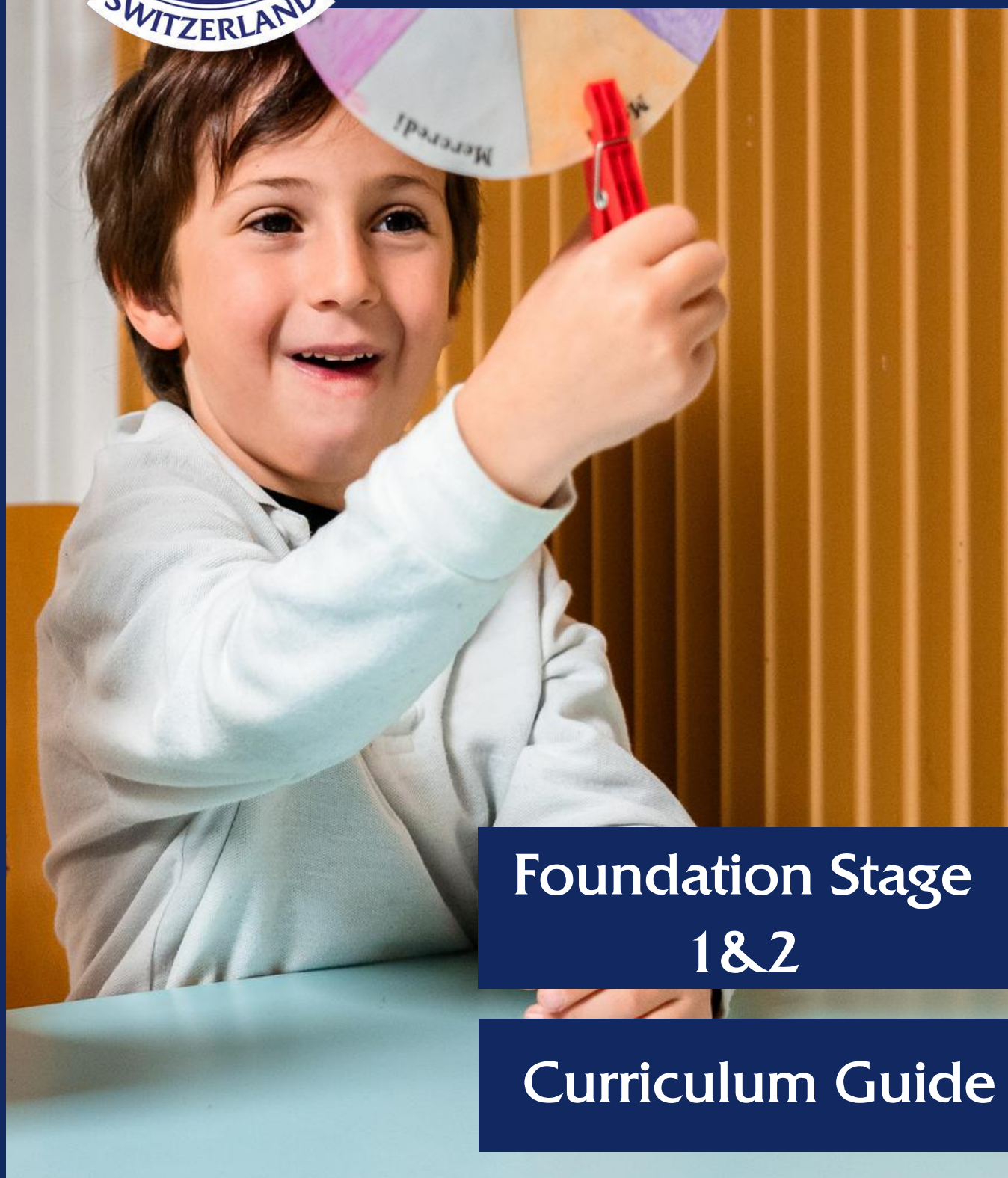




Curriculum Guide



Foundation Stage
1&2

Curriculum Guide

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Foundation Stage Education

Ethos

Creativity, Resilience, Risk-taking & Fun

FS1 and FS2 is a dual-language mixed class in which the children have the pleasure of working with two teachers, one who teaches in English and one who teaches in French. Un professeur enseigne le français et l'autre l'anglais pour aider les enfants afin d'être des exemples positifs du multilinguisme.

