BRIGHTON COLLEGE
ROME

Subject Information for Parents 2027-28
Key Stage 1 (Years 1 & 2)



Introduction from the Head Master

Key Stage 1 consists of Years 1 and 2, which are a child's first two years of school life with us. There are many developmental milestones for our pupils during this time which we are excited to support them to achieve. Above all we want every child to settle quickly and happily into our school community.

Our core values at Brighton College Rome are curiosity, confidence and kindness, and we want our youngest learners to understand and develop these. To help them as they do so, our highly qualified and dedicated teachers bring these values to life through a broad and forward-thinking curriculum, responding to the individual needs, interests and abilities of each child.

This booklet introduces you to our unique curriculum, outlining some of the knowledge and skills your child will develop across our taught subjects and through the co-curricular programme.

If you have any questions, please do get in touch; I look forward to getting to know you and your child.

Mr James Hodgson
Head Master





The Brighton College Prep School:
Years 1 & 2

The Brighton College curriculum uses the English National Curriculum as its basic framework for teaching and learning but goes well above and beyond it. We ensure that our provision also meets local Italian curriculum requirements while our highly personalised approach supports each pupil to make progress, achieve well and be appropriately challenged.

Our Key Stage 1 curriculum provides the first essential step on the distinctive Brighton College Rome ladder of learning that has guided generations of pupils in the UK and around the world to fulfilment and success. Starting with the strong Key Stage 1 foundations, the exciting learning journey continues through the Prep and Middle Schools, with our core values of curiosity, confidence and kindness embedded throughout. In the Senior School, pupils progress to IGCSEs and the IB Diploma, preparing them for applications to leading universities around the world, and happy and successful lives thereafter.

Contents

The Brighton College Prep School: Years 1 & 2 7

Subjects

English 5
Mathematics 6
Science 7
Italian 8
Art 9
Computing 10
Design Technology 11
Drama 12
Growing Minds 13
Mandarin 14
Music 15
Our Planet and Our Past 16
Physical Education, Dance and Sport 17
Co-Curricular Activities (CCAs) 18

English

Introduction

English teaching comprises reading, writing, speaking and listening. We also teach a rigorous programme of phonics. Together, these key language skills form a strong foundation from which all other subjects can be taught. Our pupils are immersed in a language-rich environment where they develop their vocabulary and pronunciation and have regular opportunities to express themselves in a range of contexts.
From an early age, they learn to listen carefully, speak with confidence and communicate their ideas clearly.

Aims

- To develop confident oracy combining the skills of speaking and listening
- To learn to read in English with confidence
- To develop a habit of reading for pleasure and for information
- To learn to spell with confidence and consistency
- To acquire a wide vocabulary and understanding of English grammar
- To appreciate a range of varied and rich literature available in English, together with some Italian stories in translation
- To write clearly and coherently, adapting their language for a range of styles and contexts
- To articulate and discuss their learning, demonstrating strong comprehension

Content of Curriculum

Phonics

Our pupils are taught phonics using the programme ‘Read Write Inc. Teaching in small groups allows for a highly individualised approach which ensures that all pupils are confident with new sounds and letter combinations before progressing. The programme enables them to become increasingly independent and confident readers.

Speaking and Listening

We place a strong emphasis on our pupils’ ability to communicate effectively and appropriately. Teachers ensure pupils progress to understand spoken English and to respond appropriately using the correct vocabulary, tone of voice and intonation. Throughout the school day, pupils have opportunities to speak and listen for different purposes, building their confidence as communicators.

Reading

We encourage our pupils to make rapid progress in reading by giving them access to a wide range of books. Lessons include independent and group reading, alongside reading for pleasure at home. Weekly library lessons are part of our English curriculum, giving pupils dedicated time to enjoy books, discover literature and develop their enthusiasm for reading.

