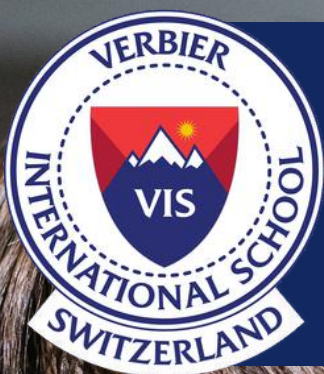




Curriculum Guide

Year 3

Curriculum Guide

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Year 3 Education

Ethos

The Primary School curriculum is inquiry-led aligned with international standards. Our Year 3 programme is engaging, hands-on, and varied. The children learn all subjects in interactive and diverse ways, where they are encouraged to develop their skills, free to make and learn from mistakes. We aim to encourage the children to try their best and build resilience and autonomy in their learning.

We greatly value progress in the classroom, yet we understand learning takes place in a variety of settings. Once per week, our Years 3 and 4 students go and learn at our Forest School site or in surrounding nature. The children are also strongly encouraged to take part in the vast range of Co-Curricular activities offered at VIS. This includes arts and crafts, performing arts, a vast variety of sports, and other creative activities.

We have high expectations for our students and we endeavour to enable them to find a love for learning that they will continue to have throughout their lives. Year 3 provides children with a platform for them to develop into the best version of themselves

Learning Support

VIS offers a range of supportive interventions. The Learning Support department will provide effective one-to-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 that 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.