Both FS1 and FS2 enjoy learning through half-termly topics which cover a range of creative processes, information about ourselves and the world around us, life skills as well as a broad use of imagination and reasoning skills.

La phonétique, l'art, la musique, l'éducation personnelle et sociale, la lecture, le chant, les sciences et les jeux de rôles sont nos matières principales. Nous les utilisons de manière holistique et interchangeable pour augmenter les liens que les enfants puissent faire dans leur apprentissage.

Each child learns to be a risk-taking, imaginative life-long-learner. We nurture a passion for learning and understanding oneself and the needs of others. Throughout the day the children enjoy carpet times which centre around these ideas through discussions and mindfulness activities.

Learning Support

VIS offers a range of supportive interventions. The Learning Support department can assess students and will provide effective one-on-one assistance and in-class support where required.

At VIS we have an inclusive classroom culture where we value each child's strengths. Our goal is to provide an environment where pupils can build the skills they need to learn with confidence and curiosity. Alongside our teaching staff, our SEND/Learning Support Department provides specialist small group, or one-to-one teaching and support to students with a variety of mild learning needs. Individual plans and personalised targets are set and reviewed for as long as is appropriate to ensure each child can reach their potential.

Primary Years Programme (PYP) at Verbier International School

At Verbier International School, our Primary Years Programme (PYP) offers a bespoke, concept-driven curriculum that reflects our unique Alpine setting, our diverse international community, and our commitment to meaningful, impactful learning. Guided by the International Baccalaureate (IB) Primary Years Programme framework, we place the child at the centre of learning, nurturing curiosity, agency and a lifelong love of learning.

Our curriculum is organised around six transdisciplinary units of inquiry each year, explored through the IB's globally recognised themes in a purposeful sequence: Who We Are; Where We Are in Place and Time; How We Express Ourselves; How the World Works; How We Organise Ourselves; and Sharing the Planet. These units provide coherence across learning and ensure depth, progression and conceptual understanding throughout the academic year.

Learning at Verbier International School is deeply connected to context. Our Alpine environment is not just a backdrop but an integral part of the curriculum, enriching inquiry-based learning in areas such as sustainability, geography, physical well-being, environmental responsibility and human interaction with natural systems. Students develop a strong sense of place while gaining an understanding of global perspectives, cultures and shared responsibilities.

