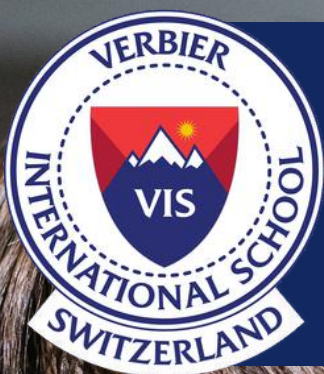




Curriculum Guide

Year 6

Curriculum Guide

Contents

Ethos	3
Learning Support	3
PYP	4
English	7
French	8
Mathematics	10
Physical Education	11
PSHE & Wellbeing	12
Music	14
Forest School	15



Year 6 Education

Ethos

The Primary School curriculum is inquiry-led, aligned with international standards. We aim to make Year 6 enjoyable, engaging, and educational. The children are given plenty of opportunities to solidify existing skills, and are encouraged to push themselves up to and beyond their academic limits. The children are gradually given more responsibility and autonomy, and we provide support in and out of the classroom.

While progress in the classroom is extremely important, we also value co-curricular activities. We encourage the children to broaden their horizons by trying their hand at sports and creative pursuits, and offer motivation when new passions are discovered.

Students in Year 6 can expect to work hard and enjoy themselves while doing so. An inclusive atmosphere, with kindness and respect at its core, encourages students to strive to be the best they can be, and to help their peers to do the same.

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.

