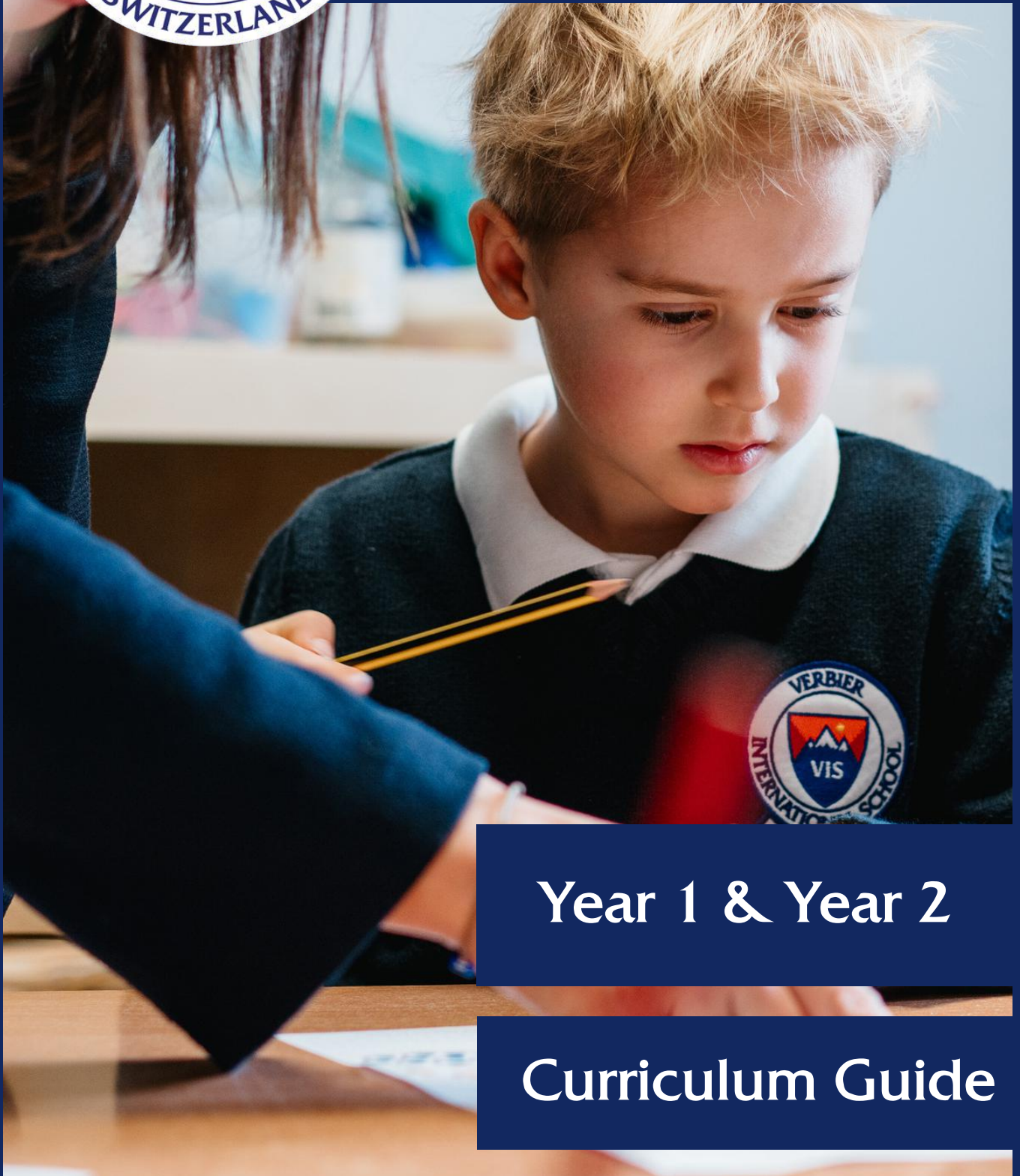




Curriculum Guide



Year 1 & Year 2

Curriculum Guide

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Year 1 & Year 2 Education

Ethos

The Primary School curriculum is inquiry-led, aligned with international standards. In Year 1 and Year 2, we aim to foster a love of learning, where pupils are eager to find out more and where they strive to be the best they can be.