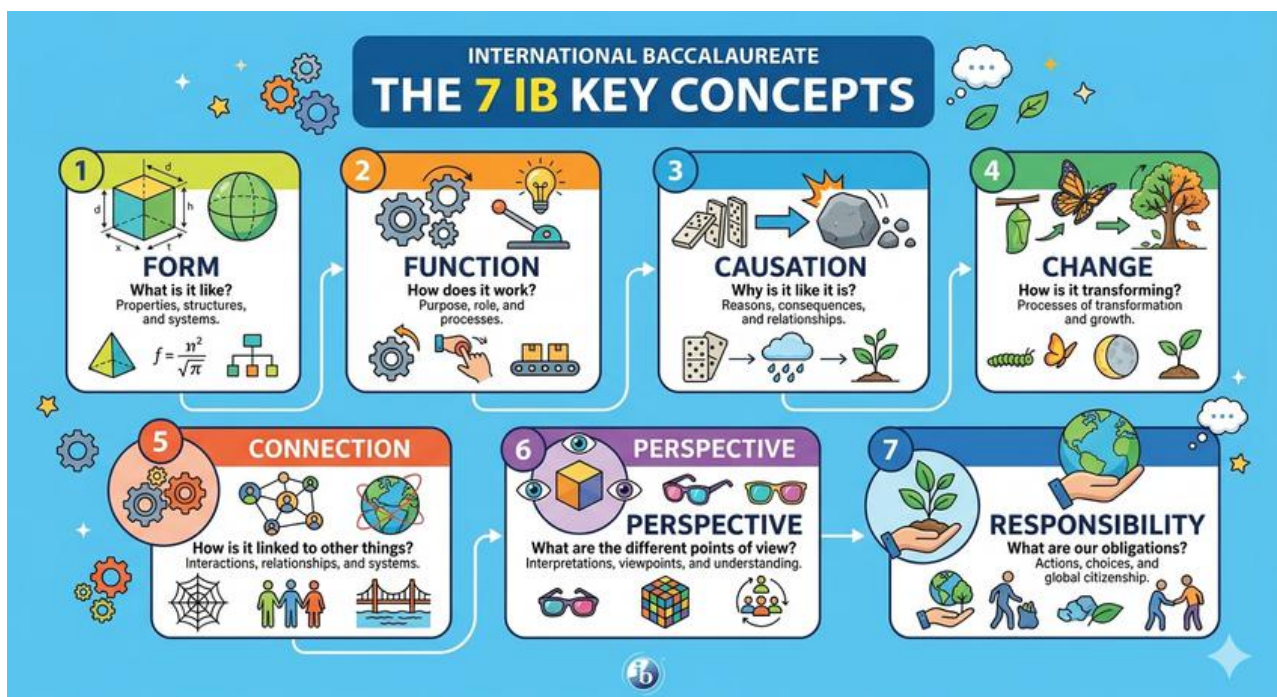
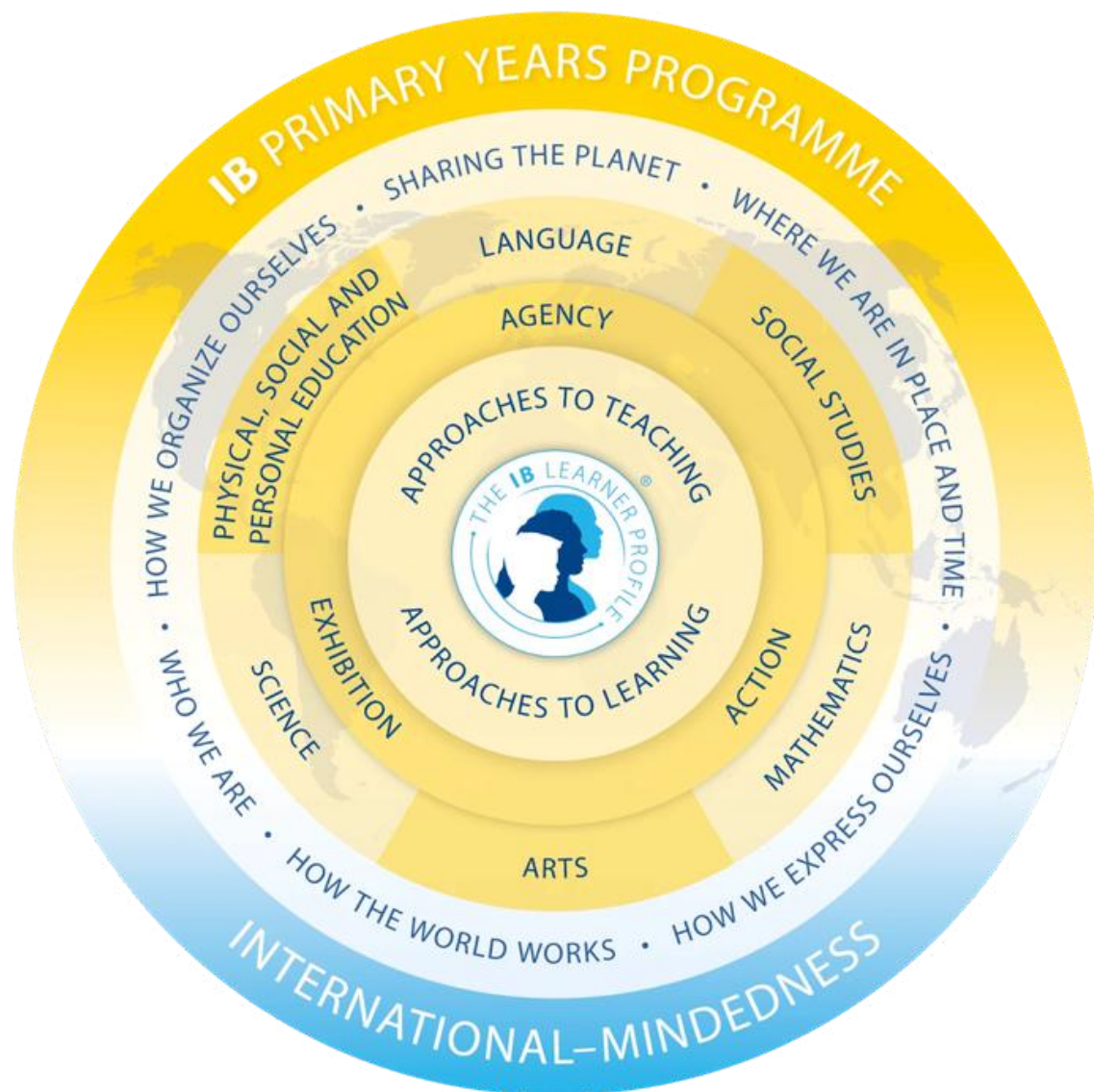
Each unit of inquiry integrates Social Studies (History and Geography), Science, Language, and Visual Arts, enabling students to make meaningful cross-curricular connections. This transdisciplinary approach mirrors the real world, supporting students to see learning as interconnected rather than fragmented. Visual Arts and creative expression play a vital role in helping students communicate ideas, demonstrate understanding and explore multiple perspectives.