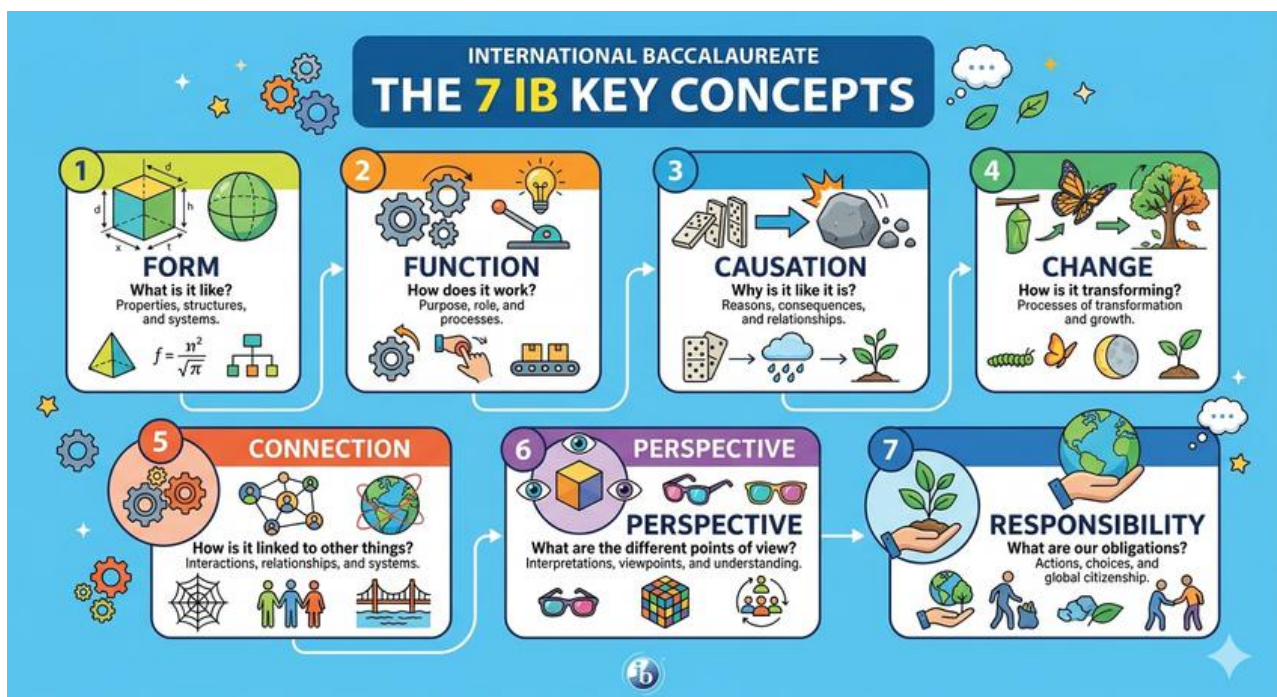
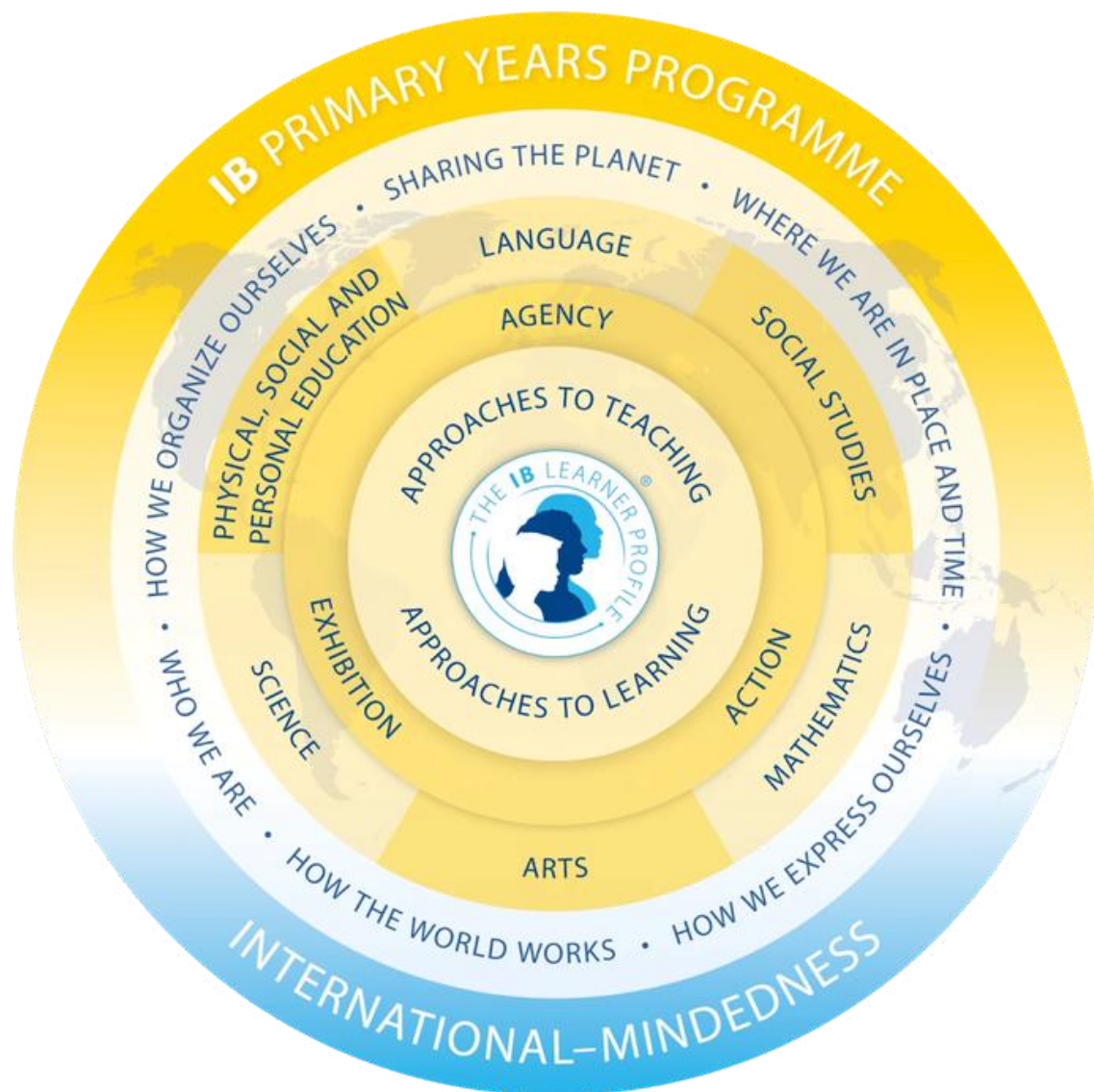
Throughout the PYP, we intentionally embed digital literacy, ensuring students learn to use technology safely, responsibly and effectively as a tool for research, creation and communication. Personal, Social and Health Education (PSHE) is woven through daily classroom practice and units of inquiry, supporting 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 6 PYP THEMES AND CENTRAL IDEAS