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 1 and Year 2 can expect to work hard and enjoy themselves while doing so. An inclusive atmosphere, with kindness and respect at its core, encourages students to work to the best of their ability, and to help their peers do the same.

Learning Support

VIS offers a range of supportive interventions. The Learning Support department can assess students and 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 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.

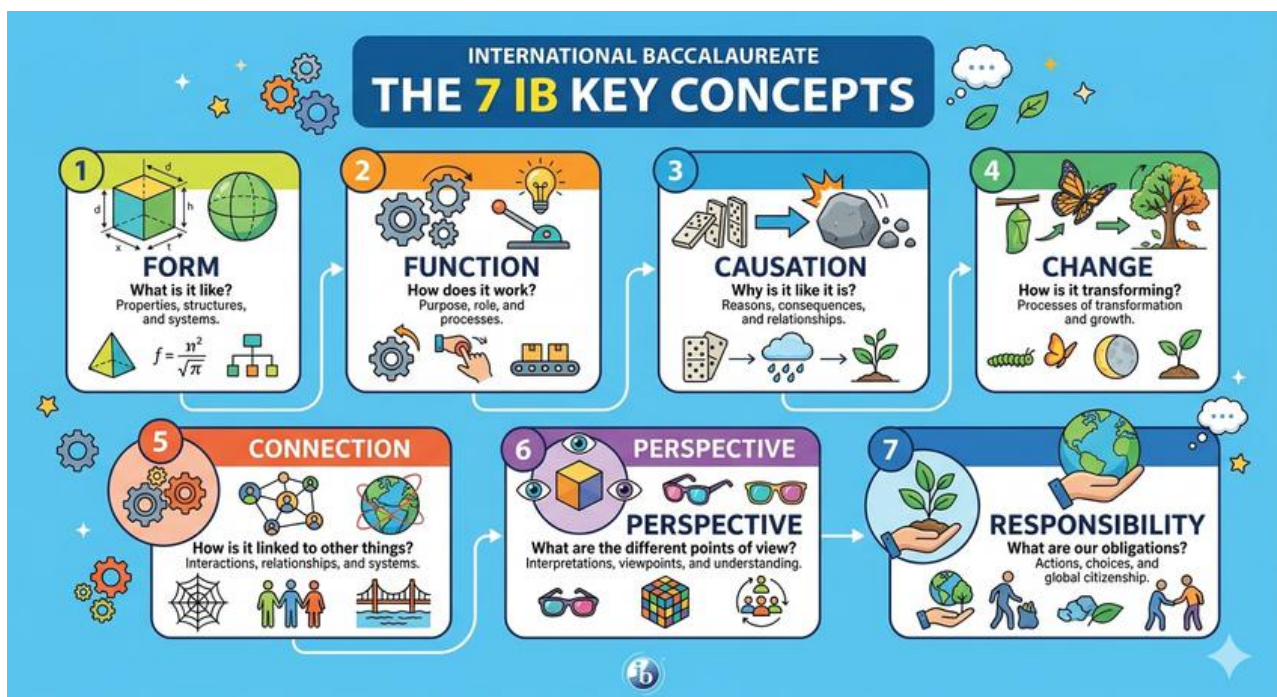
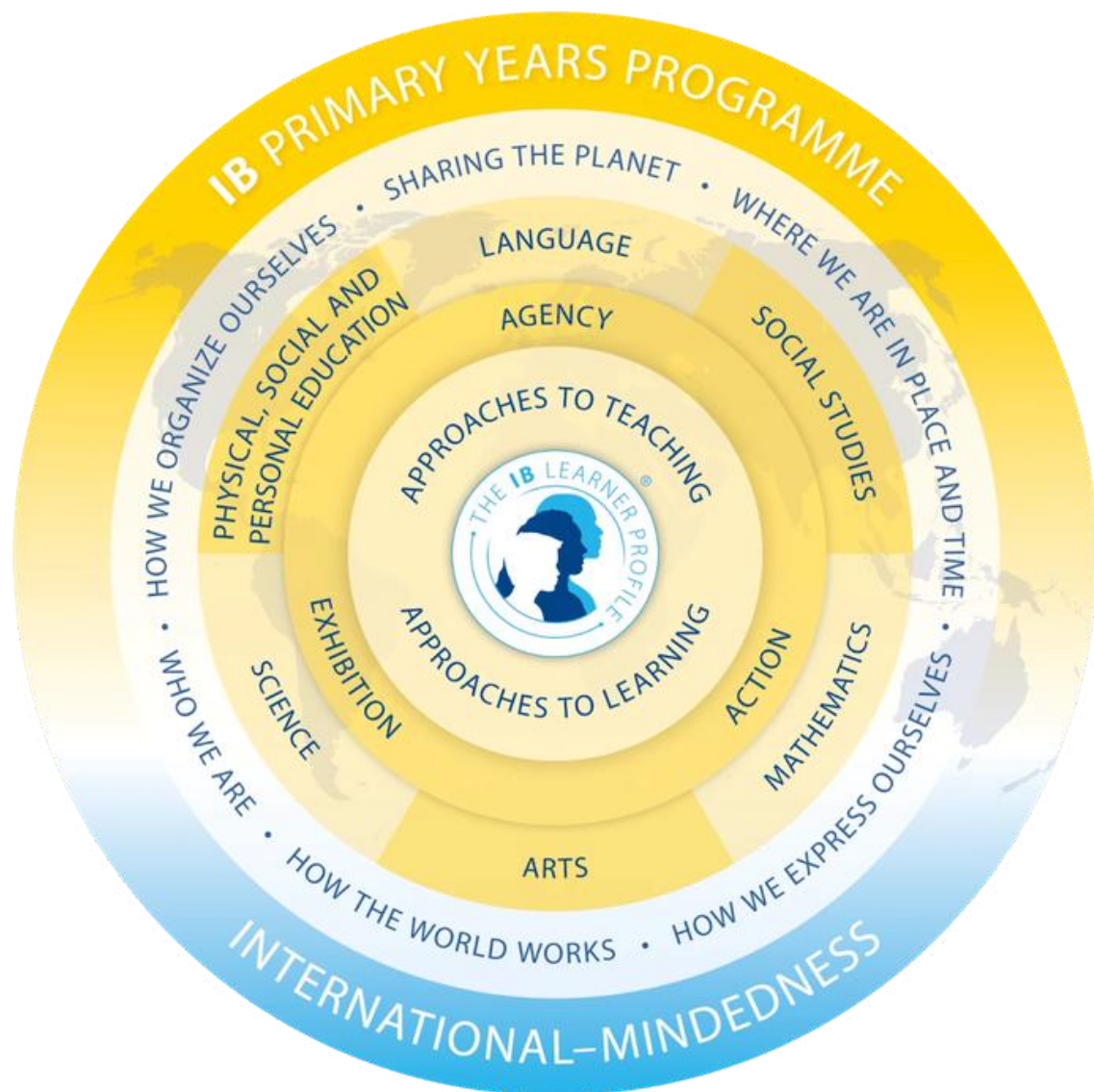
Each unit of inquiry integrates Social Studies (History and Geography), Science, Language, and Visual Arts, enabling students to make meaningful cross-curricular connections. This transdisciplinary approach mirrors the real world, supporting students to see learning as interconnected rather than fragmented. 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.