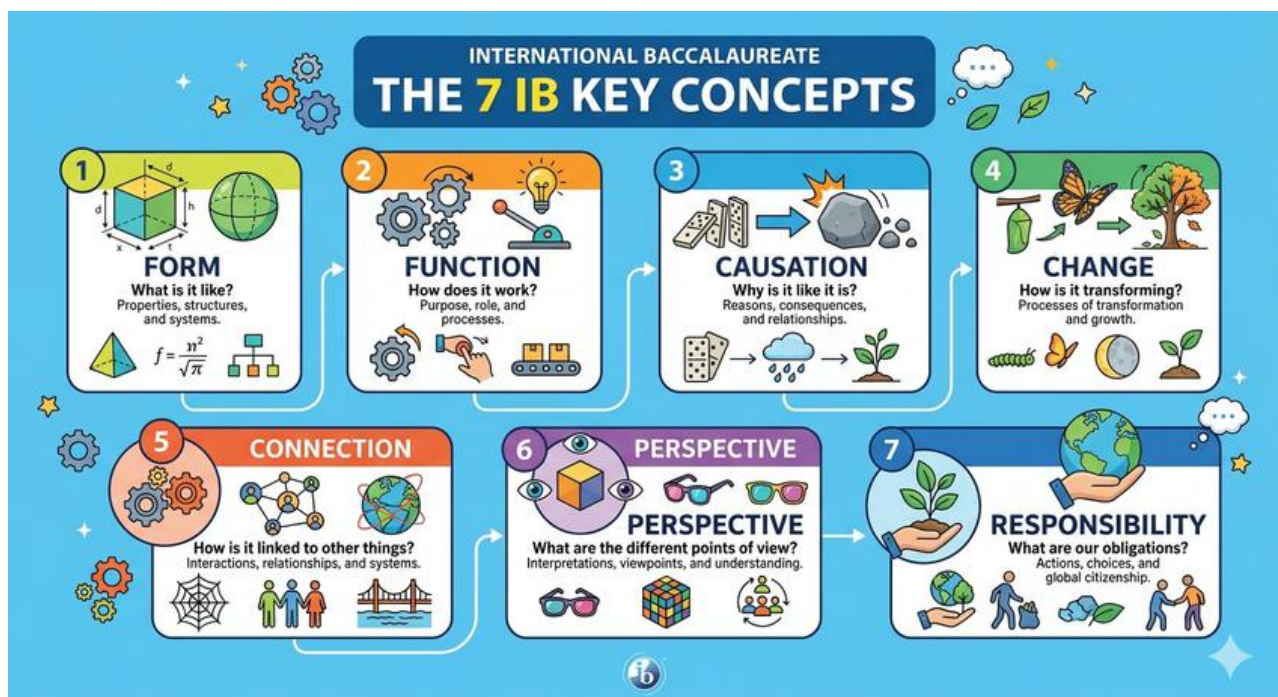
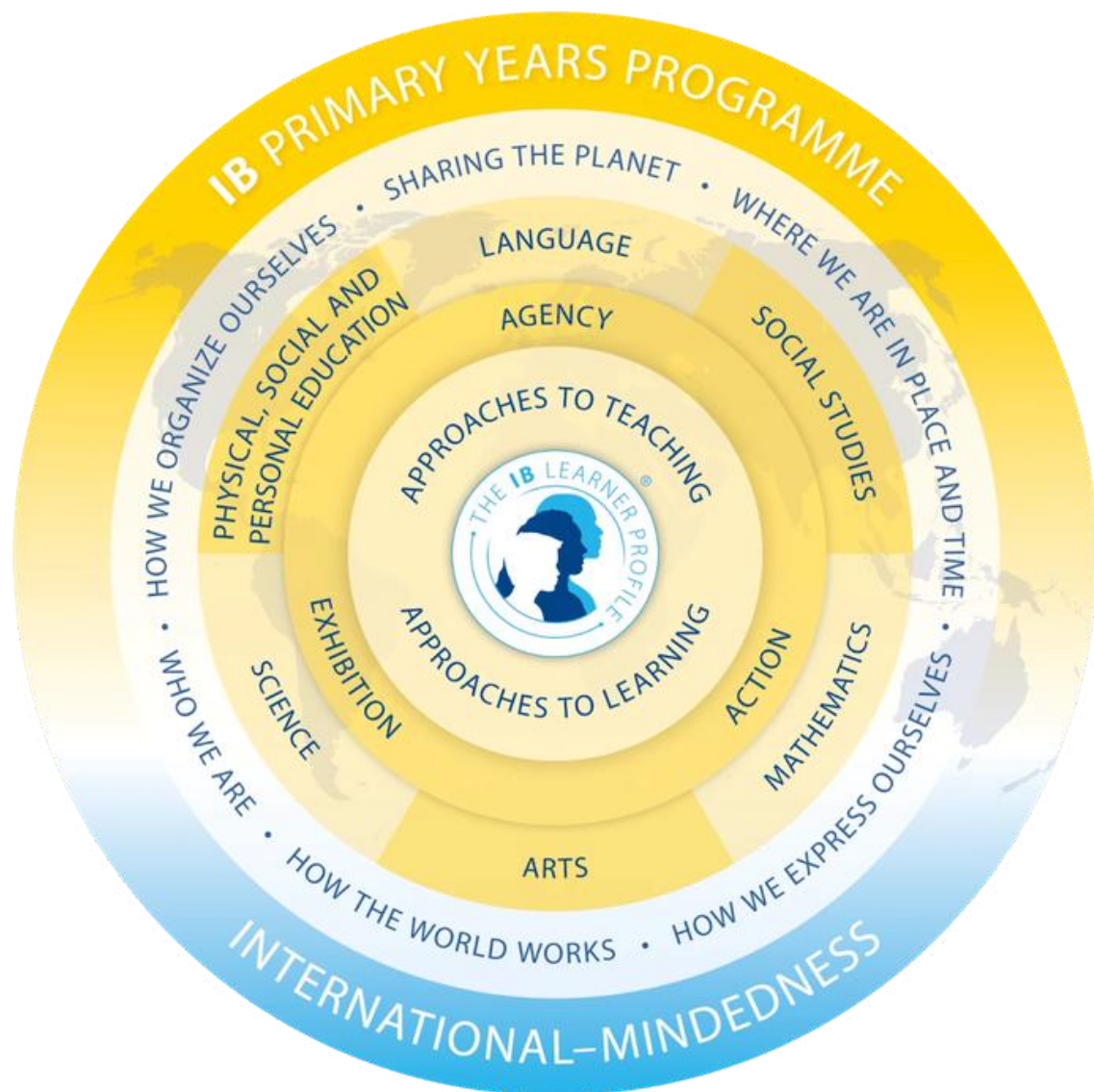
Throughout the PYP, we intentionally embed digital literacy, ensuring students learn to use technology safely, responsibly and effectively as a tool for research, creation and communication. Personal, Social and Health Education (PSHE) is woven through daily classroom practice and units of inquiry, supporting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



