



STUDY PROGRAMMES FOR PRIMAIRE (PRIMARY)

9^{ÈME} - 8^{ÈME} - 7^{ÈME}

2023-2024

INSTITUT

FLORIMONT

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A message from our Director

Dear parents,

This document presents our primary study programmes, inspired by the Swiss Plan d'études Romand and France's national education programme. Embracing tradition and 21st century learning, our approach combines academic instruction with socialisation and developing an open mind.

Our objective is to prepare students for an ever-changing world by giving them an education that promotes academic excellence and critical thinking, as well as helping them make key life decisions.

Florimont ensures that your children receive the highest quality education from trusted teachers who have their students' best interests at heart.

Sean Power
Director General



General information

Introduction

« To succeed in school, a student needs to understand what is expected of him »¹

Florimont provides a complete education, from Maternelle (Kindergarten) and Primaire (Primary) to Cycle (Middle School) and a choice of three programmes in Secondaire 2 (Diplomas): the French Baccalauréat, International Baccalaureate and Swiss Maturité. Every student chooses the course and examinations best suited to their profile and educational plans.

At every stage of their schooling, the Institut is helping students acquire knowledge and methods in each subject. The overall knowledge they gain is not intended to be a layering of different areas of expertise but a broad understanding of the world, combined with skills across the disciplines.

Florimont's philosophy and mission

Institut Florimont is a Catholic school with a century-old tradition in supporting students to become the key players in their lives, encouraging them as they build and develop their identity, and nurturing them on their intellectual and spiritual journey. Florimont is committed to producing young people in tune with their roots but also inclusive and open to the world.

As a French-speaking school which places an emphasis on language learning, we attach great importance to pupils studying French throughout their schooling. English and anglophone culture are taught from Kindergarten, and German from 9^{ème} (8-9 years).

The main characteristics of our teaching approach in primary are as follows:

- learning the basic skills;
- giving pupils the best chance of success;
- placing the pupil at the centre of the curriculum and aiming for academic excellence;
- differentiated instruction: building knowledge and independence, developing creativity and innovation;
- showing kindness, support and openness;
- working well together.

The primary curriculum is separated into areas in which pupils develop their academic and social skills.

Between 11^{ème} (6-7 years) and 7^{ème} (10-11 years), the focus is on learning languages, the protocol of scientific experiment, STEAM (science, technology, engineering, arts and mathematics) and cultural activities to inspire artistic and creative engagement.

Language learning is reinforced in 9^{ème} (8-9 years) with the addition of German and the option to join a French or bilingual route.

Study programmes

The Institut's study programmes are adapted for every educational stage and each subject, with clear objectives in terms of knowledge, skills, resources and assessment criteria.

They include cultural activities based in and around Geneva (theatre, partnership with Mamco, Ariana Museum, Orchestre de la Suisse Romande, etc.).

Transferable skills

EAs well as expanding academic knowledge, our study programmes develop a range of skills and know-how, such as time management, acquisition of methods, critical thinking, digital technology use and identity development.

Key documents

These describe Florimont's philosophy, mission and policies on languages, assessment, integrity, special needs, and child protection and safeguarding. They are all available to download from the school website.

 <https://www.florimont.ch/fr/institut-florimont/admissions/reglement-de-lecole/>

(1) Philippe Pérennoud

In 9 ^{ème} , 8 ^{ème} and 7 ^{ème}	
Subjects	Periods per week
French	10
Mathematics	8
English	6
German	2
Science and technology	5
History-geography	
Physical Education	2
Visual arts	1
Music	1
Religious education / Civic and moral education	1

French

The French language is developed along four main areas throughout the primary years:

- oral comprehension;
- written comprehension;
- speaking;
- writing.

The construction and analysis of French (grammar, conjugation, spelling, etc.) are taught every day through these areas.

Languages

MODERN LANGUAGES: ENGLISH AND GERMAN

From the moment their education begins, we develop the different aspects of the English language through four areas:

- listening;
- speaking;
- reading;
- writing.

The construction and analysis of English (grammar, conjugation, spelling, etc.) are taught every day through these areas.

From 11^{ème} (6-7 years), the proportion of French is greater than English to help pupils acquire the “new language” of reading and writing mainly in French. The children are put into small groups for English according to their level, following assessments at the start of the year:

- Beginner (level 1) ;
- Intermediate (level 2) ;
- Upper intermediate (level 3) ;
- Proficient (level 4).