Theme 1: Who We Are “Identity & Leadership”

Central Idea: Values and self-knowledge guide effective leadership and action

Theme 2: Where We Are in Place & Time “Conflict & Resolution”

Central Idea: Conflicts arise from differing interests and can be resolved through negotiation and justice

WINTER TERM YEAR 6 PYP THEMES AND CENTRAL IDEAS

Theme 3: How We Express Ourselves “Innovation through Design”

Central Idea: Iterative design turns ideas into impactful solutions

Theme 4: How the World Works “Changing Earth”

Central Idea: Earth’s processes shape landscapes and influence human activity

SUMMER TERM YEAR 6 PYP THEMES AND CENTRAL IDEAS

Theme 5&6 Combined (PYPx): Future Verbier

Central Idea: Our choices shape the future of our communities and planet.

English

COURSE OVERVIEW

In Year 6, your child will follow a rich international curriculum that builds advanced skills while preparing for the transition to secondary school. Reading remains important, with pupils exploring a range of texts including fiction, non-fiction, poetry, and plays. They will develop deeper comprehension skills, focusing on analysis of character, theme, and authorial style, and will be encouraged to read widely and independently to broaden their experience.

Cross-curricular links remain a key feature, with children applying their English skills in meaningful ways across science, history, and geography topics to deepen both their subject knowledge and communication abilities.

WRITING	GRAMMAR	SPEAKING AND LISTENING
• Write extended narratives with well-developed description, characters, and dialogue. • Write persuasively through letters, reports, and balanced arguments. • Explore poetry, refining their knowledge of structure, imagery, and language effects.	• Practise and perfect using the passive voice. • Modal verbs. • Relative clauses. • Cohesive devices.	• Engage in structured debates, discussions, role-play and formal presentations. • Develop empathy and expressiveness through drama activities. • Learn to articulate their thoughts with clarity and confidence. • Refine active listening. • Continue to develop questioning skills, and learn to respect and consider different viewpoints.

French

COURSE OVERVIEW

Les élèves des années 5&6 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.

Débutant années 5 et 6	Intermédiaire années 5 et 6	Avancé années 5 et 6
Grammaire: • Les comparaisons • La possession • Les contraires • Se situer dans le temps et l'espace • Les familles de mots • L'accord en genre et nombre • Les déterminants et les pronoms personnels	Grammaire: • L'accord en genre et nombre • La formation du pluriel • Donner des instructions, ordres • Prépositions • Poser des questions • Adjectifs possessifs • La forme négative et la verbe positive, les verbes manger, jouer à, prendre, faire, il n'a pas, il y a, le verbe aller, I	Grammaire: • Le sujet et le complément du verbe • Les pronoms personnels • Les compléments de temps, de lieu et de manière • L'attribut du sujet • La phrase subordonnée relative • La classe grammaticale et la fonction d'un mot • Les types de phrase (déclaratives, interrogatives et impératives) • La ponctuation • Le féminin et masculin, • Le singulier et le pluriel
Orthographe: • Connaissance des mots outils • Savoir écrire les chiffres • Savoir écrire une histoire courte au passé avec ses mots outils • Ce que j'aime et ce que je n'aime pas • Écrire un petit texte au présent • Écrire les mots aux sons complexes	Orthographe: • L'écriture des nombres • Les mots outils (aussi, , mais, parce que, quand, un peu, assez, très, trop...) • L'écriture des prépositions • L'écriture des pays • Les possessifs • L'accord du verbe avec le sujet • L'accord de l'adjectif	Orthographe: • Le pluriel des noms se terminant par 'ou' • Le pluriel des noms se terminant par 'ail', 'eil', 'euille' • Le pluriel des noms en 'au', 'eau', 'al' • L'accord du verbe avec le sujet aux temps simples • L'infinitif des verbes • L'accord des adjectifs • L'accord du verbe avec le sujet aux temps composés • Le déterminant 'leur' • Le mot 'ou'

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.