PYP Themes and Central Ideas

AUTUMN TERM YEAR 3 PYP THEMES AND CENTRAL IDEAS

Theme 1: Who We Are: “Body Systems”

Central Idea: Our bodies are systems that work together for movement and health

Theme 2: Where We Are in Place & Time: “Ancient Civilisations”

Central Idea: Civilisations leave legacies that influence our lives today

WINTER TERM YEAR 3 PYP THEMES AND CENTRAL IDEAS

Theme 3: How We Express Ourselves “Poetry of the Mountains”

Central Idea: Language and art capture place, mood, and perspective

Theme 4: How the World Works “Forces & Magnets”

Central Idea: Contact and non-contact affect motion and interactions

SUMMER TERM YEAR 3 PYP THEMES AND CENTRAL IDEAS

Theme 5: How We Organise Ourselves “Governance & Rules”

Central Idea: Communities create rules to organise and protect rights

Theme 6: Sharing the Planet “Water Systems”

Central Idea: Water cycles through systems that shape landscapes and life

English

COURSE OVERVIEW

English lessons in Year 3 enable children to develop their speaking and listening, reading, and writing skills. They are given opportunities to read a range of text types, develop their vocabulary, and improve their grammar. Children are taught the importance of grammar and the structure of writing, alongside how to give detail in order to interest and entertain the reader.

In Year 3, we write for a variety of different purposes and therefore in many different genres, both fiction and non-fiction. This includes: recounts, persuasive writing, play scripts, poetry, story writing, letters, diaries, newspapers, biographies, and non chronological reports. The children are introduced to thesauri, and encouraged to use them to help them include high-level vocabulary in their writing.

In Year 3, we encourage children to find a love for reading, as reading develops their imagination, vocabulary, and therefore their writing ability. Children also read in groups with children of a similar reading ability to them, they practise their decoding skills, learn to answer comprehension questions, and develop inference skills.

ENGLISH GRAMMAR OBJECTIVES		
AUTUMN	WINTER	SUMMER
• Nouns and pronouns • Consonants and vowels • Inverted commas • Present tense • Past tense • Subordinate clauses • Adjectives • A or an • Prefixes • Apostrophes • Paragraphs	• Verbs • Compound nouns • Prefixes and suffixes • Subordinating conjunctions • Adverbs • Coordinating conjunctions • Organisational devices • Colons	• Prepositions • Time conjunctions • Paragraphs • Homophones • Word families • Place and causal conjunctions • Editing and evaluating

French

COURSE OVERVIEW

Les élèves des années 3&4 suivront deux cours de grammaire française par semaine, dispensés par groupes de niveau. Ils suivront également trois cours de français dans le cadre du PYP (Programme de premier cycle), où ils pratiqueront le français dans le cadre d'un apprentissage contextualisé. Les élèves s'immergeront ainsi de manière significative dans la langue et la culture locale. 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.