Mid- and end-of-year assessments allow teachers to determine and adjust levels and give pupils the opportunity to move up to a higher group if they have made sufficient progress.

German is also taught from 9^{ème} (8-9 years) following four areas of study (written comprehension and expression, and oral comprehension and expression) over 2 periods per week, in half-class groups of mixed ability.

FRENCH-SPEAKING AND BILINGUAL ROUTES

Pupils in the French-speaking and bilingual routes are taught in one class of 9^{ème}, 8^{ème} or 7^{ème} of mixed ability.

From 9^{ème}, the bilingual classes have six periods of English language study + four periods of history-geography-science-technology learnt in English + two periods of German language study; the rest is taught in French.

Pupils on the French route have 6 periods of English language study + 2 periods of German language study. The 4 periods of history-geography-science-technology are taught in French by their class teacher (same programme, same objective and same assessment targets, whether learning in French and English).

Mathematics

The mathematics we teach at primary level develops problem-solving and applying the scientific method, using the Singapore Maths approach:

Pupils work on:

- reasoning and problem-solving: learn to develop research strategies;
- numbering: build and understand the number bonds;
- calculation: addition, subtraction, multiplication and division;
- geometry: work on plane and area;
- measurement: know the different units of measurement, how to convert them, carry out calculations

and solve problems using units of measurement.

Science and STEAM

Institut Florimont has recently adopted the STEAM approach to teaching science (science, technology, engineering, arts, mathematics), from Maternelle right through to Diploma level. STEAM reinforces logical thinking, the acquisition of transferable and collaborative skills through project work, and the investigation process. The objective of this approach is to give all pupils essential 21st-century skills and knowledge.

History and geography

In 9^{ème}, 8^{ème} and 7^{ème}, the history and geography programme combines the Swiss Plan d'études romand and national French curricula.

Physical education (PE)

At primary level, PE aims to:

- train pupils to become independent learners who are physically and socially educated and able to live and work in harmony with others;
- teach children how to look after their own well-being and health;
- introduce them to the joy of sport and striving for excellence.

Throughout primary, this discipline is centred around other fields of education such as spoken language, mathematical concepts, geography and science.

Sport teaches pupils to respect others, develop empathy, express and recognise emotions, acknowledge and accept differences and learn organisational skills. The positive behaviour it develops is totally in keeping with the Institut's core values.

Artistic activities

Since September 2022, the classes' artistic activities are partly linked to the Institut's cultural programme, "Encre" dans la Culture. Our cultural season guides the educational choices made in arts subjects for the year.

Music

Children learn about music throughout their school

life and develop artistic appreciation by listening and making music.

Sound perception and production are vital elements of education; we encourage pupils to listen to and analyse different types of music, explore sound, work with physical sensation and use vocal and instrumental exercises to expand their musical experience.

Learning how to recognise classical and contemporary musical styles gives pupils the tools to analyse a piece of music, going on to refine their appreciation and form an opinion as their enjoyment of listening grows.

Vocal practice is an excellent way for children to develop a whole range of basic skills. Producing sounds, learning to control the voice, understanding vocal technique as an individual and in a group, performing for a young audience and listening to the instrumental accompaniment all contribute to a child's physiological development.

This training goes hand-in-hand with the creativity underlying the whole primary music curriculum. Our pupils regularly put these musical skills into practice as part of original performances. The multi-faceted arts projects we organise prepare children, for example, for public performance.

Visual arts

Visual arts in primary school allow children to experience shapes and colours as they work on projects which require thought and design.

At the heart of their artistic education is the awakening of curiosity and precision through the pleasure of creation, discovery and expression.

Pupils experiment with multiple media to bring their ideas to life, such as collage, paints, pencils, markers, chalk, charcoal, ink, sculpture and digital tools.

To put the images they see around them into context, pupils must have a grounding in art history; studying the major works from pre-history to the present day develops critical judgement.

We organize a number of cultural trips throughout the school year tying into our visual arts projects which expose pupils to forms such as modern architecture, advertising, film and images.