Throughout the PYP, we intentionally embed digital literacy, ensuring students learn to use technology safely, responsibly and effectively as a tool for research, creation and communication. Personal, Social and Health Education (PSHE) is woven through daily classroom practice and units of inquiry, supporting students' emotional wellbeing, resilience, collaboration skills, and sense of identity and belonging.

The programme is delivered primarily in English, supporting academic language development and international accessibility, while contextual learning in French ensures students engage meaningfully with the local language and culture. This bilingual exposure strengthens communication skills and enhances students' understanding of Switzerland as their learning environment and home.

Central to the IB PYP at Verbier International School is the development of international-mindedness. Students are encouraged to be open-minded, reflective and principled learners who value diversity and act with empathy. Student agency is actively promoted: learners have voice, choice and ownership in their learning, gradually developing independence and confidence. Action is a natural outcome of learning in the PYP. Through authentic experiences, students are supported to take responsible action - small or large - that contributes positively to their school, local and global communities. In the final year of the PYP, students participate in the PYP Exhibition, a culminating, student-led inquiry that demonstrates their conceptual understanding, collaboration skills and commitment to action.

At Verbier International School, our PYP is designed to inspire, challenge and empower children to become thoughtful, capable and caring global citizens - ready not only for the next stage of their education, but for life beyond the classroom.



Foundation Stage 1 PYP Themes and Central Ideas

AUTUMN TERM FOUNDATION STAGE 1 PYP THEMES AND CENTRAL IDEAS

Theme 1: Who We Are: “Me and My World”

Central Idea: Our bodies, feelings, and relationships help us understand who we are

Theme 2: Where We Are in Place & Time: “Our Routines & Seasons”

Central Idea: Patterns in daily life and nature help us understand time

WINTER TERM FOUNDATION STAGE 1 PYP THEMES AND CENTRAL IDEAS

Theme 3: How We Express Ourselves “Stories Around Us”

Central Idea: People use stories and play to express ideas and feelings

Theme 4: How the World Works “Exploring With Our Senses”

Central Idea: We use our senses to explore and learn about the world

SUMMER TERM FOUNDATION STAGE 1 PYP THEMES AND CENTRAL IDEAS

Theme 5: How We Organise Ourselves “Helpers and Roles”

Central Idea: People in our community help us in different ways

Theme 6: Sharing the Planet “Animals Around Us”

