grip. They also engage in free play, creatively and constructively using a variety of materials. Children

are also encouraged to develop self-help skills, such as managing their personal hygiene, taking care of their belongings, and feeding themselves.

Social and Emotional Development

In Nursery, we encourage children to participate in group activities and share space, equipment and ideas. As children begin working cooperatively they are supported to negotiate conflicts and express their emotions appropriately. Teachers foster a supportive environment. Children are introduced to the PYP learner profile.

They are encouraged to be confident when trying new things, take responsibility and engage with others in a friendly and empathic way.

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 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	We Belong Together
Central Idea	Together We Thrive: Embracing collaboration and the sense of belonging to a community.
Lines of inquiry	<ul style="list-style-type: none"> ◊ Belonging within a group ◊ Working with peers in a class community
Concepts	Form, connection, 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	Feelings
Central Idea	People express feelings in different ways for different reasons.
Lines of inquiry	<ul style="list-style-type: none"> ◊ How we express different feelings; ◊ How we interpret and respect others' feelings; ◊ How different experiences can evoke different feelings.
Concepts	Behavior, communication, expression

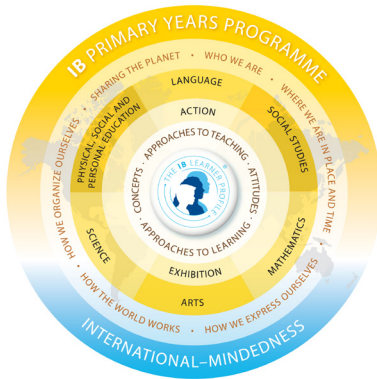
Transdisciplinary theme	How the world works An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
Title	Exploring My World
Central Idea	The world has a variety of materials that behave differently according to circumstances
Lines of inquiry	<ul style="list-style-type: none"> ◊ how different materials behave ◊ how we can use different materials ◊ how materials can change
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	All About Me
Central Idea	Our personal characteristics and abilities make us unique.
Lines of inquiry	<ul style="list-style-type: none"> ◊ my physical characteristics ◊ how I am the same and different as others (physically and socially) ◊ how I am growing and changing
Concepts	Form, change and perspective

OVERALL STUDENT OUTCOMES FOR THE YEAR

In Nursery, 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 aligned within a specific transdisciplinary theme including Who we are, 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 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 Communication

Learners begin to show an understanding of the value of speaking and listening to communicate. They recognize that sounds are associated with objects, or with symbolic representations of them. They are using language to name their environment, to get to know each other, to initiate and explore relationships, to question and inquire.

Visual language - viewing and Presenting

Learners begin to show an understanding that the world around them is full of visual language that conveys meaning. They begin to show awareness that pictures, images, and symbols in our environment have meaning. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways.

Written language - reading

Learners begin to show an understanding that print represents the real or the imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a “book”, and an awareness of some of its structural elements.

Written language—writing

Learners show an understanding that writing is a form of expression to be enjoyed. Even though they are not formally introduced to letter symbols or letter formation, they begin to show interest and draw pictures as if they were writing.

Numeracy/Mathematics

Number

Students will explore numbers as a powerful naming system with diverse real-world applications. They will develop a solid understanding

of numbers and their practical uses. Applying their comprehension, students will confidently count and determine the small quantities of objects in sets, effectively using number words and numerals to represent real-life quantities. They will learn to articulate comparisons between quantities, employing mathematical language such as “more,” “less,” “first,” and “second” in various contexts. As learners construct meaning, they will grasp the concept of one-to-one correspondence and recognize that the last number counted in a set denotes the total quantity. Moreover, they will begin to understand the conservation of number, acknowledging that the quantity remains constant regardless of the arrangement. As they transfer meaning into symbols, students will establish connections between number names and numerals, representing quantities. Through this comprehensive exploration, students will cultivate a strong mathematical foundation to navigate the world of numbers with competence and understanding.

Data handling

Learners begin to have an understanding of how the collection and organisation of information helps to make sense of the world. They can sort objects by attributes and understand that information can be represented in graphs including pictographs and tally marks.

Measurement

Learners are developing an understanding of how measurement involves the comparison of objects and the ordering and sequencing of events.

Space and Shape

Learners understand that shapes have characteristics that can be described and compared. They begin to use common language to describe position.

Pattern and Function

Learners understand that patterns and sequences occur in everyday 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.

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
- ◇ 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

Nursery students receive Reports in October 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.

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