



British Section, SHAPE International School

CURRICULUM OVERVIEW – AUTUMN TERM 2026/27

YEAR 1 – Dragon Class



English: Building on their learning in EYFS, the children will continue to develop their **spoken language and listening skills**, enhancing their ability to communicate effectively across a range of contexts and audiences. **Phonics** will be taught through the **Supersonic Phonic Friends** scheme in daily, discrete sessions. The children will focus on applying their phonics knowledge to decode words, responding speedily with the correct sound to graphemes, including recognising when a grapheme represents an alternative sound. They will be taught to read accurately by blending sounds in unfamiliar words and will learn to read the common exception words from the Year 1 list. The children will begin to develop strategies for monitoring their **reading** for sense, including self-correction, and will start to infer the meaning of unfamiliar words using clues from the surrounding text. Through guided exploration of a range of **poems, stories, and non-fiction texts** at a level beyond their independent reading ability, they will strengthen their comprehension skills, including drawing inferences from textual clues and making predictions based on what has been read so far.

In **writing**, the children will use a selection of high-quality picture books as stimuli, including *George and the Dragon* by Chris Wormell, *Bog Baby* by Jeanne Willis, and *Stanley's Stick* by John Hegley. They will also explore the **non-fiction texts** *Lifesize* by Sophy Henn and *Home* by Carson Ellis. These texts will support their writing across a range of purposes, including **writing to entertain** (narratives) and **writing to inform** (recounts and instructions).

Throughout the term, the children will learn and practise a range of **technical writing skills**, such as using coordinating conjunctions to link ideas and noun phrases to add detail. They will also continue to embed foundational skills, including the use of capital letters and full stops to demarcate sentences.

Home Learning: To support the development of fluency and expression in reading, children are expected to **read daily** and record this in their reading records. Regular practice at home plays a vital role in building confidence and fostering a love of reading.

Mathematics: The children will develop their mathematical understanding through the **White Rose Maths** scheme, using the **concrete–pictorial–abstract approach**. Each lesson follows a three-part structure: revision of prior learning; introduction and practice of new concepts; and application through problem-solving activities. The first unit focuses on **place value**. The children will learn to sort, count, and represent objects. They will then progress to recognising numbers as words, counting forwards and backwards from a given number, finding one more and one less, ordering objects and numbers, and using comparative language such as *more*, *fewer*, and *the same*. Next, in the **addition and subtraction** unit, the children will explore number bonds within and up to ten, identify fact families, and learn to find a missing part. They will also be introduced to key strategies, including part-whole models and number lines. Finally, in the **shape** unit, the children will learn to recognise, name, and sort a variety of 2-D and 3-D shapes. They will also create and explore repeating and symmetrical patterns using these shapes.

Home Learning: To build **number confidence and fluency**, children are encouraged to use the **White Rose 1-Minute Maths** app daily. Short, regular practice helps to reinforce key mathematical skills in a fun and engaging way.

Science: The children will begin their science learning with the unit **Animals, including Humans**. They will identify, name, draw, and label the basic parts of the **human body**, and understand which body part is associated with each of the five senses. The unit then progresses to identifying and naming a variety of common animals, including a range of fish, amphibians, reptiles, birds, and mammals. The children will also learn how to classify animals according to their diets as **carnivores**, **herbivores**, or **omnivores**, and will describe and compare the physical structures of different animals.

In addition, the children will study a year-long unit on **Seasonal Changes**. They will begin by observing the transition from summer to autumn, describing seasonal weather patterns, and learning how day length changes throughout the year.



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Computing: The children will begin with a **Computing Systems and Networks** unit titled *Technology Around Us*. They will develop their understanding of what technology is and how it supports everyday life, becoming familiar with the basic components of a computer, and building keyboard and mouse skills. The unit also introduces responsible use of technology, including what to do if they encounter anything online that makes them feel uncomfortable.

Following this, the children will explore a **Creating Media** unit on *Digital Painting*. They will use a range of digital tools to create artwork inspired by different artists, and will compare digital and traditional painting, reflecting on their preferences.