Writing

Pupils are taught how to form letters in discrete handwriting lessons, so they can compose simple texts and start to use written language to express themselves. Writing lessons will include:

- Writing narratives linked to real events
- Using capital letters and simple punctuation correctly
- Spelling words, including those which do not follow conventional spelling rules
- Using spacing between words and writing on lines correctly

Mathematics

Introduction

Mathematics is all around us and we want every child to become a successful and confident mathematician. At this early stage, Thus the curriculum makes extensive use of practical resources such as blocks, number lines and interlinking cubes helping pupils to see mathematical concepts come to life. Teaching and learning is highly practical, relevant and therefore applicable to the world around them. Their lessons over these two years develop mathematical understanding and mastery, reasoning and the confidence to approach problems in different ways.

Aims

- To develop the knowledge and understanding of foundational mathematical concepts and techniques
- To enjoy using and applying mathematical techniques and concepts
- To become confident in using mathematics to solve open-ended problems.
- To appreciate the importance of mathematics in the wider context
- To acquire a strong foundation of mathematical skills needed for Key Stage 2

Content of Curriculum

	Term 1	Term 2	Term 3
Year 1	Place value, addition and subtraction, geometry (shape)	Addition and subtraction, length and height, mass and volume, multiplication and division	Fractions, geometry (position and direction), place value, time
Year 2	Place value, addition and subtraction, geometry (shape), money	Multiplication and division, length and height, mass, capacity and temperature	Fractions, time, statistics, position and direction

Science

Introduction

The science curriculum offers an exciting, hands-on introduction to answering many of those ‘big questions’ that our youngest and most curious pupils ask about the world around them. Theoretical and conceptual understanding is introduced in an age-appropriate way while practical lessons give pupils opportunities to explore scientific principles through simple experiments using real-life objects and materials.

From an early age pupils are encouraged to make connections with other subjects including mathematics, design technology ‘Our Planet and Our Past’, and to become increasingly confident in using the language of science to describe and report on their findings.

Aims

- To develop early scientific knowledge and conceptual understanding through fun, engaging lessons
- To develop an understanding of the nature, processes and methods of science
- To help pupils to frame scientific questions about the world around them and to find answers
- To teach pupils the scientific vocabulary and concepts they need to articulate their ideas with increasing precision

	Term 1	Term 2	Term 3
Year 1	The human body, seasonal changes, materials, plants and planting	Animals, caring for the planet, seasonal changes, plants and planting	Growing and cooking, seasonal changes
Year 2	Animal needs for survival, humans, materials, plants (light and dark)	Living things and their habitats, plants (bulbs and seeds)	Growing up, wildlife

Italian

Introduction

Our curriculum, in accordance with Italian educational requirements, allows our proficient Italian speakers to develop their language skills alongside their English, with the same emphasis on progression in both languages. Lessons focus on phonics and use creative themes to engage our youngest pupils, as they develop their skills in English and Italian simultaneously.

For our developing speakers, and those encountering the language for the first time, Italian lessons focus on verbal communication, basic vocabulary and conversational skills. They are taught by a team of experienced teachers who are familiar with teaching new learners with the aim of rapidly developing their linguistic competence and helping them to gain the fluency needed to access the Italian curriculum followed by the already proficient speakers when they are ready.

All pupils will also learn about the history, geography and customs of Italy, placing their language learning within the culture of the country in which they live. This may include cookery, crafts and special events linked to national festivals and customs.

Aims

- To learn Italian phonetic sounds and letter sounds
- To apply taught phonic sounds to reading and written Italian
- To enjoy stories, poems and non-fiction texts, building a fluency and love of reading in Italian
- To appreciate and study life in Italy

Content of Curriculum

First language Italian:

The curriculum is linked to our English curriculum and is topic-based, whilst also focusing on key skills. As in English, phonics is the basis of teaching in Key Stage 1 helping pupils to recognise sounds and produce them orally and, later, in written form. It includes topics such as:

- Who am I?
- Instructions
- Stories people tell
- Our world
- Traditional stories

Developing Italian:

The Italian curriculum for pupils who are developing proficiency in Italian as an additional language will follow a bespoke programme designed to build confidence and enable effective communication with their peers. Pupils will learn basic vocabulary and phrases and begin to understand how the language is used in everyday life. The focus is on speaking and listening but also incorporates elements of reading and writing. It fosters an appreciation of the rich linguistic and cultural heritage that Italy has to offer.