Primary assessment

Our primary pupils are assessed from a very young age to fulfil many different aims:

- diagnostic assessments are conducted at the beginning of the year to determine skills and knowledge;
- formative assessments encourage pupils to assess for themselves how their skills are developing, and enable the teacher to offer adapted remedial or extra activities;
- summative assessments are periodically used by the teacher to test pupils' skills and knowledge.

Teachers use mid-semester individual parent teacher meetings and term reports to feedback regularly to parents on their child's results and progress, and to optimise their development.

Primary resources team

Our resources team consists of specialist teachers and therapists and is tasked with screening and supporting pupils

with special needs, learning difficulties or high academic ability. This team also creates and compiles educational resources to support the teaching staff with their everyday requirements (mainly French-speaking).

FFL (learning French as a foreign language)

FFL lessons are available at primary level in the form of sessions in small groups with a specialist teacher to pupils who do not speak French or have beginner level French.

These sessions are available in the short or medium term to pupils newly arrived in Switzerland or who live in a non-French household to quickly immerse themselves in the spoken language and gradually build their writing ability.

This option (at additional cost) gives non-French speaking pupils the chance to acquire the tools they need, and benefit from individualised support so they

enjoy their learning to the full.

Intensive English option

Depending on the child's profile and parents' choice, intensive English lessons are offered from 10^{ème}. This option (at additional cost) consists of lessons outside school hours, during lunch break and after-school study.

French

Periods per week		
9 ^{ème}	8 ^{ème}	7 ^{ème}
10	10	10

French - programme in 9^{ème}

All French skills are developed alongside written work; pupils study and produce a different type of text in each period of the school year. The linguistic skills and tools they develop (grammar, verb conjugation, spelling, vocabulary, etc.) are consistent with each type of text.

9 ^{ème}	Writing	Reading	Grammar/spelling	Verb conjugation	Vocabulary
Factual text	Writing a fact sheet	Studying factual texts	What is a verb? Invariable words Homophones: a / à; et / est; son / sont; on / ont.	Conjugated verb, personal pronouns, infinitive, verb groups ; Present indicative of <i>être</i> and <i>avoir</i> in past, present and future action.	Alphabetical order ; Using the dictionary.
Descriptive text	Writing a description	Reading and studying descriptive texts	Sentence types (declarative, interrogative); Imperative Subject of conjugated verb, noun groups. Verb-subject agreement, agreement in noun groups.	Present in -er verbs, -ir verbs and verbs: <i>faire, aller, venir, dire, pouvoir, voir, vouloir, prendre, partir, savoir.</i>	Reading and understanding dictionary entries, synonyms, antonyms
Poetic text	Writing a poetic text	Poetic texts : Reading and studying a poetic work	Sentence forms (affirmative/negative) Noun gender: masculine/feminine Verb-subject agreement, agreement in noun groups; articles.	Conjugating future indicative	Word construction. Identifying words in the same family. Sorting words into the same family

9 ^{ème}	Writing	Reading	Grammar / spelling	Verb conjugation	Vocabulary
Narrative text	Writing a narrative text	Studying narrative texts and whole work	Singular/plural Agreement of nouns by gender/number ; Agreement in noun groups ; Understanding and using homophones: <i>ces/ses; ce/se; mais/mes</i> .	Conjugating imperfect indicative	Making words with suffixes ; Making words with prefixes.
Postcard narrative	Writing a postcard	Studying narrative texts: life story (postcard, letter) Reading and studying a whole work	Qualifying adjective in a noun group ; Verb-subject agreement, agreement of adjective by gender/number in noun group.	Conjugating -er verbs in present simple tense; <i>être, avoir</i>	Learning and using figurative and common expressions. Expressing feeling, emotion, sensations

French - programme in 8^{ème}

All French skills are developed alongside written work; pupils study and produce a different type of text in each period of the school year. The linguistic skills and tools they develop (grammar, verb conjugation, spelling, vocabulary, etc.) are consistent with each type of text.

