



# Curriculum Guide

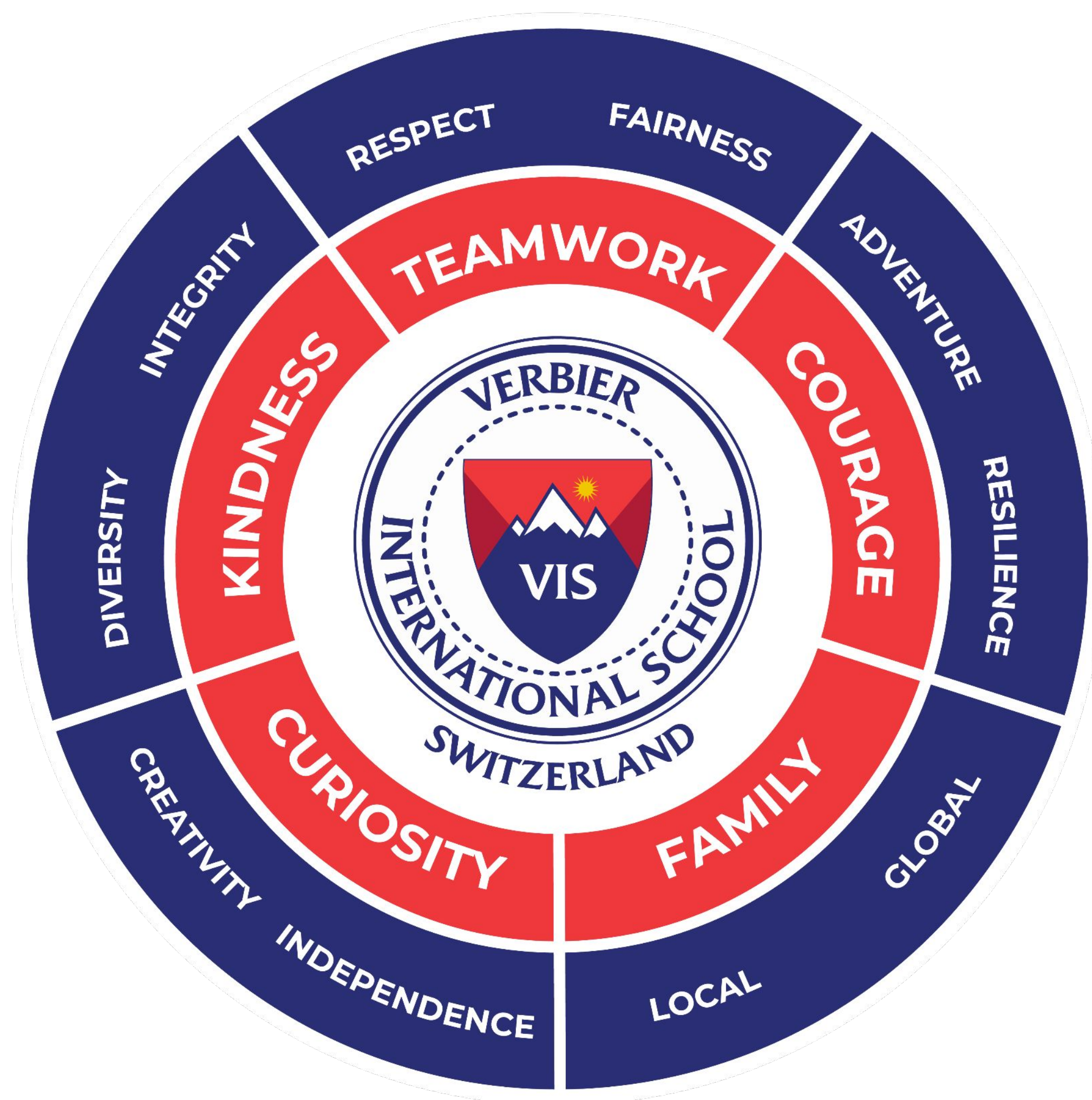


## CLASS D

Cycle 2



# The VIS Guiding Principles



## How our Guiding Principles are expressed at school

### Kindness: Diversity and Integrity

We show **kindness** in all our interactions with others. We celebrate the **diversity** of different cultures, languages, ideas and act with **integrity** according to our principles.

