



British Section, SHAPE International School

CURRICULUM OVERVIEW – AUTUMN TERM 2024

YEAR 1 – Dragon Class



English: Building on their learning from EYFS, the children will continue to develop **spoken language and listening skills** to enhance communication across a range of contexts and audiences. They will learn **phonics** through the Bug Club scheme and daily, discrete sessions. The children will focus on applying their phonics knowledge and skills to decode words and respond speedily with the correct sound to graphemes, including alternative sounds for graphemes. They will be taught to read accurately by blending sounds in unfamiliar words and will learn to read the common exception words in the Year 1 list. The children will begin to understand how to check the sense of **reading** through self-correcting and to suggest the meaning of unknown words from their context. By exploring and being guided through a wide range of poems, stories and non-fiction at a level beyond which they can read independently, the children will develop the ability to make inferences from clues in a book and to predict what might happen on the basis of what has been read so far. In writing, the children will be exploring the picture books **Bog Baby** by Jeanne Willis, **Stanley's Stick** by John Hegley and **You're Called What?** by Kes Gray, as stimulus through which to develop their writing skills. They will also spend time studying the non-fiction texts, **Lifesize** by Sophy Henn and **Home** by Carson Ellis. These high-quality texts will support the children's writing across the purposes of **writing to inform** (recount and instructions) and **writing to entertain** (narrative). They will learn and practise a **range of technical skills**, such as using coordinating conjunctions to link two main ideas and using noun phrases to add detail to description, and will embed skills already emerging, such as using capital letters and full-stops to demarcate sentences.

Home Learning: *To develop the skills of reading fluently and with expression, the children are expected to read **daily** and record this in their reading record.*

Mathematics: The children will develop their mathematical understanding and knowledge by following the White Rose maths scheme and using the **concrete, pictorial and abstract** methodology. Each lesson will follow a three-part structure: revision of prior learning (Flashback 4); exposition and practice of the **new key learning** (fluency); and finish with a problem-solving exercise (application of learning). The children will begin with a unit on **place value** in which they will learn to sort, count and represent objects. They will then move on to mastering the recognition of numbers as words, counting on from any number, counting backwards, finding 1 more and 1 less, ordering objects and numbers, and learning comparative mathematical language, such as fewer, more and same. Following this, the children will study a unit on **addition and subtraction** through which they will learn to manipulate number bonds within and to 10, identify fact families, and find a part. They will also explore methods of addition and subtraction, such as part-whole models and number lines. Finally, the children will study a unit on **shape**. Here, they will learn to recognise, name and sort a range of 2-D and 3-D shapes. They will also create patterns with shapes, experiencing both repeating and symmetrical patterns.

Home Learning: *To build number confidence and fluency, the children are encouraged to use the **White Rose 1-minute maths** app daily.*

Science: The children will begin their exploration of the science curriculum through a unit entitled **Animals, including humans**. The first series of lessons will enable the children to learn how to identify, name, draw and label the basic parts of the **human body** and say which part of the body is associated with each sense. The unit then takes the children through a series of lessons where they learn how to identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals. They will also learn how to group animals according to whether they are **carnivores, herbivores** and **omnivores**. And finally, they will learn how to describe and compare the structure of a variety of common animals. Throughout the year, the children will study a unit entitled **Seasonal Changes**. They will begin by observing changes across the autumn and into the winter, describing weather associated with the seasons and learning how day length varies.



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Computing: The children will begin by studying a computing systems and networks unit entitled **Technology Around Us**. Through this unit the children will develop their understanding of technology and how it can help in their everyday lives. They will become familiar with the different components of a computer by developing their keyboard and mouse skills. The children will also consider how to use technology responsibly and who to ask for help if they see any content online that makes them feel uncomfortable. Following on from this, the children will study a unit on **Digital Painting** from the creating media aspect of the curriculum. Here, the children will develop their understanding of a range of tools used for digital painting. They will then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with the children considering their preferences when painting with and without the use of digital devices.

History: With a focus on **changes within living memory**, the children will begin the term addressing the key question - **How has our school changed since 1967?** They will go on to learn about **significant historical events, people and places in the locality**. Here, the children will learn about **World War 1**, with a particular emphasis on **Remembrance Day**, and explore the key question - **Why do people wear poppies?** Throughout both units the children will develop a progression of historical skills across a range of domains: chronological understanding, range and depth of historical knowledge, interpretations of history, and historical enquiry.