French

Débutant années 5 et 6	Intermédiaire années 5 et 6	Avancé années 5 et 6
Conjugaison: - Verbes 2ème groupe au présent et 3ème groupe - Recopier des questions et répondre - Ecrire un poème simple - Reconnaître le passé - Reconnaître le futur - Reconnaître l'infinitif - Verbes avoir et être au passé et au futur - Verbes de conseils, verbes de consignes, verbes pour donner des ordres	Conjugaison: - L'imparfait - L'imparfait de être et avoir et faire - Le futur - Le futur de avoir et être et faire - Repérer le passé composé	Conjugaison: - L'impératif - Le passé composé - Le futur - L'utilisation du futur et du conditionnel présent - Le conditionnel présent - Le verbe et leurs bases
Vocabulaire: - L'aéroport, le voyage - Le cinéma - Les métiers - Les célébrités, les personnages historiques - Le tourisme, les activités - La description physique et morale - Le jardin, les plantes - Les aliments - Avoir mal - Les sensations - Les souvenirs - Les lieux, l'histoire, les pays francophones - La monnaie - Le rêve, - Les contes et légendes	Vocabulaire: - Les nombres - La classe, - Les informations personnelles (identité, âge, adresse) - La maison - Les animaux domestiques - Les fêtes traditionnelles - Les vêtements - Les saisons - Les pays et les villes - Les couleurs - Les opinions - Le temps, la température - Les activités, le sport - La nourriture	Vocabulaire: - Utilisation de verbes d'opinion et de connecteurs - La formation des mots (préfixes, suffixes) - Les onomatopées, l'étymologie des mots
Lecture et expression: - Description physique et morale - Décrire les goûts de quelqu'un - Dire où on a mal - Raconter une petite histoire au passé - Raconter une petite histoire au futur - Décrire un endroit - Expliquer à quelqu'un ou l'on est et où l'on doit aller - Découverte de la peinture et de ses artistes - Découverte de pays francophones - Découverte du poème et du kamishibai - Découverte de personnages connus	Lecture et expression: - Décrire un endroit - Expliquer à quelqu'un ou l'on est et où l'on doit aller - Découverte de la peinture et de ses artistes - Découverte de pays francophones - Découverte du poème et du kamishibai - Découverte de personnages connus - Des portraits (description d'un personnage) - Des descriptions (description d'animaux, de couleurs) - Expression des émotions - Expression d'opinions - Raconter une histoire - Imaginer la suite d'une histoire - Discussions sur sports et activités - Décrire ses goûts - Création d'une recette de cuisine - Découverte des fêtes traditionnelles des pays francophones - Découverte d'articles, de romans, des poèmes, de reportages - Découverte d'une période de l'histoire de France - Découverte de récits d'ici et d'ailleurs	Lecture et expression: - Des récits d'amitié, des mythes et des légendes, des récits humoristiques, des biographies, des textes explicatifs, des interviews, du théâtre et de la poésie - Découverte de personnages connus - Découverte de la peinture et de ses artistes - Découverte de pays francophones - Création d'un journal et d'une interview

Mathematics

COURSE OVERVIEW

In Year 6, pupils continue to follow the White Rose scheme of work, building on their prior learning with a focus on mastery and deepening understanding. Our small class sizes allow us to offer highly personalised support and extension opportunities, helping every pupil reach their full potential in preparation for secondary school.

The curriculum covers advanced topics in number, geometry, measurement, and statistics, ensuring that students are fluent in written and mental methods and confident in applying their skills to solve complex problems. Reasoning and problem-solving are central, with pupils encouraged to think critically, explain their strategies, and make connections across mathematical areas. Practical activities, investigations, and interactive resources help make learning both meaningful and enjoyable.

While we do not participate in any SATs assessments, our rigorous approach to assessment ensures that progress is closely monitored. We use termly 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 Key Stage 3.

TERM	MAIN OBJECTIVES
AUTUMN TERM	• Place value of numbers up to 10,000,000 • Formal written methods for all four operations • Fractions (simplifying, comparing, adding/subtracting) • Measurement: converting units
WINTER TERM	• Ratio and proportion • Fractions, decimals, and percentages (conversions) • Measurement (perimeter, area, volume) • Algebra • Statistics: interpreting and constructing graphs
SUMMER TERM	• Shape • Problem-solving with all number operations • Geometry: position and direction • Investigations and consolidation of all key areas

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.