Year 1 PYP Themes and Central Ideas

AUTUMN TERM YEAR 1 PYP THEMES AND CENTRAL IDEAS

Theme 1: Who We Are: "Our Choices Matter"

Central Idea: The choices we make affect ourselves and others

Theme 2: Where We Are in Place & Time: "Toys Through Time"

Central Idea: Objects from the past tell us how life has changed

WINTER TERM YEAR 1 PYP THEMES AND CENTRAL IDEAS

Theme 3: How We Express Ourselves "Messages and Media"

Central Idea: We use different media to create and share messages

Theme 4: How the World Works "Materials and Their Uses"

Central Idea: The properties of materials determine their uses

SUMMER TERM YEAR 1 PYP THEMES AND CENTRAL IDEAS

Theme 5: How We Organise Ourselves "Transport Systems"

Central Idea: Transport connects people and places in different ways

Theme 6: Sharing the Planet "Plants and Pollinators"

Central Idea: Plants have life cycles and rely on pollinators to reproduce

Year 2 PYP Themes and Central Ideas

AUTUMN TERM YEAR 2 PYP THEMES AND CENTRAL IDEAS

Theme 1: Who We Are: “Growth and Change”

Central Idea: Living things grow and change as their needs are met

Theme 2: Where We Are in Place & Time: “Local Swiss Landmarks”