Art

Introduction

Our art teaching engages, inspires and challenges all pupils by giving each child the knowledge, skills and confidence to experiment, invent and create their own works of art and design. Art lessons allow pupils to develop their individuality and creative expression. In lessons pupils learn about, and take inspiration from, artists, craft makers and designers, both in the present and the past, in Italy and elsewhere.

The art curriculum links with other topics that each year group is learning, so that pupils not only learn the skills and processes of art but also see the connections to its wider context in our day-to-day world. Pupils will be encouraged to enjoy the processes of their learning alongside taking pride in what they create.

Aims

- To produce creative work in a range of styles
- To develop proficiency in a range of artistic techniques
- To learn about art history and the context of art

Content of Curriculum

- Using a range of materials, both to design and create
- Learning and practising skills in drawing, painting and sculpture, using their imagination to develop ideas and experiences
- Experiencing the use of colour, pattern, texture, line, shape, form and space
- Learning about the work of a range of artists, craft makers and designers



Computing

Introduction

Our youngest pupils are growing up in a world of fast-moving technology. We want them to learn how to use technology purposefully, responsibly and safely, while understanding how it works.

At Brighton College Rome, while our pupils do not begin to use individual devices until towards the end of their time in the Middle School, in the Prep School they develop an understanding of how computers work giving them the knowledge and skills to use technology with greater confidence and control when the time comes.

Thus, the core of our computing curriculum is computer, science through which pupils learn the principles of information and computation. They begin to understand how digital systems function and apply computational thinking through programming. Using age-appropriate software, pupils are introduced to simple forms of coding and robotics, which makes learning dynamic, practical and hands-on.

Aims

- To understand how to use technology responsibly and carefully
- To gain experience of skills in computational thinking and robotics
- To develop as digital citizens
- To understand the need to keep safe when using technology

Content of Curriculum

- Introducing pupils to the world of computing and to a basic range of technologies
- Understanding computational thinking and basic algorithms
- Using clear language and precise instructions to create computer programs
- Creating and debugging simple programs
- Using logical reasoning to predict the behaviour of simple programs
- Using technology purposefully to create, organise, store, change and retrieve digital content
- Using technology safely and respectfully, keeping personal information private

Design Technology

Introduction

This practical subject draws on pupils' creativity and imagination to design and make products that interest them, are functional and appealing and which may also solve real and relevant problems. Our Design Technology (DT) curriculum helps our pupils gain the necessary manual skills and dexterity and begin to understand how innovation works in designing and making objects, as well as the impact of DT on daily life. Pupils will become real-life designers, architects and tech experts as they start to explore and think about ways to create and solve design problems.

Aims

- To develop the creative, technical and practical skills needed to perform everyday tasks confidently
- To learn to appreciate the importance of design from both the functional and aesthetic points of view
- To participate confidently in an increasingly technological world
- To begin to build a repertoire of knowledge and skills to design and make their own products
- To learn the fundamentals of how to critique, evaluate and test their ideas and products and the work of others

Content of Curriculum

- Generating, developing, modelling and communicating their ideas through talking, drawing, templates, and, where appropriate, information and communication technology
- Selecting from and using safely a range of tools and equipment to perform practical, manual tasks
- Selecting from and using a wide range of materials and components
- Exploring and evaluating existing products, and evaluating their own ideas and products against design criteria
- Building structures, exploring how they can be made stronger, stiffer and more stable
- Exploring and using mechanisms (for example, levers, sliders, wheels and axles) in their products



Drama

Introduction

From an early age we want children to grow in confidence as communicators. Drama, which in later years is combined with Public Speaking, Debating and Presentation Skills, is therefore a fun and practical subject throughout the Prep and Middle Schools of Brighton College Rome.

