



## English Language

In PYP 1 children get a foundation in literacy through communication and language activities such as role play, listening exercises and sharing. They explore rhymes to help build their phonological awareness — the ability to notice, think about, and play with sounds in words.

### ORAL

- Listen and join in nursery rhymes and stories.
- Have some favourite stories, rhymes and songs.
- Repeat words or phrases from familiar stories.
- Join and anticipate key events and phrases in rhymes and stories.
- Extend vocabulary.
- Listen to stories with attention and recall.

### VISUAL

- Show interest in illustrations and print in books.
- Reveal his/her own feelings in response to visual presentations.

### WRITTEN

- Handle books carefully and look at books independently.
- Know that English is read from left to right and top to bottom.
- Recognise familiar words and signs.
- Give meaning to marks and scribbles they make.

## Mathematics

- Anticipate daily events.
- Notice simple patterns.
- Use shapes to make arrangements.
- Experiment with symbols and marks to represent numbers.
- Recognise numerals 1 to 10.
- Show awareness of numerals in the environment.
- Count and sort objects.
- Use number language spontaneously.
- Identify and name shapes.
- Use comparative language.
- Use some number names accurately in play.
- Compare groups of same quantities.
- Count up to 10.
- Understand size vocabulary.
- Compare groups of different quantities.
- Match numeral to quantity.
- Begin to understand simple addition and subtraction.
- Make simple estimation and prediction.

## Unit 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 WE ORGANIZE OURSELVES

People play different roles in their communities.

#### LINES OF INQUIRY

- What is a community
- Our roles and responsibilities in the classroom and school
- People in our communities who help us
- How we respect and care for our community

### WHO WE ARE

People use their senses to explore their surroundings and gather information.

#### LINES OF INQUIRY

- My body and my senses
- How our senses work
- We use our senses to explore the world

### HOW THE WORLD WORKS

Light and shadows help us explore and understand the world around us.

#### LINES OF INQUIRY

- Characteristics of light and shadow
- Sources of light
- The use of light for different purposes
- Shadows and movements

### HOW WE EXPRESS OURSELVES

Through play we express our feeling and ideas.

#### LINES OF INQUIRY

- Making friends through play
- Manipulating materials to create things
- Communication and expression through fantasy
- Rules and responsibilities in play

## Physical Education

### INTERACTION

- Games (Running)
- Movement Composition (Body Expression)
- Individual Pursuit (Locomotive skills)

### IDENTITY

- Games (Construction)
- Adventure Challenge
- Movement Composition (Gymnastics)

## The Arts

### VISUAL ART

- Explore colour, pattern, texture, line, shape, form and space.
- Select specific tools and materials.
- Express likes and dislikes in artworks or in sculptures.
- Experiment with a variety of visual art media.

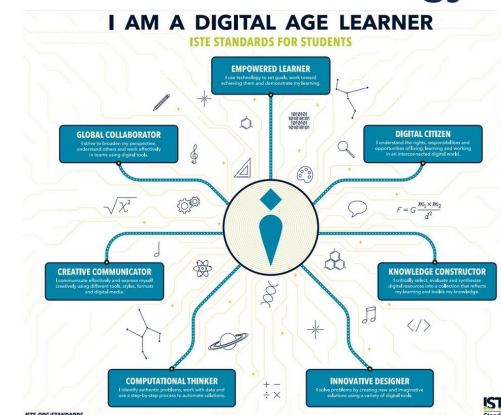
### MUSIC

- Develop the understanding of contrasts: tempo - fast/slow, and dynamics - loud/soft.

## Personal & Social Education

Learners have an awareness of themselves and how they are similar and different to others. They can describe how they have grown and changed, and they can talk about the new understandings and abilities that have accompanied these changes. They demonstrate a sense of competence with developmentally appropriate daily tasks and can identify and explore strategies that help them cope with change. Learners reflect on their experiences in order to inform future learning and to understand themselves better.

## Educational Technology



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