### Courage: Adventure and Resilience

We take **courage** to make bold choices, bring an **adventurous** spirit to endeavours and **resilience** to perceived failure.

### Curiosity: Creativity and Independence

We aim to be **curious** about the world around us, show **creativity** in our pursuits and enquire with **independence** in thought and action.

### Family: Local and Global

We care for each other and humanity as a **family** in both **local** and **global** contexts.

### Teamwork: Respect and Fairness

We strive to support each other through **teamwork** in a **respectful** and **fair** way.



# Year 5 and 6 Education

## Ethos

We aim to make classes in Year 5 and 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 extra 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 Class D 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, 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-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. There will be extra charges for separate, individualised lessons.





# English

## English language and literature for native speakers



### Course Overview

English in Class D exposes students to a wide variety of writing styles, higher level vocabulary and literary devices. We practise lots of carefully structured creative writing, but also expose students to reading and writing in a variety of styles: poetry, play scripts, formal letters, diary entries, newspaper articles, incident reports, and grammar and comprehension exercises.

### Reading Texts

Autumn Term	Winter Term	Summer Term
The Viewer	Tales from Outer Suburbia	Castles
Alex Rider	The Alchemist	Harry Potter
The Water Tower	The Hatchet	Singing Bones
		Macbeth

### Grammar Objectives

Autumn Term	Winter Term	Summer Term
Tense Agreement	Linking Ideas	Imperative Verbs
Relative Clauses	Prepositions	Adverbs
Punctuation - speech marks	Layout Devices	Punctuation
Simple and complex sentences	Expanded Pronoun Phrases	Adverbial Phrases
Active and Passive Voice	Narrative and Dialogue	Tense Agreement

# Mathematics

## Course Overview

Building on the skills learnt in Classes A-C, Class D students fine tune their familiarity with place value, number bonds and multiplication tables which are essential to solving more complex problems.

We review basics such as column addition and subtraction, and revisit these core concepts regularly to keep the students' minds sharp.

The children use this knowledge to tackle word problems and multi-stage calculations in a wide range of topics.