Central Idea: Landmarks and stories shape our understanding of place and time

WINTER TERM YEAR 2 PYP THEMES AND CENTRAL IDEAS

Theme 3: How We Express Ourselves “Creative Materials”

Central Idea: Materials can be shaped and combined for creative purposes

Theme 4: How the World Works “Light and Shadow”

Central Idea: Light enables us to see and creates patterns of shadow

SUMMER TERM YEAR 2 PYP THEMES AND CENTRAL IDEAS

Theme 5: How We Organise Ourselves “Food Journeys”

Central Idea: Food systems connect producers, places, and people

Theme 6: Sharing the Planet “Habitats”

Central Idea: Living things depend on their habitats to survive

English

COURSE OVERVIEW

Children in Years 1 and 2 are supported and encouraged every step of the way in their journey from emergent to proficient writers. We encourage risk-taking and a can-do attitude to writing, and, above all, we aim to make the learning process fun and engaging.

English in Years 1 and 2 is split into reading, writing, speaking & listening, phonics, grammar, and punctuation. We have regular reading and phonics lessons, as well as dedicated grammar lessons. There is a weekly spelling test with words differentiated according to age and attainment level. We send home reading books each week and teach the skills of reading in guided reading lessons using a wide range of appropriately levelled books. For our phonics we follow the Jolly Phonics programme which continues and builds on FS1 and FS2 phonics.

English Curriculum Year 1

PHONICS	READING	WRITING
Phonics underpins our reading and writing, having a solid foundation in phonics helps the children progress in all areas of the English curriculum. Every Monday, the children have a stand-alone phonics lesson during which they will be introduced to the focus sound of the week. This is done using the Jolly Phonics programme which uses songs, actions, and stories to aid in the learning of each sound. Each week, the children will be given 10 words to learn at home; they will be tested on these on Fridays.	Children will take home three levelled English reading books every week. We encourage parents to listen to their child read for 15 minutes each night and to record this in their reading record. In class we work to build children's confidence by reading aloud in small groups as well as one-to-one with teachers and teaching assistants. Children are encouraged to understand and discuss stories, fostering their ability to make connections and predict what might happen next in a story.	The main objective for writing in Year 1 is for children to be able to confidently say and write simple sentences; correctly using capital letters, finger spaces and full stops. Throughout the year the children will also work on developing their handwriting, ensuring that their letters are mostly formed correctly and that work can be read. Expanding the children's vocabulary is important. We will introduce "wow" words regularly and encourage children to use these in their speaking and writing.

English

The children will learn to:	• Say out loud what they want to write. • Plan sentences before writing them. • Write simple sentences and short narratives (e.g. recounts, stories, instructions). • Re-read their writing to check if it makes sense. • Talk about and improve their writing with adult help.
Throughout the school year the children will be exposed to and will learn to write elements of:	• Stories: fantasy, traditional tales, fairy tales • Letters • Recounts • Information texts

English Curriculum Year 2

PHONICS	READING	WRITING
The children continue to follow the Jolly Phonics programme. In Year 2 they are taught alternative spelling patterns for some of the initial 42 sounds they have been taught. As in Year 1, each week focuses on one sound; the children receive their list of words on a Monday and are tested on them on a Friday.	Children will take home three levelled English reading books every week. We encourage parents to listen to their child read for 15 minutes each night and to record this in their reading record. In class we work to build children's confidence by reading aloud in small groups as well as one-to-one with teachers and teaching assistants. As the children's reading ability develops we focus increasingly on comprehension, making inferences, discussing new vocabulary, and making plausible predictions.	The children build on their Year 1 skills and begin writing with greater independence. They learn to write longer pieces, use more punctuation, and improve their spelling and grammar. The children are introduced to the use of adverbs, conjunctions, expanded noun phrases and writing in different tenses; as well as a wider range of punctuation. The children are guided through a range of writing processes, which include retelling (both verbally and written) a known story, writing a non-fiction report, composing letters, recounting events, and writing their own stories. Year 2 will use a range of texts to base their writing activities on.

Cours de français Year 1

PRÉSENTATION DU COURS YEAR 1

Les enfants de Year 1 sont encouragés à s'exprimer, écouter, lire et écrire en français à travers une approche progressive, vivante et adaptée à leur âge. Nous favorisons la curiosité, la prise d'initiative, l'imagination et la confiance en soi à travers des activités variées et ludiques.