Débutant années 3 et 4	Intermédiaire années 3 et 4	Avancé années 3 et 4
Grammaire: - Différencier noms et verbes - C'est quoi une phrase? - Majuscules et minuscules - Féminin, masculin et pluriel - Phrases affirmatives et négatives - Les adjectifs et leurs accords - Les familles de mots - Les adjectifs démonstratifs	Grammaire: - Parler de ses activités quotidiennes - Demander et dire l'heure - Situer dans le temps - Parler du temps qu'il fait - Exprimer une sensation - Donner un conseil - Situer/s'orienter - Demander/indiquer un chemin - Caractériser des comportements - Dire où on habite	Grammaire: - Les fonctions grammaticales - Les phrases interrogatives - Les phrases déclaratives - Les formes positives et négatives de la phrase - Le verbe et ses compléments - Le groupe nominal - Les déterminants et les pronoms personnels
Orthographe: - Ecrire son prénom, son âge et son nom - Connaître l'alphabet et les sons de chaque lettre et savoir les écrire - Connaître les sons complexes (ou, in, ien, ai, oi ...) et savoir les écrire - Connaître ses mots outils - Ecrire les jours de la semaine - Connaître les mois de l'année et les saisons et les écrire. - Ecrire des phrases simples - Reconstituer une phrase correcte	Orthographe: - Les sons complexes - Les lettres finales muettes - Le masculin et le féminin - Le singulier et le pluriel - L'accord du verbe avec le sujet - L'accord de l'adjectif, la préposition à, la conjonction et, le pronom on	Orthographe: - Les sons complexes - Accord du verbe avec le sujet - Le féminin et le masculin - Les accords du groupe nominal - Les déterminants son, ses, ces - La proposition "à" et les adverbes "là" et "où" - Les conjonctions "et" et "ou" - Accord du participe passé
Conjugaison: - Verbes 1er groupe et 2eme groupe au présent - Recopier des questions et répondre - Ecrire une blague - Jouer du, de la, de l' - Avoir peur de la - Verbes avoir et être au présent - Verbes pouvoir, vouloir, faire, aller au présent	Conjugaison: - Le présent (tous les groupes) et les verbes être, avoir, aller, faire, dire, pouvoir, vouloir - Repérer le futur et le passé	Conjugaison: - Le fil du temps: le passé, le présent, l'avenir - Le radical et ses terminaisons - L'infinitif - Récapitulatif du présent - L'imparfait - Le futur des verbes en -er et des verbes avoir, être, aller, dire et faire. - Les verbes comme "lancer" "manger"... - Distinguer les temps simples des temps composés - Le passé composé - Les verbes et leurs bases

Mathematics

COURSE OVERVIEW

In Year 3, children are taught in a small ability group using the White Rose scheme of work.

We aim to get all children to like maths by making lessons fun, engaging and step-by-step, in order to build their confidence and therefore their joy for the subject.

Over the course of the academic year, key Mathematics topics and the four operations are re-visited to build on and consolidate their knowledge, while they continue to learn new content.

While we do not participate in any SATs assessments, our rigorous approach to assessment ensures that progress is closely monitored. We use unit summative assessments alongside regular formative assessments to identify strengths and address areas for development promptly. Pupils are supported to become independent, resilient learners who are well-prepared for the demands of Upper Key Stage 2.

TERM	MAIN OBJECTIVES
AUTUMN TERM	• Place value of numbers • Formal written methods for all four operations • Fractions
WINTER TERM	• Multiplication and Division • Fractions • Decimals and Percentages • Perimeter and Area • Statistics
SUMMER TERM	• Shape • Decimals • Negative numbers • Geometry: position and direction • Measurement: converting units and volume

Physical Education

COURSE OVERVIEW

Our environment and the seasons shape the Physical Education (P.E.) curriculum at VIS. It is designed to grow skills and abilities relevant to our geographic location and make the most of local opportunities and infrastructure. P.E. is a compulsory subject for all students and aims to develop leadership, teamwork, and respect for each other and the environment. P.E. at VIS is a core part of our holistic educational offering.

During P.E. lessons children refine their physical movements, and they develop higher-order thinking skills that are necessary for future social and academic success.

Our students participate in a variety of activities to develop motor skills that lead to a lifelong healthy lifestyle.

Aims

- Strengthen enjoyment and confidence in a variety of physical activities.
- Develop understanding of strategies, rules, and roles in different sports.
- Promote leadership, collaboration, and positive communication.
- Deepen awareness of physical health and how to improve personal fitness.
- Personal and social development - promote responsibility, resilience, and leadership in individual and team activities.
- Health and wellbeing - understand how to warm up and cool down, recognise the impact of exercise on the body, and make healthy lifestyle choices.