8 ^{ème}	Writing	Reading	Grammar / spelling	Verb conjugation	Vocabulary
Information text	Producing a news article following typical structure	Studying information texts: Identifying text types. Elements of a newspaper article. Construction of a newspaper article.	Sentences: punctuation in affirmative, interrogative, imperative, exclamatory, negative sentences Verb/subject agreement Definite/indefinite article Homophones: à/a/as; et/est/es; on/ont; sont/son; ou/où; la/là Writing numbers in words (s) and (z), (g) and (j) sounds É or er	Infinitive and 3 verb groups Present of -er verbs + <i>être</i> and <i>avoir</i>	Establishing chronological links: Tout d'abord, avant tout, premièrement, au début, etc. Puis, ensuite, après, deuxièmement, etc. Enfin, finalement, etc. Dictionary: reading and researching articles. Journalistic vocabulary
Narrative text	Using imagination Writing a text in the future tense. "When I'm grown up, I ...our family Imagine the world in..."	Imagine a different (fantasy) world from the one we live in.	Common nouns, proper nouns Possessive and demonstrative determiners Adjectives Homophones: sont/son c'est/s'est ce/se mes/mais ces/ses. Spelling: -M before m, b, p. Personal pronouns.	Present indicative of -ir and -re group verbs ; Future indicative	Synonyms and antonyms Vocabulary for: explanation: car, parce que, comme, en effet, etc. opposition: mais, or, pourtant, cependant, au contraire, etc. consequence or conclusion: donc, en résumé, ainsi, alors, par conséquent, aussi, etc. addition: et, de plus, encore, également, etc.

8 ^{ÈME}	Writing	Reading	Grammar / spelling	Verb conjugation	Vocabulary
Descriptive text	Producing a portrait	Analysis and understanding of a range of portraits (physical-moral) Comprehension of text (use of paragraphs) Introduction to comparisons.	Predicative and attributive adjectives. Last letter of noun or adjective. Agreement of feminine nouns and adjectives. Invariables.	Conjugating imperfect indicative	Synonyms and antonyms Word families Prefixes/suffixes List of descriptive adjectives and comparisons
Narrative text	The story: telling a story, respecting the structure of narrative text	Identifying the 5 elements of a story Finding vocabulary relevant to the 5 elements.	Possessive phrase Verb complement (direct/indirect objects) Plural nouns and adjectives Feminine nouns and adjectives	Conjugating past historic and imperfect indicative	Homonyms Avoiding repetition: transforming adjectives and verbs into noun complements.
Argument text	Creating an advertising leaflet; Making a PowerPoint presentation and promotional video.	Noticing the position of each element in a leaflet. Analysing how the text and image are linked. Understanding aims of an advertisement.	Complements of time, place and manner Agreement in the noun group The (k) sound Sounds <i>ail, eil, ouil, euil é, té, tié</i>	Conjugating past historic	Lexical fields Literal vs. figurative Expressing judgment.

French - programme in 7^{ème}

All French skills are developed alongside written work; pupils study and produce a different type of text in each period of the school year. The linguistic skills and tools they develop (grammar, verb conjugation, spelling, vocabulary, etc.) are consistent with each type of text..

7 ^{ème}	Writing	Reading	Grammar / spelling	Verb conjugation	Vocabulary
Expository text	<p>Identifying invariables in expository texts (comparison table)</p> <p>Writing an expository text (evaluation table)</p>	<p>Reading and understanding expository texts</p> <p>Understanding, analysis, extracting invariables from expository text</p> <p>Using audio and video.</p>	<p>Identifying verb and its subject;</p> <p>Using definite and indefinite articles;</p> <p>Recognising the nature of a word;</p> <p>Developing spelling and vocabulary: regular dictation (phonemes on, an, un, k, s, z);</p> <p>Verb/subject agreement.</p>	<p>Identifying the verb: infinitive and group;</p> <p>Identifying the verb tense;</p> <p>Conjugating verb in present indicative: -er, -ir and -re verbs</p>	<p>Using the dictionary;</p> <p>Reading and writing a dictionary entry;</p> <p>Developing vocabulary: linked to reading file</p>
Descriptive text	<p>Identifying invariables in descriptive text;</p> <p>Organising writing descriptive text;</p> <p>Using figures of speech;</p> <p>Writing narrative text containing descriptions (Physical and moral portrait).</p>	<p>Reading and understanding descriptive and narrative texts;</p> <p>Comprehension and analysis of invariables from descriptive text.</p>	<p>Identifying noun group and components;</p> <p>Identifying nature and function of words or groups;</p> <p>Forming -feminine nouns -feminine adjectives -plural nouns and adjectives;</p> <p>Difference between grammatical homophones: a/à, son/sont, et/est, on/ont, la/ là/l'a, ce/se, ces/ses, etc;</p> <p>Phonemes.</p>	<p>Conjugating verb in imperfect: -er, -ir and -re verbs</p> <p>Conjugating verb in past historic: -er, -ir and -re verbs</p>	<p>Understanding different meanings of a word (polysemy) Building vocabulary: linked to reading file; Homonyms</p>