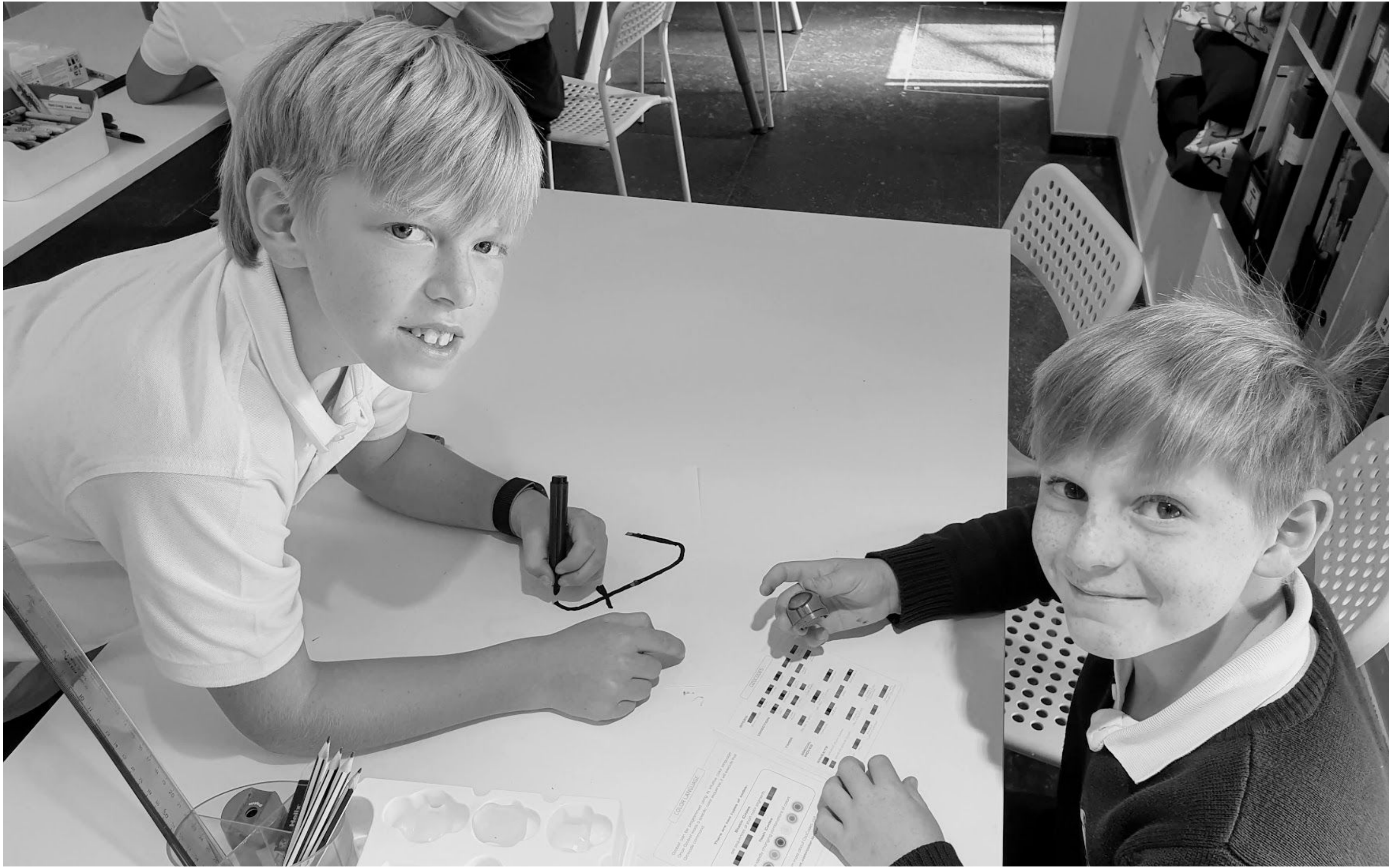
Autumn Term Topics		
Mental Maths	Shape, Space and Measure	Number Skills
Whole number and decimal place value	12 and 24 hour clocks	Place value
Rounding numbers	Converting measures of weight	Addition and subtraction of decimals
Times tables	Timetables and time intervals	Multiplication and division
Word problems	Area, perimeter and volume	Doubling and halving
Comparing and rounding decimals	Measuring and drawing angles	Negative numbers
Money problems	Finding missing angles	BODMAS
Adding and subtracting fractions	Drawing circles	Grid method and long multiplication
		Percentages
		Equivalent fractions

Winter Term Topics		
Mental Maths	Shape, Space and Measure	Number Skills
Whole number and decimal place value	Types of triangles and quadrilaterals	Multiples and factors
Ordering and comparing fractions	Reading scales	Number lines with fractions
Times tables	Read coordinates and reflect and translate shapes	Prime factors
Factors and multiples	Converting improper fractions and mixed numbers	Long multiplication and division
Negative numbers	Missing angles in regular and irregular polygons	Fractions of amounts
	Imperial and metric conversions	Decimals and ratio
	Interpreting graphs and pie charts	Roman numerals

Summer Term Topics		
Mental Maths	Shape, Space and Measure	Number Skills
Whole number and decimal place value	Coordinates	Long multiplication and division
Ordering and comparing fractions	Identifying 3D shapes	Converting decimals, percentages and fractions
Times tables	Area, perimeter and volume	Multiplying and dividing fractions
Factors and multiples	Drawing line graphs	Equivalent fractions and percentages
Multiplying and dividing by factors of 10	Scaling	Square and cube numbers
	Problem solving involving measures	Ratios and proportion
	Angles	



# Science



## Course Overview

Class D's Science curriculum introduces children to the elements of Biology, Chemistry and Physics. We use an exploratory approach, and students are encouraged to conduct their own experiments and investigations. They are also shown how to write up experiments formally, a skill that will serve them well when they move to secondary school and beyond.

## Topics

In the Autumn term, we focus on *Reversible and Irreversible Changes* which is an introduction to Chemistry. We then move on to *Healthy Food and Nutrition*, and what our bodies need to thrive.

In the Winter term, our topic is *Electrical Conductors and Insulators*. We discover how to make series and parallel circuits. After half term, our topic is *Forces, Mass and Weight*.

During the summer, we focus on biology and learn about *Food Chains* in various ecosystems. We then finish the year with our *Caring for the Environment* topic, which focuses on pollution and what individuals can do to help.