Additional Sports

The children have a huge variety of extra sports on offer to them as after school activities, as well as the ones in the core P.E. programme above.

At no extra cost, they can have lessons in: climbing, ice skating, tennis, rugby, football, unihockey, yoga, basketball, dance, gymnastics, and trampolining. Extra fees are applied to our popular mountain biking, wake surfing, and surfing clubs.

Physical Education

AUTUMN TERM	WINTER TERM	SUMMER TERM
Swimming (Consistency, distance & rescue skills) - Enter and exit the water safely - Develop floating, gliding, and submersion skills - Practise kicking and arm actions with support - Build confidence in water through games and exploration - Begin to learn front crawl and backstroke techniques - Understand basic pool safety and listening skills in the aquatic setting	Skiing - Fun and Improvement - Race Students develop skills across race and fun and improvement activities. Emphasis is placed on technique, control, and adaptability in different terrains and formats	Swimming (Technique refinement, endurance & lifesaving skills) - Swim short distances with increasing independence - Improve technique in front crawl, backstroke, and begin breaststroke - Learn to float on front and back without support - Understand and practise safe entries, exits and treading water - Introduce basic water survival techniques (e.g. floating in clothing, reaching rescue)
Movement Skills & Fitness - Develop running, jumping, throwing, catching in isolation and combination - Improve balance, agility, coordination through games and challenges		Striking & Fielding (e.g. Rounders, cricket) - Bat with more accuracy and control - Field effectively with catching and throwing - Understand scoring and basic tactics
Dance - Use stimulus (e.g. music or story) for movement ideas - perform with rhythm and expression - work collaboratively on a sequence		Climbing - Learn to grip with their hands while pushing with their feet - Learn to climb both up and down with control, looking where they place their hands and feet and following simple safety rules.

Personal, Social , Health and Economic Education & Wellbeing

COURSE OVERVIEW

Personal, Social, Health, and Economic (P.S.H.E.) follows the P.S.H.E. Association programme, designed for primary school students. P.S.H.E. education is the school curriculum subject that supports pupils to be healthy, safe and prepared for modern life. Learning opportunities are spread across three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

While we do complete some written work, we focus on sensible, adult-guided conversations. Notions of kindness, respect, and empathy underpin the majority of conversations.

YEAR	AUTUMN TERM	WINTER TERM	SUMMER TERM
Year 3	Families and friendships • Understanding what makes a good friend • Recognising different types of friendships • Learning how to resolve simple disagreements • Understanding how others may feel in different situations Respecting ourselves and others • Showing respect and kindness to others • Listening to different opinions • Understanding that people can be different and that this is positive • Beginning to recognise unfair treatment	Belonging to a community • Understanding what it means to belong to a group • Taking care of shared spaces (e.g. school, local area) • Learning how to be kind and helpful in the community. Media literacy and digital resilience • Understanding what the internet and media are • Recognising that not everything online is true • Learning how to stay safe when using devices	Physical health and mental wellbeing • Understanding basic healthy habits (sleep, food, exercise) • Learning how to stay safe in the sun • Recognising feelings and simple ways to manage them Growing and changing • Understanding that everyone is unique • Learning about personal strengths and interests • Recognising changes as part of growing up Keeping safe • Understanding how to stay safe at home, outside and online • Knowing what to do in an emergency (e.g. who to call) • Learning basic safety rules (roads, strangers, simple first aid awareness)