L'enseignement du français en Year 1 est structuré autour de la phonologie, de la compréhension orale, de la lecture, de l'écriture et de la grammaire de base. Nous utilisons des histoires, des albums de littérature jeunesse, des jeux de sons, des chansons et des ateliers d'écriture comme des mini-dictées.

Nous adoptons une approche innovante pour l'apprentissage de la lecture en français grâce à la méthode Les Alphas. Conçue pour rendre la lecture accessible et ludique, cette méthode associe chaque lettre de l'alphabet à un personnage animé, facilitant ainsi la reconnaissance des sons et des lettres chez les jeunes enfants.

En intégrant cette méthode dans notre programme bilingue, nous permettons à nos élèves de développer des compétences linguistiques solides en français tout en s'épanouissant dans un environnement enrichi par l'apprentissage de l'anglais.

Notre objectif est de créer une expérience éducative harmonieuse et stimulante, où chaque enfant peut progresser à son rythme, développer une vraie confiance en soi, et cultiver un amour durable pour la lecture et les langues.

Textes étudiés

TRIMESTRE D'AUTOMNE	TRIMESTRE D'HIVER	TRIMESTRE D'ÉTÉ
Un costume farfelu	Jouons du violon	La voiture a disparu
Un ami fidèle	Une journée au ski	Bulles gourmandes
Une super cabane	Que d'histoires à la bibliothèque	Gare au dinosaure

Cours de français Year 1

Objectifs de grammaire

TRIMESTRE D'AUTOMNE	TRIMESTRE D'HIVER	TRIMESTRE D'ÉTÉ
Identification des sons complexes	Les mots-outils	Types de phrases (affirmative, interrogative)
Structure de la phrase simple	Utilisation du singulier et du pluriel	Introduction aux pronoms
Ponctuation de base (point, majuscule)	Les déterminants	Verbes au présent

Objectifs d'écriture

TRIMESTRE D'AUTOMNE	TRIMESTRE D'HIVER	TRIMESTRE D'ÉTÉ
Écriture de mots simples	Écriture de phrases simples	Petits textes narratifs
Ateliers de copie et d'encodage	Petites productions écrites (cartes, listes, recettes)	Rédiger une histoire courte
Travailler la ponctuation de base	Commencer à utiliser des connecteurs	Utiliser un vocabulaire enrichi



Cours de français Year 2

PRÉSENTATION DU COURS YEAR 2

Les enfants de Year 2 approfondissent leurs compétences en français à travers une approche équilibrée entre communication orale, lecture, écriture et grammaire. L'objectif est de renforcer leur confiance, leur autonomie et leur capacité à utiliser la langue française dans des contextes variés, tout en s'amusant.

L'enseignement est structuré autour de séquences progressives combinant phonologie, vocabulaire thématique, structures grammaticales simples et expression écrite.

Les élèves sont encouragés à lire à voix haute, formuler des phrases complètes, poser des questions, écrire des textes courts de manière de plus en plus autonome et participer à des dictées.

Nous utilisons des albums de littérature jeunesse, des chansons, des jeux, des vidéos éducatives ainsi que des outils visuels pour faciliter la compréhension et la mémorisation.

L'apprentissage de la lecture est enrichi par une approche syllabique et globale, en lien avec la méthode Les Alphas qui permet aux élèves de renforcer leur maîtrise du code écrit tout en découvrant des histoires captivantes. Notre objectif est d'ancrer les apprentissages dans le plaisir et le sens, en favorisant la participation active et l'épanouissement de chaque enfant.

Textes étudiés

TRIMESTRE D'AUTOMNE	TRIMESTRE D'HIVER	TRIMESTRE D'ÉTÉ
Le loup qui voulait changer de couleur	Un drôle de cadeau	L'anniversaire de Kimamila
Une soupe 100% sorcière	Fonds de tiroirs	Les trois grains de riz
Les Alphas – révision et lecture	La cachette	Le bateau de Monsieur Zougoulou

Cours de français Year 2

Objectifs de grammaire

TRIMESTRE D'AUTOMNE	TRIMESTRE D'HIVER	TRIMESTRE D'ÉTÉ
Révision des sons complexes	Connecteurs de temps simples	Accord sujet-verbe (verbes fréquents)
Types de phrases (affirmative, négative, interrogative)	Verbes du 1er groupe au présent	Pronoms sujets
Structure de phrase	Ponctuation renforcée	Enrichissement des phrases simples