Geography: To complement learning in history, the first unit focuses on using simple **fieldwork and observational skills** to study the geography of **The British Section and its grounds**. This will involve the children looking at **simple maps** and **aerial views** of the local area, discussing and asking questions about the main features and the way symbols are used. They will then work together to create a simple map of the area. Finally, the children will make connections between their investigation of the **local area** and what they have learned, using appropriate vocabulary when describing features.

Art and Design: In the Autumn Term, the children will be studying an Access Art curriculum pathway. The focus of the exploration is on **spirals** – an ancient symbol which will lend itself to conversations around growth, movement and structure. In this pathway, the children will develop an understanding about the way they can make marks on a drawing surface - exploring how the way they hold a drawing tool and move their bodies can affect the drawings they make. They will be introduced to making drawings without a seen subject matter as well as from direct observation. Through their drawings, the children will be encouraged to talk about what they can see and how it makes them feel. They will also be introduced to **sketchbooks** as a place of personal exploration.

Mrs Brown

Design and Technology: The DT project in the Autumn Term will focus on the aspect of **mechanisms – sliders and levers**. Through a series of **investigative and evaluative activities**, the children will explore a collection of books and everyday products that have moving parts. They will be introduced to, and develop, their technical and directional vocabulary, e.g. lever, pivot, slider, left, right, push, pull, up, down, forwards, backwards, in and out. After a variety of demonstrations, a range of **focused tasks** will allow the children to further develop their knowledge and skills. Finally, the children will involve themselves in a **design, make and evaluate assignment**. Here, they will generate simple design criteria and develop their ideas through discussing, drawing and making mock-ups of their ideas with card and paper. The children will need to plan the order in which their mechanisms will be made as well as the finishing techniques they might use. Once complete, the children will evaluate their product against the original design criteria.

Mrs Brown

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Music: In music this term, the children will focus on working and improving their **pulse skills**. They will learn to improve their singing skills by singing chants and rhymes from memory. They will move, walk and clap to a steady beat, responding to changes in tempo. Additionally, the children will clap simple rhythms and practise playing repeated rhythms. They will also start to develop awareness of high and low pitch within their voices. Towards the end of the term, the children will work on a Christmas performance. **Miss Briers**

Religious Education: The focus for RE this term will be on the key question - **Who is a Christian and what do they believe?** The children will look at stories about Jesus as well as those that Jesus told. Teaching in this unit will help the children to understand that Christians see God as Father and Creator, and Jesus as the Son of God and an inspiration to Christian people. This unit also allows the children to study prayer, in particular, the Lord's Prayer. **Miss Briers**

PSHE: In the Autumn Term, PSHE lessons will be based around **relationships**. In the first few sessions, the children will look at **families and friendships** and will learn about the roles of different people, different kinds of family, and feeling cared for. The children will then move on to the topic of **safe relationships** and explore ideas around recognising privacy, staying safe, and seeking permission. Finally, the children will focus on the theme **respecting ourselves and others** to develop their understanding of how behaviour affects others and the importance of being polite and respectful. The PSHE programme of study will be enhanced by our whole-school character education programme, which will provide a systematic approach to the building of character and support the children in developing their learning powers and character virtues.

PE: The children will head down to the running track for the first few weeks to learn how to pace themselves in **cross-country** and so improve their stride and stamina. This will culminate in an opportunity to take part in the whole school cross-country event later in the term. The children will then continue with several sessions to learn the skills involved in **tag rugby**, such as passing and moving, as well as tagging. They will also learn about simple decision making involved in attacking and defending, and when to pass and when to run. The term will end with a unit on **dance** through which the children will learn to perform dances using simple movement patterns.

French: The children will continue to develop their understanding and knowledge of French by taking part in a range of colourful and immersive lessons from the **Language Angels** scheme. In the first unit, **Under the Sea**, the children will learn to recognise, recall and remember the names of several different sea creatures. In the second unit, **In the Jungle**, they will learn the names of a variety of wild animals. Focusing on speaking with increasing confidence, fluency and spontaneity, and continually improving the accuracy of their pronunciation and intonation, the children will also learn short phrases relating to each creature. Lessons will be accompanied by a song in which the children will be encouraged to actively participate!