



# British Section, SHAPE International School

## CURRICULUM OVERVIEW – SUMMER TERM 2025

### YEAR 1 – Dragon Class



**English:** Dragon Class will continue to develop their **spoken language** and **listening skills**, enhancing their ability to communicate effectively across various contexts. They will build on their **phonics** knowledge and skills through daily, focused sessions using the *Supersonic Phonic Friends* scheme. The children will focus on decoding words and responding quickly with the correct sound for graphemes, particularly paying attention to alternative sounds. Towards the end of the term, all children will complete the statutory **Phonics Screening Check**. The children will continue to learn to **read** accurately by blending sounds in unfamiliar words and expanding their knowledge of common exception words from the Y1 list. They will refine strategies for self-correcting their reading and inferring the meaning of unfamiliar words from context. Through exploring a variety of poems, stories, and non-fiction texts, Dragon Class will enhance their ability to make inferences and predict events based on the text. This term, the children will explore the picture books *Camille and the Sunflowers* by Laurence Anholt and *Katie and the Starry Night* by James Mayhew. They will also study *The Tiny Seed* by Eric Carle and *What's Inside a Flower* by Rachel Ignotofsky. These texts will provide inspiration for their writing – both to entertain and to inform. As they write extended pieces, Dragon Class will develop technical writing skills, focusing on sentence types, noun phrases, conjunctions, and correct punctuation.

**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:** Dragon Class will continue to develop their mathematical understanding and skills using the **White Rose Maths** scheme, following the **concrete, pictorial, and abstract approach**. Each lesson will be structured in three parts: revisiting prior learning, introducing and practising new concepts, and concluding with a problem-solving task. In **number**, the focus will be on **multiplication and division, fractions, and place value within 100**. The children will explore multiplication and division concepts through skills such as grouping, counting in groups, and equal sharing. They will investigate patterns in the two, five, and ten-times tables in real-life contexts and begin solving and creating simple puzzles and number stories. Various practical methods, including concrete objects, drawings, and arrays, will be used to calculate answers. In **fractions**, the children will be introduced to the concepts of 'whole,' 'half' and 'quarter,' exploring the language of fractions through hands-on activities, such as finding halves and quarters of objects, shapes, and quantities. In **measurement**, the focus will be on **time** and **money**. The children will learn to sequence events chronologically, use date-related vocabulary, and begin telling time on an analogue clock to the hour and half-past. **Geometry** lessons will centre on position and direction, with the children exploring concepts of position, direction, and movement, including whole, half, quarter, and three-quarter turns. They will also expand their understanding of position, direction, and motion vocabulary.

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

**Science:** The summer term will begin with a unit on **plants**, where the children will explore how seeds grow into plants and learn how to plant a seed while predicting its growth. They will identify and label the basic parts of both plants and trees, and compare two flowering plants, noting their similarities and differences. The children will understand that different plants can grow in the same environment and will make careful observations, grouping plants based on their features. They will also differentiate between deciduous and evergreen trees, explaining how deciduous trees change throughout the year and comparing them to evergreen trees. The children will learn that fruit trees and vegetables are types of plants and important sources of food. Throughout the unit, they will make predictions, record their findings in tables, and track the growth of a plant over time, measuring its height and documenting how much it has grown. Throughout the term, the children will also continue to study **seasonal changes**. They will continue to learn about the four seasons, observing and describing the changes that occur as spring changes into summer.



# British Section, SHAPE International School

## CURRICULUM OVERVIEW – SUMMER TERM 2025

### YEAR 1 – Dragon Class



**Computing:** Dragon Class will begin the term by studying a unit titled ***Creating Media – Digital Writing***. In this unit, the children will develop their understanding of using a computer to create and manipulate text. They will become more confident with using a keyboard and mouse to enter and remove text, and will learn how to change the appearance of their text, justifying their choices for these changes. Additionally, the children will explore the differences between creating text on a computer and writing on paper, and will be able to explain which method they prefer and the reasoning behind their choice. The second unit, ***Programming Animations***, will introduce the children to on-screen programming through ScratchJr. They will investigate sprites and backgrounds to understand how a project comes together visually. The children will use programming blocks to modify and create programs, and will also be introduced to the basics of program design, including algorithms.