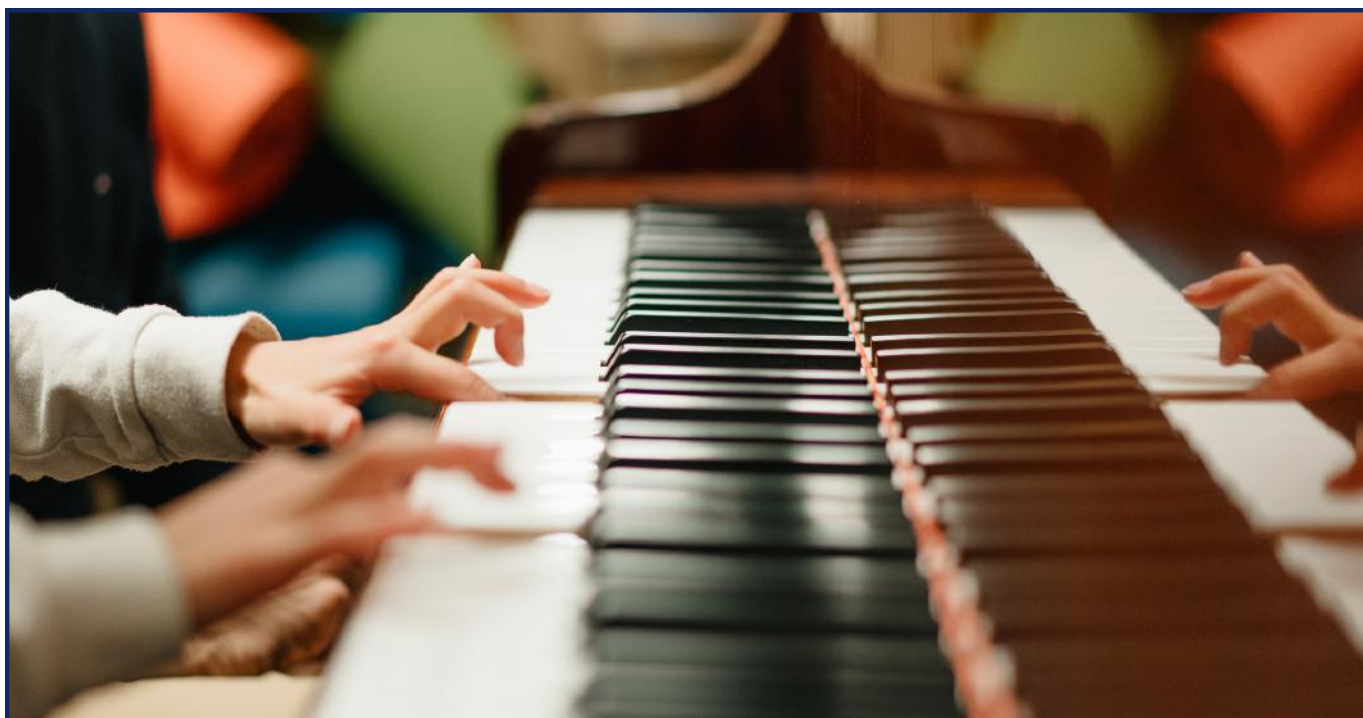
Music

COURSE OVERVIEW

In Years 3–4, pupils develop technical control, musical understanding, and confidence. They explore structure, notation, and musical styles while working collaboratively.

Children will sing with control and expression as well as playing instruments with increasing accuracy. They will compose short pieces using musical elements and listen critically and respond thoughtfully to musical pieces.

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



Additional Classes

In addition to the core programme above, the children have the opportunity to take private lessons in piano, violin, guitar, and ukulele. This is an extra cost.