History: This term, the children will explore **changes within living memory** through the enquiry question: *How has our school changed since 1967?* They will investigate how the school and local environment have evolved over time, comparing aspects of the past with the present and considering how these changes have shaped the community today. The children will also explore **significant historical events, people, and places within the locality** through a study of Remembrance Day, reflecting on the question: *Why do people wear poppies?* They will consider how local communities remember and honour those who have served in times of conflict.

Through these units of work, the children will develop key historical skills, including **chronological understanding** and **historical enquiry**. These skills will be embedded through engaging activities and meaningful discussion, helping the children build strong foundations for future historical learning.

Geography: To complement their learning in history, the first geography unit focuses on developing simple **fieldwork and observational skills** through a study of **The British Section and its grounds**. The children will investigate **simple maps** and **aerial views** of the local area, asking questions and discussing key features, as well as exploring how symbols are used to represent them. Working collaboratively, they will create their own simple map of the area. The children will then draw conclusions from their geographical investigation, using appropriate vocabulary to describe features of the **local environment**.

Art and Design: In the Autumn Term, the children will follow an **Access Art** curriculum pathway focusing on **spirals** – an ancient symbol that encourages exploration of **growth, movement, and structure**. They will develop their understanding of mark-making, exploring how grip, body movement, and tools influence drawings. They will also experiment with **observational drawing** and **abstract mark-making**, including drawing without a visible subject.

The children will be encouraged to reflect on their work, discussing the choices they made and how it makes them feel. They will also be introduced to **sketchbooks** as a space for exploration, experimentation, and developing ideas over time.

Design and Technology: The DT project for the Autumn Term focuses on **mechanisms**, specifically **sliders and levers**. Through a series of **investigative and evaluative activities**, the children will explore everyday products with moving parts and be introduced to key vocabulary such as *lever, pivot, slider, push, pull, left, right, up, down, forwards, backwards, in and out*. Following teacher demonstrations, they will complete a series of **focused practical tasks** designed to deepen their understanding of how mechanisms work. The children will then apply their learning in a **design, make and evaluate project**, developing ideas through discussion, drawing, and mock-ups. They will create simple design criteria, plan their construction process, and evaluate their final product against their original ideas.

Music: The children will follow the **DCS Music Scheme**, focusing on developing a sense of **pulse**. They will improve their singing through chants and rhymes, move and clap to a steady beat, and respond to changes in tempo. The children will also practise clapping simple **rhythms** and playing repeated patterns, while developing awareness of high and low **pitch**. Towards the end of the term, they will prepare for and take part in a Christmas performance.

Mrs Hayward



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Religious Education: In the first unit – ***Who do Christians say made the world?*** – the children will learn about the Christian creation story and begin to understand that some Christians believe different things about creation. They will link this with the concept of stewardship. In the second unit – ***Why does Christmas matter to Christians?*** – the children will build on their own personal knowledge and will find out about how Christmas is celebrated today considering which traditions are secular and which are religious. *Mrs Hayward*

PSHE: Dragon Class will learn alongside *Jigsaw Jack* through the **Jigsaw** PSHE programme. In the first unit, ***Being Me in My World***, the children will explore belonging, rights and responsibilities, class rules, making positive choices, and understanding rewards and consequences. In the second unit, ***Celebrating Difference***, they will explore similarities and differences, the importance of kindness and inclusion, bullying and how to respond to it, and skills for making and maintaining friendships. This learning underpins our whole-school commitment to developing our **Learning Powers** and **Character Virtues**, enabling children to flourish both personally and academically.

PE: At the start of the term, the children will head to the running track to focus on developing their **cross-country** skills. They will work on improving their stride and stamina over a series of sessions, which will culminate in the opportunity to take part in the **whole-school cross-country event** later in the term. The children will then take part in a series of **tag rugby** sessions, developing skills such as passing, moving with the ball, tagging, and simple tactical decisions in attack and defence. The term concludes with a **dance** unit, focusing on coordination, rhythm, and expression through structured movement patterns.

French: French language skills will be developed through a series of engaging and immersive lessons from the **Language Angels** scheme. In the first unit, ***Under the Sea***, the children will learn to recognise and recall the names of various sea creatures. This will be followed by the second unit, ***In the Jungle***, where they will be introduced to the names of a range of wild animals. Across both units, the children will develop confidence in speaking, pronunciation, and intonation, learning short phrases in context and reinforcing vocabulary through songs and interactive activities. *Mrs Hayward*