# Geography



## Course Overview

We cover a wide range of topics in Geography. We learn about both Physical and Human Geography, and have several case studies to demonstrate how our lessons are related to the real world.

## Topics

We start the year by learning about *Maps*. This includes research on the 7 continents. We also do lots of map work, and learn how to effectively use a compass, before moving on to OS mapwork, including keys and grid references.

We have two topics in Winter term: *Mountains* and *Contrasting Places*. We learn about tectonic plates and how mountains are formed, and do case studies on local mountains and how they affect our lives. In *Contrasting Places*, we look at the various landscapes and climates around the world, and how the Earth's movements around the sun dictate the seasons.

In the summer term, we focus on Human Geography. We discuss trade and fairtrade, and imports and exports. We talk about the benefits of global trade, and the negative impacts on the environment it can have.



# History



## Course Overview

We have three very different topics in History. In each, we focus on how people have lived in different places and times. Though dates are important, more of an emphasis is placed on discovery, and comparing different periods to our own - discovering what has remained largely unchanged and what similarities we can find from decades or even millennia ago.

## Topics

Our first topic is *The Aztecs*. We discuss how we know what we know, and delve into the hierarchies in Aztec society.

In the Winter Term, we learn all about the *1960s*, particularly in the USA. As well as famous people, we talk about the civil rights movement, segregation and the Vietnam War. The space race also features.

Our third topic is *Life in the Middle Ages*. We look at clothing, customs and warfare, and what life would have been like in castles.



# Art and Design



## Course Overview

Children are exposed to a wide variety of mediums in Art lessons, and are encouraged to discover new ways of creating 2D and 3D pieces. We draw heavily on our topics in History, Geography and English to create sense of continuity throughout the curriculum.

## Topics

*Mountains, Aztecs, the 1960s, The Middle Ages and Trade* all lend themselves to creative expression.

## Mediums

The children draw and paint using pastels, colouring pencils, felt tip pens, water colour, acrylic paint and collage.

For 3D projects, they use papier maché, plaster, paper, card, chicken wire, and also create some clay Sumerian structures.



# Physical Education



## Course Overview

We are fortunate enough to live in a part of the world that gives us a huge range of opportunity to practise different sports. We use our environment according to the changing season.

In the Autumn term, the classes during school hours are dedicated to skills for life, team sports, outdoor and adventurous activities and swimming

The Winter term is dedicated to skiing, and children hone their skills on or off piste, or in gates, depending on their level and interest.

The Summer term includes skills for life, gymnastics, dance, yoga, outdoor sports, swimming and surfing.

## 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: rock climbing, ice skating, tennis, rugby, football, yoga, basketball, dance, mountain biking, gymnastics and trampolining. Extra fees are applied to our popular wake surfing and surfing clubs.



# PSHE



## Course Overview

PSHE follows the Jigsaw programme, designed for 9-11 year olds. The programme holds children at its heart, and aims to equip them for happy, healthy lives, and to be effective learners.

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.

We have discussions about considering others' feelings, grief, happiness and balance. We also look at real life case studies to help the children understand how lucky they are compared to others.

# ICT



## Course Overview

VIS provides each Class D student with their own ipad, and they use these for a variety of activities. We use word processors often, to keep their typing skills fresh.

We learn about internet safety, use Google Earth and Geocaches, and learn the basics of creating a website.

In programming, we have several Ozobot challenges.



# Music



## Course Overview

In music classes, we play several different instruments, including xylophones, recorders, drain pipes and drums.

Many classes are dedicated to singing to rehearse for our Christmas and summer shows.

We learn musical vocabulary, and explore rhythm and pulse.

We listen and rehearse some songs from the 1960s.

Raps are created in the Summer Term, and we make some Horrible Histories soundscapes in the Summer term based on Life in the Middle ages.

## Additional Classes

In addition to the core programme above, the children have the opportunity to take private lessons in piano, violin, and singing, and other instruments by request.



# FRENCH

## Course Overview

In French we are following two different programs: one for native speakers based on swiss programm and another one for learners of French as a foreign language.

