



## English Language

During PYP 8, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, as writers, and their comprehension.

By the end of PYP 8, pupils' reading and writing will be sufficiently fluent and effortless for them to manage the general demands of the curriculum in MYP 1, across all subjects and not just in English. They should be able to show their understanding of audience and purpose of their writing by selecting appropriate vocabulary and grammar.

### READING

- Read a broad range of genres
- Recommend books to others
- Make comparisons within/across books
- Support inferences with evidence
- Summarise key points from texts
- Identify how language, structure, etc. contribute to meaning
- Discuss use of language, inc. figurative
- Discuss & explain reading, providing reasoned justifications for views

### WRITING

- Use knowledge of morphology & etymology in spelling
- Develop a legible handwriting style
- Plan writing to suit audience & purpose; use models of writing
- Develop character & setting in narrative
- Select grammar & vocabulary for effect
- Use a wide range of cohesive devices
- Ensure grammatical consistency

### GRAMMAR

- Use appropriate register/style
- Use the passive voice for purpose
- Use features to convey & clarify meaning
- Use full punctuation
- Use language of subject/object

### SPEAKING & LISTENING

- Use questions to build knowledge
- Articulate arguments & opinions

## Units of Inquiry

The IB Primary Years Program is a guided inquiry approach to learning and teaching. Inquiry-based units of study, known as Units of Inquiry, are the focus for learning and are integrated into various curriculum areas. Students experience what it is like to think and act like a historian, scientist, engineer or a mathematician. All of the Science and Social studies content is taught through the units of inquiry and is outlined below.

### HOW THE WORLD WORKS

There are different ways in which people uncover knowledge about the world around us.

#### LINES OF INQUIRY

- The different beliefs about Earth and outer space
- How we gain knowledge about the world around us
- How we can use this knowledge to understand other phenomena
- Using scientific evidence to support a claim

### HOW WE ORGANIZE OURSELVES

A community is impacted by the involvement of its members.

#### LINES OF INQUIRY

- The rights and responsibilities in the different communities we are part of
- Different types of government and the interaction with its citizens
- How and why people take action
- The impact people make in their communities

### SHARING THE PLANET

Conflict is based on different perspectives and may result in changes in society.

#### LINES OF INQUIRY

- Types of local and global conflicts and their causes
- Different perspectives in conflicts throughout time
- Strategies to solve conflicts

### WHERE WE ARE IN PLACE AND TIME

Some living things, including humans, evolve and adapt to their environment.

#### LINES OF INQUIRY

- How living things evolve in stages over time
- How evidence is used to understand the past
- How changes in the environment lead to new adaptations of living things

### EXHIBITION

#### LINES OF INQUIRY

The central idea and the lines of inquiry will be determined by the students.

### WHO WE ARE

Knowing more about ourselves helps us cope with change and personal well-being.

#### LINES OF INQUIRY

- Changes humans undergo throughout life (physical, cognitive and emotional)
- Puberty and the reproductive system
- Choices and the impact on our well-being

## Mathematics

### NUMBER/CALCULATION

- Secure place value & rounding to 10,000,000, including negatives
- All written methods, including long division
- Use order of operations (not indices)
- Identify factors, multiples & primes
- Solve multi-step number problems

### ALGEBRA

- Introduce simple use of unknowns

### GEOMETRY/MEASURES

- Confidently use a range of measures & conversions
- Calculate area of triangles/parallelograms
- Use area & volume formulas
- Classify shapes by properties
- Know and use angle rules
- Translate & reflect shapes, using all four quadrants

### DATA

- Use pie charts
- Calculate mean averages
- Fractions, decimals & percentages

### COMPARE & SIMPLIFY FRACTIONS

- Use equivalents to add fractions
- Multiply simple fractions
- Divide fractions by whole numbers
- Solve problems using decimals & percentages
- Use written division up to 2dp
- Introduce ratio & proportion

## Portuguese

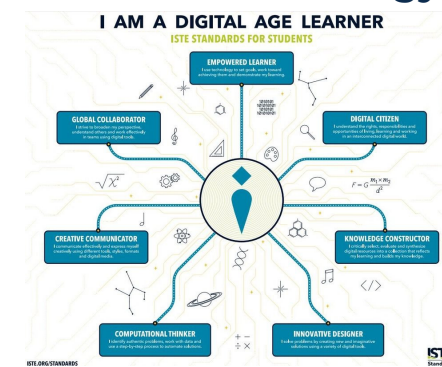
- Emprega recursos linguísticos para encaixar explicações e exemplos (isto é, ou seja, por exemplo, tais como etc.) para manter a coesão sequencial.
- Inere informações pressupostas subentendidas no texto.
- Posiciona-se sobre determinado tema, fato, obra, justificando sua opinião.
- Seleciona o registro linguístico (do mais formal ao informal) considerando a situação de comunicação.
- Sumariza ideias e informações principais com base em diferentes fontes.
- Usa gestos, expressão facial e postura corporal como recursos para prender a audiência.

## Personal & Social Education

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 on 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.

## Educational Technology



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