Drama uses the body, voice and imagination to develop creative skills and produce performances. It encourages correct posture and beathing, creativity, communication, personal confidence and teamwork.

Aims

- To develop pupils' skills in creating and performing, public speaking and debating through individual and group opportunities
- To allow pupils to understand and interpret the English and Italian languages in new ways, developing pronunciation,
- projecting their voice and broadening their vocabularies
- To enjoy working creatively with others, taking pride in developing new skills

Content of Curriculum

- Learning to recount stories, to declaim poems and act out scenes from a play
- Learning about posture, breathing, intonation, tone and volume and how to use actions so that the meaning is clear to an audience
- Exploring feelings, ideas, themes and issues through improvisation in a safe context.



Growing Minds

Introduction

We support every pupil to be 'Curious, Confident and Kind', and the 'Growing Minds' curriculum is key to facilitating this. Lessons encourage each child to try new things, to persevere when experiencing difficulties, to express their opinions and to be comfortable in themselves.

The curriculum helps pupils understand how to lead physically and emotionally healthy lives, while developing the resilience to take appropriate risks and respond to challenges.

The fundamental building blocks and characteristics of positive relationships are explored, with particular reference to friendships and family. Pupils are taught about the importance of upholding the right values and how to treat each other with kindness, consideration and respect. Lessons ensure they understand the importance of honesty and truthfulness, seeking and giving permission, and the concept of personal privacy.

Aims

- To encourage self-awareness, self-esteem and self- confidence
- To develop independence and responsibility and prepare to make the most of the opportunities, responsibilities and experiences at school, home and in our wider society
- To communicate feelings and develop positive relationships with others
- To develop individuality and confidence in personal ideas
- To support pupils to develop both co-operative and leadership skills
- To understand the importance of family and people who care for us and how to establish caring friendships
- To understand the importance of respecting one another and how to keep themselves and others safe

Content of Curriculum

	Term 1	Term 2	Term 3
Year 1	Curiosity Growth mindset Friendship & Family Feelings	Mindfulness Kindness to myself Physical health Trusted help	Our school and home community working together Respect for the world we live in Feeling safe
Year 2	Perseverance and confidence Becoming an independent learner Self-reflection Healthy eating Emotions	Laws and society; trust, safety, responsibility to our community, respecting rules Kindness to others Seeking help for worries Differences & similarities	Healthy eating Looking after our minds and bodies Community links Celebrating diversity Online and digital safety

Mandarin

Introduction

In Year 1, pupils are introduced to Mandarin and to traditional Chinese culture. They begin a foundational understanding of familiar vocabulary and learn basic pinyin to support their learning. Pupils are also taught key radicals and characters enabling them to begin reading simple Mandarin texts. This provides a firm basis for progression into Key Stage 2. Appropriate adjustments will be made for first language Mandarin speakers.

Aims

- To learn about the Chinese culture and the locations where Mandarin is spoken
- To express themselves in spoken Mandarin
- To understand basic written vocabulary
- To speak with increasing confidence

Content of Curriculum

- Understanding basic vocabulary
- Beginning to study key radicals that enable them to identify characters with accuracy
- Using Mandarin to communicate verbally
- Developing the cultural awareness linked to China and Asia



Music

Introduction

Children love music, and our high-quality music education engages and inspires them as they develop the foundations for understanding music and their own musical abilities. Our vibrant curriculum offers opportunities for singing and playing percussion instruments alongside learning basic music terminology and notation. Right from the start of Key Stage 1 there are opportunities to perform on stage, developing their confidence, performance awareness and sense of achievement; and then, from Key Stage 2, we encourage all pupils to start learning a musical instrument.

Aims

- To perform, listen to and begin to evaluate music across a wide range of genres, styles and traditions
- To learn to sing and use their voices to enjoy group songs
- To experience and understand percussion instruments
- To create and, as their skills develop, compose music on their own and with others
- To have the opportunity to learn a musical instrument and use music technology appropriately
- To understand and explore musical elements such as pitch, duration and tempo through practical, hands-on learning

Content of Curriculum

- Using their voices expressively and creatively by singing songs and rhymes
- Playing and performing on percussion instruments with enjoyment and musicality
- Listening with concentration and understanding to a range of high-quality live and recorded music
- Experimenting with sounds



Our Planet and Our Past

Introduction

Brighton College's 'Our Planet and Our Past' curriculum covers topics that teach our pupils to understand how things on Earth are connected by linking geographical topics and historical events.