<p><u>Niveau A1.1 de CECR (beginners)</u></p> <p>Objectifs :</p> <ul style="list-style-type: none"><li>• se présenter</li><li>• compter jusqu'à 100</li><li>• parler des animaux</li><li>• parler de la nourriture</li><li>• dire ce qu'on aime et ce qu'on n'aime pas</li><li>• décrire quelqu'un</li><li>• présenter sa famille</li><li>• parler de ses loisirs</li><li>• conjuguer les verbes du 1er groupe + "être" et "avoir" au présent</li><li>• articles</li><li>• féminin et masculin des noms et des adjectifs</li></ul>	<p><u>Niveau A1.2 de CECR (beginners)</u></p> <p>Objectifs :</p> <ul style="list-style-type: none"><li>• parler de soi</li><li>• dire comment on va à l'école</li><li>• parler des activités de la semaine à venir</li><li>• parler de ses activités quotidiennes</li><li>• parler du temps qu'il fait</li><li>• Futur proche</li><li>• Passé récent</li><li>• conjuguer quelques verbes du 2ème et du 3ème groupe au présent</li></ul>	<p><u>Niveau A1.2 de CECR (beginners)</u></p> <p>Objectifs :</p> <ul style="list-style-type: none"><li>• situer/s'orienter</li><li>• demander/indiquer le chemin</li><li>• décrire un paysage</li><li>• parler de ces projets des vacances</li><li>• parler des voyages</li><li>• identifier et caractériser les saisons</li><li>• exprimer ses émotions</li></ul>
<p><u>Niveau natif (6ème-7ème Harmos)</u></p> <p><u>Grammaire:</u></p> <ul style="list-style-type: none"><li>• Les types de phrases (interrogatives, déclaratives)</li><li>• Les formes de phrases : positives et négatives</li><li>• Les fonctions grammaticales</li><li>• L'adjectif</li></ul> <p><u>Orthographe:</u></p> <ul style="list-style-type: none"><li>• Le féminin des noms</li><li>• L'accord du verbe avec le sujet</li></ul> <p><u>Conjugaison:</u></p> <ul style="list-style-type: none"><li>• Le radical et la terminaison</li><li>• L'infinitif du verbe</li><li>• Le présent</li></ul> <p><u>Vocabulaire:</u></p> <ul style="list-style-type: none"><li>• L'utilisation du dictionnaire</li><li>• Le champ lexical</li><li>• Les synonymes</li></ul> <p><u>Lecture:</u></p> <p>Lecture de romans et/ou de textes tirés du manuel L'île aux mots</p>	<p><u>Niveau natif (6ème-7ème Harmos)</u></p> <p><u>Grammaire:</u></p> <ul style="list-style-type: none"><li>• Les classes grammaticales</li><li>• Le verbe et ses compléments</li></ul> <p><u>Orthographe:</u></p> <ul style="list-style-type: none"><li>• Les accords dans le groupe nominal</li><li>• La chaîne des accords</li></ul> <p><u>Conjugaison:</u></p> <ul style="list-style-type: none"><li>• L'imparfait</li><li>• Le futur des verbes en -ER</li><li>• Le futur des verbes avoir, être, aller, dire et faire</li></ul> <p><u>Vocabulaire:</u></p> <ul style="list-style-type: none"><li>• Les comparaisons</li><li>• Les différents sens d'un mot</li><li>• La formation des mots</li></ul> <p><u>Lecture:</u></p> <p>Lecture de romans et/ou de textes tirés du manuel L'île aux mots</p>	<p><u>Niveau natif (6ème-7ème Harmos)</u></p> <p><u>Grammaire:</u></p> <ul style="list-style-type: none"><li>• Les déterminants</li><li>• Les pronoms personnels</li><li>• Autour du nom</li></ul> <p><u>Orthographe</u></p> <ul style="list-style-type: none"><li>• L'accord du participe passé</li><li>• Dictées préparées</li></ul> <p><u>Conjugaison:</u></p> <ul style="list-style-type: none"><li>• Distinguer les temps simples des temps composés</li><li>• Le passé-composé</li><li>• Les verbes et leurs bases</li><li>• L'impératif</li></ul> <p><u>Vocabulaire:</u></p> <ul style="list-style-type: none"><li>• Des mots venus d'ailleurs</li><li>• Les termes génériques</li><li>• Les antonymes</li></ul> <p><u>Lecture:</u></p> <p>Lecture de romans et/ou de textes tirés du manuel L'île aux mots</p>







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