Central Idea: Animals have needs that people can help meet

Foundation Stage 2 PYP Themes and Central Ideas

AUTUMN TERM FOUNDATION STAGE 2 PYP THEMES AND CENTRAL IDEAS

Theme 1: Who We Are: “Healthy Me”

Central Idea: Healthy choices help our bodies and minds to grow and feel good

Theme 2: Where We are in Place & Time: “Homes and Families”

Central Idea: Homes and Families change over time and reflect the places we live

WINTER TERM FOUNDATION STAGE 2 PYP THEMES AND CENTRAL IDEAS

Theme 3: How We Express Ourselves “Art in Nature”

Central Idea: We can use natural materials and patterns to express ideas

Theme 4: How the World Works “Forces in Play”

Central Idea: Pushes, pulls and the properties of materials affect how things move

SUMMER TERM FOUNDATION STAGE 2 PYP THEMES AND CENTRAL IDEAS

Theme 5: How We Organise Ourselves “Shops and Money”

Central Idea: People exchange goods and services to meet needs and wants

Theme 6: Sharing the Planet “Looking After Nature”

Central Idea: Our actions can help care for living things and local places

Phonics in Foundation Stage

COURSE OVERVIEW

In FS1 and FS2, each child takes part in a daily phonics lesson. Children are grouped within their year group according to their phonics level. These groupings usually reflect their age, although this can vary depending on individual learning needs.

English Curriculum Foundation Stage 1

During our English phonics lessons, FS1 children learn to recognise the alphabet and the simple sounds that each letter makes, using engaging actions, sounds, and stories. As their confidence grows, they begin to blend and segment simple CVC (consonant-vowel consonant) words.

English Curriculum Foundation Stage 2

In English, FS2 children build on the skills learned in FS1. They continue working with letter sounds and are introduced to digraphs (two letters that make one sound). These skills help them to read and write simple words and sentences with growing independence.



Phonétique

PHONÉTIQUE VUE D'ENSEMBLE

PHONÉTIQUE FS1 ET FS2

Nous avons une leçon de phonétique en français chaque jour. Les groupes sont faits suivant l'âge de chaque élève non pas le niveau de façon à avoir une immersion totale pour chacun.

Français programme FS1

Durant les leçons de phonétique en Français les élèves apprennent à reconnaître les lettres grâce à la méthode des Alphas. Ils apprennent aussi à les écrire et à les faire chanter. Chaque lettre est un personnage amusant faisant partie d'une histoire. Nous adoptons une approche innovante pour l'apprentissage de la lecture en français la rendant accessible et ludique. Nous utilisons aussi une autre méthode pour diversifier leur vocabulaire: la méthode des 'Petits Loustics' ou les chansons et les activités artistiques ont une grande importance.

For parents who wish to further develop their child's French beyond the classroom, we encourage enrollment in local activities outside of school, where children can converse more regularly with French speakers.

English Curriculum Foundation Stage 2

Durant les leçons de phonétique en Français les élèves apprennent à reconnaître les lettres grâce à la méthode des Alphas. Ils apprennent aussi à les écrire (majuscules et minuscules) et à les faire chanter. Chaque lettre est un personnage amusant faisant partie d'une histoire. Les élèves peuvent au bout d'un certain temps associer les phonèmes et commencer à lire les mots de trois ou quatre phonèmes. Et même à les écrire. Nous adoptons une approche innovante pour l'apprentissage de la lecture en français la rendant accessible et ludique. A la fin de l'année les élèves sont capables de lire de petites phrases en français et ont pu acquérir un plus large vocabulaire tout en s'amusant et en chantant.

Mathematics

COURSE OVERVIEW

Maths lessons follow a similar structure to our phonics sessions and children are grouped with others of a similar age and ability. The children are introduced to the White Rose Scheme of Work.

The White Rose Maths scheme of work for the Foundation Stage provides a carefully sequenced, play-based approach to early mathematics. Rooted in the EYFS framework, it supports children to develop a deep understanding of number, pattern, shape, and measure through practical exploration, talk, and meaningful contexts. The scheme emphasises mastery from the very beginning, allowing children to revisit and secure key concepts through varied representations and experiences.