Aims

- To develop contextual knowledge of globally significant places
- To understand the processes that give rise to physical and human geographical features
- To start to use geographical information and vocabulary
- To know and understand significant aspects of the history of the wider world
- To develop an understanding of chronology and start to ask history-based questions, linking past and present

Content of Curriculum

- Locating continents and oceans
- Identifying characteristics of various countries
- Understanding similarities and differences in human and physical geography
- Looking at weather patterns locally here in Italy and in Britain
- Using sources such as maps, globes, online tools and photographs to identify features and locations
- Exploring changes over time both within and beyond living memory
- Researching the lives of significant figures and events in history



Physical Education, Dance and Sport

Introduction

We encourage pupils to enjoy physical education, dance and sport in the company of their friends from the start of their time at Brighton College Rome. From an early age. From an early age, they develop fundamental movement skills and co-ordination, build self-confidence and learn to play and co-operate with others, supporting healthy development in both mind and body.

Pupils develop their strength and agility as they are taught basic skills through gymnastics, dance, swimming and athletics. They will also begin to play fun team sports where, through games and competitions, they learn the rules, how to work as a team and the values of respect and fair play that sportsmanship entails.

Aims

- To develop a positive attitude to physical activity
- To develop competence in a broad range of physical activities
- To perform physical activities for sustained periods of time
- To learn the basics of dance, co-ordination and rhythm
- To learn the basics of competitive sports and activities
- To lead active, healthy lives – mens sana in corpore sano

Content of Curriculum

- Developing core movements including running, jumping, throwing and catching as well as balance, agility and coordination – the foundations for all future sports
- Participating in team games and developing tactics for attacking and defending
- Performing dances using simple sequenced movement patterns
- Learning to swim, building water confidence and learning swimming safety skills



Co-Curricular Activities (CCAs)

Introduction

Our wealth of Co-Curricular Activities (CCAs) enriches our pupils' learning, offering them the opportunity to try exciting new things in a less formal way outside of class time. CCAs take place each day during lunch and after school. Pupils are encouraged to choose activities to help them grow in confidence, broaden their experience and ignite their interest. These activities can range from physical to intellectual, from sport to cooking, and always provide opportunities to develop new skills and, most of all, have fun.

Why is this important?

CCAs fuel pupil learning, draw out latent talents and develop important skills, all of which enriches and balances a pupil's academic experience. They also allow pupils to find connections beyond their own class or year group and interact with others who have the same interests and passions. Whether a child enjoys football or singing, reading or painting, acting or cookery, they will find others who enjoy the same activities.

Our CCAs range from specialist to general and will usually include activities such as:

- Art Club
- Ballet
- Choir
- Lego Club
- Team Games
- Sports Club
- Board Games Club
- Jigsaw Club
- Mini Makers Club
- Gardening Club
- Book Club
- Tech Toys Club
- Cookery Club
- Animal Fun Club
- Dance Club
- Drawing Club
- Brain Busters Logic Puzzles Club
- Storytelling Club
- Science Club
- Languages Club



Scuola non statale non paritaria status:
Brighton College Rome offers an academically rigorous British International school curriculum, with pupils ultimately obtaining formal IGCSE and International Baccalaureate qualification certificates. Our college is a non-state, non-paritaria school pursuant to Article 1-bis of Decree-Law 5 December 2005, no. 250, converted into Law 3 February 2006, no. 27. As a registered British International school, the college is not part of the Italian national education system under Law 10 March 2000, no. 62 and therefore does not issue qualifications, intermediate or final certificates under the Italian education system.

BRIGHTON COLLEGE
ROME

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