Objectifs d'écriture

TRIMESTRE D'AUTOMNE	TRIMESTRE D'HIVER	TRIMESTRE D'ÉTÉ
Copier et encoder des phrases simples	Rédiger des phrases avec connecteurs	Écrire un petit récit structuré
Produire des textes courts (listes, cartes, dialogues)	Décrire une scène ou un personnage	Rédiger une histoire avec un début, un milieu et une fin
Travailler la lisibilité de l'écriture	Utiliser le dictionnaire visuel pour enrichir le vocabulaire	Relire et corriger un texte avec aide

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.

Mathematics Year 1

COURSE OVERVIEW

Year 1 children follow the White Rose scheme of work. This engaging programme introduces key mathematical skills through hands-on activities, games, visual representations, and real-life problem-solving.

Supporting your child at home can greatly enhance their understanding and love for Mathematics. We encourage you to use everyday opportunities to explore together – such as counting items during shopping, recognising shapes around the house, or using clocks to talk about time.

TERM	MAIN OBJECTIVES
AUTUMN TERM	• <u>Place Value</u> ◦ Sorting and counting objects ◦ Recognising numbers as words ◦ 1 more and 1 less ◦ Count backwards within 10 ◦ Fewer, more, same, less than, greater than, equal to ◦ Comparing and ordering objects and numbers • <u>Addition and Subtraction within 10</u> ◦ Number bonds to 10 ◦ Addition Problems ◦ Find a part ◦ Fact families ◦ Subtraction on a number line • <u>Geometry</u> ◦ Recognise and sort 2D and 3D shapes
WINTER TERM	• Place Value: ◦ Count within 20 ◦ Using and estimating on a number line to 20 • Addition and Subtraction within 20 ◦ Doubles and near doubles ◦ Finding the difference and counting back • Place Value within 50 • Length and Height ◦ Compare and measure lengths and height ◦ Measure length in centimetres • Mass and Volume ◦ Heavier and lighter ◦ Measure and compare mass and volumes
SUMMER TERM	• <u>Multiplication and Division</u> ◦ Count in 2s, 5s, 10s ◦ Make arrays and doubles • <u>Fractions</u> ◦ To recognise and find halves and quarters • <u>Geometry - Position and Direction</u> ◦ Describe positions: left and right, forwards and backwards, above and below • <u>Place Value within 100</u> • <u>Measurement - Money</u> ◦ Recognise coins and notes • <u>Time</u> ◦ Days of the week and months of the year ◦ Hours, minutes and seconds

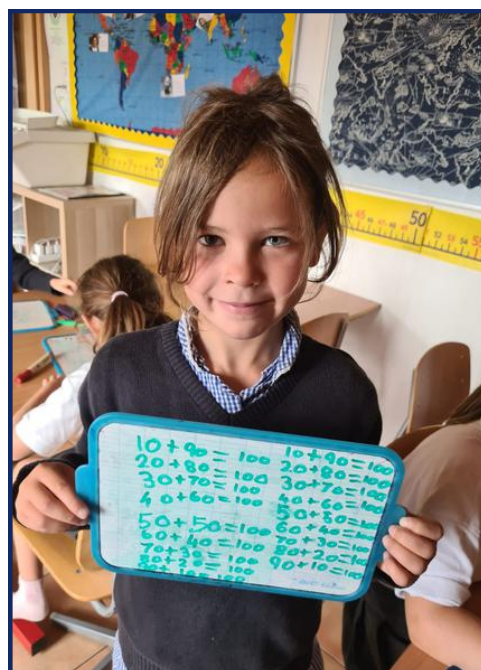
Mathematics Year 2

COURSE OVERVIEW

Year 2 children follow the White Rose scheme of work.

Supporting your child at home can greatly enhance their understanding and love for Mathematics. We encourage you to use everyday activities as opportunities to practise, such as counting items during shopping, recognising shapes around the house, or discussing time using clocks.