**History:** Dragon Class will study **Vincent van Gogh** as part of the '**Significant Historical Events, People, and Places in Their Own Locality**' strand of the history curriculum. By exploring the key question, '**How do we know about Vincent van Gogh?**', the children will have the opportunity to evaluate the reliability of historical sources and consider how different accounts shape our understanding of the past. Household objects and stories related to Van Gogh will help the children develop criteria to distinguish between old and new, while also learning about life during times preceding living memory. This unit will further develop their historical skills in areas such as chronological understanding, historical knowledge, interpretation of events, and historical enquiry. The children will be encouraged to make connections between key events and reflect on how history is recorded, interpreted, and understood over time. Additionally, links to English, geography, and art will be made to enhance and deepen their learning experience.

**Geography:** Geography learning will build on previous studies of the **local area**, following the Oddizzi geography curriculum. The class will begin by exploring both the **human and physical features** of the local area, with a particular focus on the regions of Mons and Hainaut, while connecting their study to Van Gogh's time in Belgium. Using online aerial views and maps, the children will identify and discuss key features of the area, considering how the landscape changes as they zoom out. As the term progresses, they will collaborate to create a 'messy map' detailing Van Gogh's journey, using geographical vocabulary to describe key physical and human features. In a group activity, the children will rearrange the landmarks of the local area based on their understanding of where each feature belongs. Additionally, drawing on their mathematics learning, they will use directional language to retrace Van Gogh's steps and recount his remarkable journey.

**Art and Design:** In the Summer Term, Dragon Class will focus on **sculpture, drawing, and collage**, exploring the ***Making Birds*** pathway from the Access Art curriculum. Through this pathway, the children will deepen their understanding of sculpture and refine their making skills. The process begins with careful observation and drawing, providing a solid foundation from which the children are encouraged to take creative risks by experimenting with various media. They will then explore how to manipulate their drawings in an intuitive way, transforming 2D images into 3D forms. Paper will be twisted, folded, and crumpled to create three-dimensional shapes, which will be added to a simple structure. As the children experiment with balance, they will create their own individual birds. These individual pieces will then come together to form a collective "flock," with each child's artwork contributing to the whole. Throughout the unit, various artists will be introduced to inspire the children's work. Additionally, the children will continue to use their sketchbooks as a space for personal exploration and creative growth.

**Mrs. Brown**



# British Section, SHAPE International School

## CURRICULUM OVERVIEW – SUMMER TERM 2025

### YEAR 1 – Dragon Class



**Design and Technology:** This term's project will focus on **preparing fruit and vegetables**. The children will explore a variety of fruits and vegetables through a range of **investigative and evaluative activities**. They will handle, smell, and taste these foods, describing them through discussion and drawing. The children will evaluate existing products to determine their preferences and consider which options might work best for their intended users. They will also investigate which fruits and vegetables are most suitable for their product's purpose. Through a series of **focused tasks**, the children will learn basic food hygiene, including the importance of following instructions to manage risks. They will practise food processing skills such as washing, grating, peeling, slicing, and squeezing, discussing why and how these tasks are carried out. Additionally, they will discuss healthy eating, including the role of fruit and vegetables in a balanced diet, using The Eatwell Guide as a reference. Finally, the children will participate in a **design, make, and evaluate assignment**. They will identify the product they wish to design and its intended audience, agreeing on design criteria. They will plan their product, using drawings and discussions to communicate their ideas, and will evaluate their progress throughout the project. The final products will be assessed against the design criteria to determine their success.