Forest School

COURSE OVERVIEW

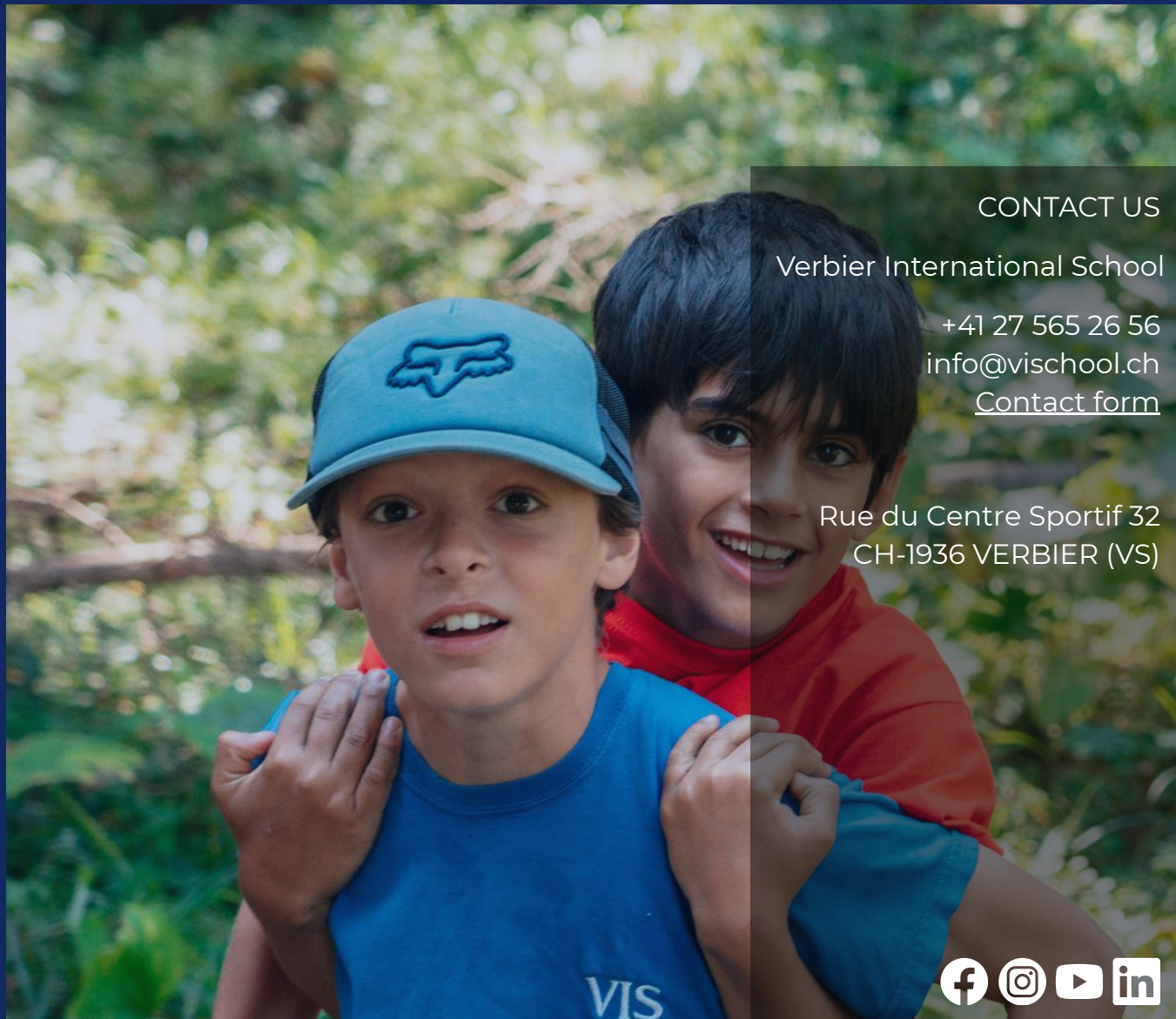
Our Forest School programme offers a holistic, child-centred approach to learning through play, exploration, and hands-on experiences in the natural environment. Children develop important life skills such as resilience, problem-solving, teamwork, and self-reliance.

Through activities like building shelters, lighting fires, and crafting with natural materials, students gain practical knowledge and confidence in using full-sized tools safely. They also learn to assess and manage risk, set personal boundaries, and express themselves creatively - often through art that is inspired by the forest around them.

These experiences nurture physical coordination, boost self-esteem, and foster a strong, respectful connection with the natural world. In turn, children develop a deep sense of care and responsibility for their environment, while building the foundations for lifelong learning and wellbeing.

Each year, through the V.I.S. Primary School, 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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