TERM	MAIN OBJECTIVES
AUTUMN TERM	• <u>Place value of numbers up to 100</u> ◦ Ordering, comparing, ordinal numbers and different representations of number • <u>Addition and subtraction</u> ◦ Reviewing number bonds for 10 and 20 ◦ Multiples of 10 number bonds for 100 ◦ Apply knowledge of numbers bonds to simple addition and subtraction calculations ◦ Adding and subtracting smaller 2-digit numbers to and from larger ones • <u>Geometry - Shapes</u> ◦ Recognise 2D and 3D shapes ◦ Lines of symmetry ◦ Features of 2D and 3D shapes



Mathematics Year 2 Continued

TERM	MAIN OBJECTIVES
WINTER TERM	• <u>Measurement: Money</u> ◦ Count money - pence and pounds ◦ Compare amounts of money ◦ Find change • <u>Multiplication and Division</u> ◦ Recognise and make equal groups ◦ 2s, 5s and 10 times tables • <u>Measurement: Length and Height</u> ◦ Measure in centimetres and metres ◦ Compare and order lengths and heights • <u>Measurement: Mass, Capacity and temperature</u> ◦ Measure in grams and kilograms. ◦ Four operations with mass ◦ Compare volume and capacity ◦ Measure in millilitres and litres ◦ Four operations with volume and capacity
SUMMER TERM	• <u>Fractions</u> ◦ Parts of a whole ◦ Find and recognise halves, quarters and thirds ◦ Recognise equivalence of half and two quarters ◦ Recognise and find three-quarters • <u>Time</u> ◦ O'clock and half past ◦ Quarter past and quarter to ◦ Tell the time to 5 minutes ◦ Minutes in an hour, hours in a day • <u>Statistics</u> ◦ Make tally charts ◦ Tables and block diagrams ◦ Draw and interpret pictograms • <u>Geometry: Position and Direction</u> ◦ Language of position ◦ Describe movement and turns

Physical Education

COURSE OVERVIEW

At VIS, Physical Education (P.E.) programme for Years 1 and 2 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) - Enter and exit the pool safely - Play water games to build confidence - Practise floating, submersion, and basic kicking	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) - Swim short distances using floats or unaided - Practise front crawl backstroke arm actions and floating - Understand basic water safety rules
Fundamental Movement Skills & Games - Explore running, jumping, hopping, skipping, balancing, and throwing - Use small equipment (balls, beanbags, hoops) for individual and partner tasks - Play simple team games focused on turn-taking and space awareness		Striking & Fielding (eg. cricket & kickball) - Bat with more accuracy and Adapt striking techniques to different game situations - Apply fielding strategies in competitive games
Dance - Move to music using imagination and expression - Explore actions, levels, and shapes - Work in pairs or small groups to create short sequences		Dance - Explore different styles of dance - Focus on trying your best and improving personal performance
Gymnastics - Develop sequences with dynamic and static elements (jumps, rolls, balances) - Incorporate partner/group work and transitions across apparatus - Perform with fluency and control, while demonstrating creativity		Invasion Games (introduction to football, basketball, unihockey) - Practise dribbling, passing, and stopping a ball - Learn to move safely in space and play cooperatively - Develop simple tactics (e.g. finding space, following the ball)

Additional Sports

The children have a huge variety of extra sports on offer to them as co-curricular 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.

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 1	Families and friendships Roles of different people; families; feeling cared for Safe relationships Recognising privacy; staying safe; seeking permission Respecting ourselves and others How behaviour affects others; being polite and respectful	Belonging to a community What rules are; caring for others' needs; looking after the environment Media literacy and digital resilience Using the internet and digital devices; communicating online Money and work Strengths and interests; jobs in the community	Physical health and mental wellbeing Keeping healthy; food and exercise, hygiene routines; sun safety Growing and changing Recognising what makes us unique and special; feelings; managing when things go wrong Keeping safe How rules and age restrictions help us; keeping safe online
Year 2	Families and friendships Making friends; feeling lonely and getting help Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour Respecting ourselves and others Recognising things in common and differences; playing and working co-operatively; sharing opinions	Belonging to a community Belonging to a group; roles and responsibilities; being the same and different in the community Media literacy and digital resilience The internet in everyday life; online content and information Money and work What money is; needs and wants; looking after money	Physical health and mental wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help Growing and changing Growing older; naming body parts; moving class or year Keeping safe Safety in different environments; risk and safety at home; emergencies

Personal, Social , Health and Economic Education & Wellbeing

COURSE OVERVIEW

Music teaching in KS1 develops children's enjoyment, confidence, and curiosity about music. Pupils explore singing, listening, movement, and simple composition while developing basic musical skills.