Mathematics FS1

In FS1, children begin to explore patterns in a fun and engaging way using sounds, objects, and early mark-making. They also start to learn familiar sequences, such as the days of the week, months of the year, and colours of the rainbow, through songs and hands-on activities.

Mathematics FS2

In FS2, Children continue to build their number awareness through activities that introduce place value, addition and subtraction as well as early concepts of telling the time. By developing these skills from an early age, we ensure they have a strong foundation to support their understanding of more complex Mathematics in the future.

Physical Education

COURSE OVERVIEW

At VIS, Physical Education (P.E.) programme for Foundation Stage is rooted in the local environment and shaped by seasonal opportunities. Our curriculum aims to foster a lifelong love of movement by developing key motor skills, teamwork, and respect for others and nature. Young learners are introduced to structured physical activity through fun, exploration, and foundational skill-building.

Aims

- Develop balance, coordination, and agility through varied movement activities.
- Build water confidence and begin foundational swimming skills.
- Encourage participation, cooperation, and turn-taking.
- Promote body awareness, safe movement, and healthy habits.
- Support social and emotional growth through teamwork and play.
- Personal and social development - build confidence, independence, resilience, and kindness through guided play and collaboration.
- Health and Wellbeing - learn about warming up, staying hydrated, and how movement supports healthy growth.



Physical Education

AUTUMN TERM	WINTER TERM	SUMMER TERM
Swimming (Focus on water confidence & safety) - Introducing safety in the water. - The children will learn basic floating skills.	Skiing Fun and Improvement Students develop skills across fun and improvement activities. Emphasis is placed on technique, control, and adaptability in different terrains and formats.	Swimming (Focus on independence & technique) Children will continue improving their freestyle and backstroke.
Fundamental Movement Skills Children will learn locomotor skills (rhythmic, jumps, apparatus).		Gymnastics Children will work towards a performance of basic gymnastics skills.
Modified Games Following the rules and playing together with the other children.		Modified Games Children will learn basic manipulative skills (send, receive, travel with).
Creative Movement Choreography of dances from different cultural backgrounds.		Trail Adventure Running Practise dribbling, passing, and The basic concept of trail running and obstacle races



Personal, Social , Health and Economic Education & Wellbeing

COURSE OVERVIEW

In FS1 and FS2 we use the Collins “My Life” programme to support Personal, Social, Health and Economic (P.S.H.E.) education. This carefully designed programme helps our youngest children begin to explore important topics such as health, relationships, safety, and social awareness in a way that’s age-appropriate and engaging. It lays a strong foundation for their learning and personal development as they grow.

Ce programme sera suivi en anglais et en français.

Wellbeing

As well as a PSHE lesson per week, the children will also have a Wellbeing lesson. These will follow the Collins Wellbeing Programme and the Foundations for Wellbeing programme from the P.S.H.E Association and will help all children to understand and manage their emotions, attention and behaviour.



Music

COURSE OVERVIEW

Music in the Foundation Stage supports children's communication, creativity, physical coordination, and emotional development.

Children experience music through play, movement, listening, singing, and exploration. Children will enjoy and engage with music confidently as well as using their voices creatively and expressively. They will explore sound using instruments and everyday objects and begin to recognise basic musical patterns (loud/quiet, fast/slow).

Children will take part in small concerts throughout the year to help them grow in confidence at performing in front of others.



Forest School

COURSE OVERVIEW

Once a week, the children participate in Forest school. We use our local resources in the forest of Verbier.

Durant ces matins, les étudiants ont l'opportunité de se découvrir et d'admirer l'incroyable environnement que nous partageons à travers diverses activités.

The children participate in fort building, creating small worlds, and making mudpies and potions. They start to work on a range of skills such as knot-making, weaving, balancing, classifying minibeasts, and fire-making.

Each year, through their V.I.S. Primary School journey, the children will achieve annual targets in their Forest School Passports. The passport will be presented to the children upon their Year 6 Graduation or when they leave the school.





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