**Mrs. Brown**

**Music:** The children will continue to follow the **DCS Music Scheme**, focusing this term on developing their skills in **pulse, rhythm, and pitch**. In **singing**, they will build on previous learning to sing a range of call-and-response songs, improving their control of pitch. In the **composing** element of the curriculum, the children will learn to recognise how graphic notation can represent sounds, exploring and inventing their own symbols. They will also use music technology to capture, change, and combine sounds. Building on their understanding of **pulse**, the children will respond to the beat in recorded music. **Rhythm** activities will focus on recognising rhythms in familiar songs using word patterns. Finally, the children will further develop their awareness of **pitch** by exploring pitched percussion to enhance storytelling. They will follow pictures and symbols to guide their playing at different pitches and recognise and use dot notation for up to two notes.

**Religious Education:** This term's learning will focus on the **Living** strand of the RE curriculum, exploring religious practices, ways of living, and questions about values and commitments. The children will investigate the key question, **'What does it mean to belong to a faith community?'** Through this enquiry, they will learn about what it means to be a Christian in Britain today, exploring Christian symbols and stories from the Bible related to the theme of belonging. Additionally, the children will study symbols of belonging in both Muslim and Jewish faiths, listening to stories from these traditions as well. They will also explore how Christians and Muslims welcome new babies into their lives and faiths. This investigation aligns with the principal aim of RE, which is to engage children in systematic enquiry into the significant human questions addressed by religion and worldviews. It encourages children to develop the understanding and skills needed to appreciate and evaluate a variety of responses to these questions, while also fostering the development of their own thoughtful responses.

**Mrs. Brown**

**PSHE:** Dragon Class will be studying the core theme of **Health and Wellbeing** in their PSHE lessons this term. In the first strand, **Physical Health and Mental Wellbeing**, the children will learn about maintaining good health, including food and exercise, hygiene routines, and sun safety. The second strand, **Growing and Changing**, will focus on helping the children recognise what makes them unique and special. They will explore their feelings and learn how to manage emotions when things go wrong. The final strand, **Keeping Safe**, will teach the children how rules and age restrictions help keep us safe, as well as how to stay safe online. The PSHE programme will be further enriched by our whole-school character education programme, which provides a structured approach to developing character. This programme will help the children cultivate essential **learning powers** and **character virtues**, supporting their overall growth and development.

**Mrs. Brown**



# British Section, SHAPE International School

## CURRICULUM OVERVIEW – SUMMER TERM 2025

### YEAR 1 – Dragon Class



**PE:** The PE curriculum continues to inspire all children to succeed and excel in competitive sports and physically demanding activities. This term's lessons will focus on **athletics** and **rounders**. In **athletics**, the children will work on mastering basic movements while developing balance, agility, and coordination. They will learn to apply these skills to a variety of activities, including jumping, hopping, balancing with control, running with coordination, and throwing towards a target. Athletics lessons will also help the children refine their locomotor, stability, and manipulation skills. In **rounders**, the children will improve their ability to move fluently, changing speed and direction. They will develop techniques for catching, stopping, throwing, and hitting the ball, while learning the rules of the game and how to apply simple tactics in competitive situations. Both units will help the children build physical confidence and competence, supporting their health and fitness. Finally, participating in the **whole-school sports day** will provide an opportunity to build character and instil values such as perseverance, fairness, and respect.

**French:** The children will continue to enhance their understanding and knowledge of French through a series of engaging and immersive lessons from the Language Angels scheme. In the first unit, **Les petites bêtes**, the children will learn the names of various 'minibeasts' and follow the characters as they prepare – just like us! – for their school sports day. Alongside naming the creatures, they will also practice understanding and following simple instructions. The unit concludes with an animated story about the sports day race. In the second unit, **Les saisons**, the children will build on their science knowledge as they explore the four seasons in French. Each lesson will highlight a key feature of each season, and by the end of the unit, the children will be able to talk about their favourite season. Throughout both units, children will be encouraged to listen attentively and repeat what they hear with increasing accuracy. They will also focus on strengthening their memory skills to retain new vocabulary and authentic pronunciation long term. Each lesson will be accompanied by a song, in which the children will be encouraged to actively participate!