Children will sing confidently, alone and with others, as well as exploring and controlling sounds using voices and instruments. They will recognise and respond to basic musical elements and perform musically with increasing confidence.

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

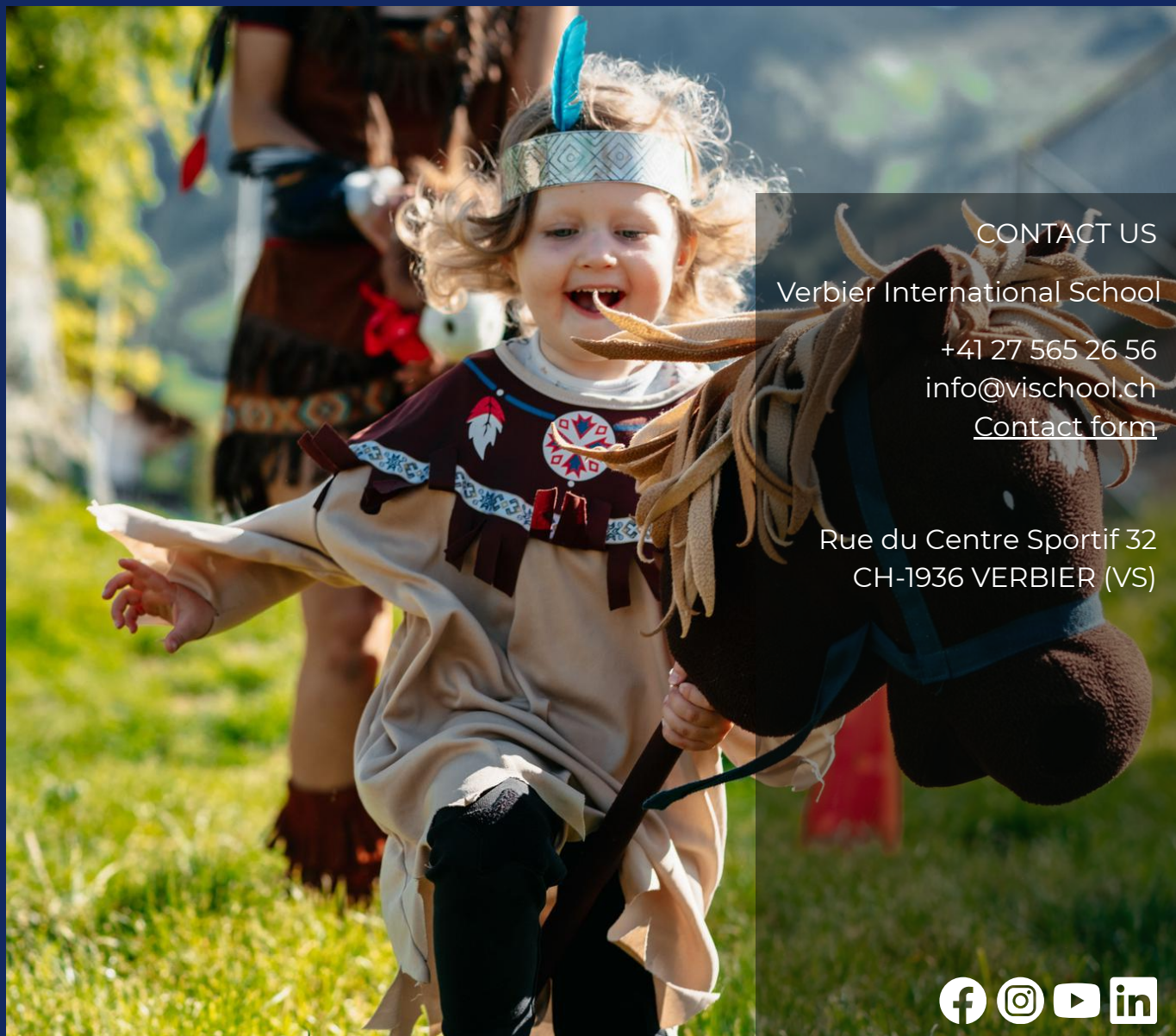
Once a week, the children participate in Forest school. We use our local resources in the forest of Verbier.

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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