Children 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) - Swim 25 metres using effective technique in front crawl and backstroke - Continue to develop breaststroke and introduce dolphin kick - Practise changing direction and pace while swimming - Perform basic personal survival skills (e.g. sculling, floating, survival strokes) - Begin to assist in rescue scenarios (throw rescues, reach rescues)	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 longer distances with control and efficiency (over 25m) - Refine all three main strokes (front crawl, backstroke, breaststroke) - Explore swimming underwater and efficient breathing techniques - Demonstrate understanding of water safety in open water contexts - Perform safe self-rescue techniques (e.g. HELP position, treading water fully clothed)
Fitness & Conditioning - Apply passing, marking, movement, and positional awareness - Begin using simple strategies in small-sided games - Emphasise teamwork, communication, and fair play		Striking & Fielding (e.g. Rounders, cricket) - Strike a moving ball with intent and control - Field with accuracy, anticipating play and positioning effectively - Understand rules, scoring, and game strategy
Invasion Games (e.g. Handball, Frisbee) - Apply attacking and defensive principles with tactical thinking - Use space, timing, and communication effectively - Take on leadership roles such as team captain or coach		Trail Running - Build endurance and learn to pace over mixed terrain - Use simple navigation and landmarks to complete marked routes - Participate in timed runs and team relays
		Dance - Explore rhythm, movement patterns, and expressive performance - Use music, themes, or emotions as stimuli - Collaborate to choreograph and perform group sequences

Personal, Social , Health and Economic Education & Wellbeing

COURSE OVERVIEW

Personal, Social, Health Education (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 6	Families and friendships • Understanding the characteristics of healthy and unhealthy friendships • Recognising how peer pressure can influence behaviour and decision-making • Developing strategies to manage disagreements and conflict effectively • Knowing when and how to seek support in friendships. Safe relationships • Understanding the importance of consent and personal boundaries • Recognising different types of relationships (including online) • Identifying warning signs of unsafe or unhealthy relationships • Knowing how to get help and report concerns Respecting ourselves and others • Demonstrating respect in a range of contexts, including disagreements • Understanding prejudice, discrimination, and stereotypes in more depth • Challenging unfair behaviour and supporting others appropriately • Valuing diversity and promoting inclusion	Belonging to a community • Understanding rights, responsibilities, and rules in society • Exploring ways to contribute positively to the community • Understanding environmental responsibility and sustainability • Recognising the impact of individual and collective actions. Media literacy and digital resilience • Understanding how media can influence opinions, beliefs, and behaviours • Recognising bias, misinformation, and targeted content online • Developing critical thinking skills when evaluating online information • Managing online interactions safely and respectfully. Money and work • Understanding how money is managed (earning, saving, spending, budgeting) • Exploring a wide range of careers and pathways • Recognising factors that influence career choices (skills, interests, opportunities) • Challenging stereotypes related to jobs and equality in the workplace.	Physical health and mental wellbeing • Understanding the importance of long-term healthy lifestyle choices • Recognising signs of stress, anxiety, and other emotions • Developing strategies to manage mental wellbeing and seek support • Understanding the effects of habits (e.g. screen time, sleep, diet, exercise) Growing and changing • Understanding the physical and emotional changes during puberty • Exploring personal identity, including values and beliefs • Recognising how relationships and responsibilities may change • Preparing for transition to secondary school. Keeping safe • Assessing and managing risks in a range of situations (including online and in the community) • Understanding basic first aid responses and emergency procedures • Recognising potential dangers (including exploitation, online risks, and harmful situations) • Knowing how to seek help, report concerns, and keep themselves and others safe.

Music

COURSE OVERVIEW

In Years 5–6, pupils deepen musical understanding, independence, and creativity. They refine technique, work with more complex structures, and reflect critically on music.

Children will perform confidently with technical control as well as composing music using a range of musical elements. They will start to read and use standard musical notation and evaluate music thoughtfully and independently in group discussions.

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.





CONTACT US

Verbier International School

+41 27 565 26 56

info@lvis.ch

[Contact form](#)

Rue du Centre Sportif 32
CH-1936 VERBIER (VS)



High
Performance
Learning

Pathway School



SGIS

Swiss Group of International Schools



Dukes
EDUCATION