7 ^{ÈME}	Writing	Reading	Grammar / spelling	Verb conjugation	Vocabulary
Dramatic text	<p>Organising and writing dramatic text (sketch)</p> <p>Working on essentials of dialogue, writing lines of a script</p>	<p>Identifying invariables of dramatic text</p> <p>Reading and understanding dramatic texts</p>	<p>Identifying and using punctuation</p> <p>Correct dialogue layout</p> <p>Marking and using different types and forms of sentence</p> <p>Recognising nature and function of a word: pronouns, direct/indirect objects</p> <p>Feminine/plural nouns and adjectives</p> <p>Distinguishing between past participle and infinitive</p> <p>Agreeing past participles</p>	<p>Conjugating perfect tense with auxiliary verbs avoir and être;</p> <p>Conjugating reflexive verbs</p>	<p>Distinguishing, using and understanding prefixes and suffixes.</p> <p>Knowing and using theatre-related vocabulary</p>
Argument text	<p>Argument text: essay (for or against);</p> <p>Organising and writing an argument (debating ideas);</p> <p>Writing and communicating through dialogue, reasoned replies.</p>	<p>Identifying and knowing invariables of argument text</p> <p>Choice of study topics from technology, citizenship, philosophy, ecology</p>	<p>Determiners and pronouns</p> <p>Functions in the sentence: subject, verb</p> <p>Direct/indirect objects – complement of subject, adverbial phrases; Types of words; Agreeing verbs, nouns and adjectives;</p> <p>Correctly writing (é) sound at the end of verbs</p>	<p>Simple future of indicative in -er, -ir and -re verbs</p>	<p>Building argument text glossary</p> <p>Distinguishing between abstract and concrete</p> <p>Distinguishing different levels of language</p>

7 ^{ème}	Writing	Reading	Grammar / spelling	Verb conjugation	Vocabulary
Narrative text	<p>Detective story:</p> <p>Organising and writing a detective story</p>	<p>identifying and knowing the invariables of narrative text (detective story, evaluation table);</p> <p>Knowing the plot from analysing (and writing) short stories;</p> <p>Reading and analysing new crime novel.</p>	<p>Objects in a sentence: complements of time, place, manner and cause;</p> <p>Verb complements: direct/indirect object;</p> <p>Recognising and using pronouns; differentiating them from articles and determiners;</p> <p>Recognising clauses in the sentence;</p> <p>Double consonants, prefixes/suffixes, grapheme [ai];</p> <p>Double consonants at the start of a word: - words starting with ac-, ap- af-;</p> <p>Final silent letters.</p>	<p>Imperfect and past historic tenses.</p> <p>Tense agreement</p> <p>Present conditional and present imperative</p>	<p>Families of words</p> <p>Derivations.</p> <p>Synonyms and antonyms.</p> <p>Studying vocabulary and building detective story glossary</p>

Mathematics

Periods per week		
9 ^{ème}	8 ^{ème}	7 ^{ème}
8	8	8

Mathematics - Programme in 9^{ème}

Numbers	Arithmetic	Problem-solving	Size and measurement	Space and geometry
Understand and use whole numbers to count, put in order, find, compare	Arithmetic with whole numbers	Solve problems using whole numbers and arithmetic	Compare, estimate, measure length, weight, capacity, length of time; Use correct terms, units, specific instruments of these sizes; Work on money.	Find positions and move around using references and representations
Name, read, write, represent whole numbers				Recognise, name, describe, draw certain solids
Use and represent simple fractions			Solve problems involving length, weight, capacity, lengths of time, money	Recognise, name, describe, draw, construct geometric shapes Recognise and use alignment, right angles, equal length, midpoint, symmetry

Mathematics - programme in 8^{ème}

Numbers	Arithmetic	Problem-solving	Size and measure- ment	Space and geometry
Use and represent large whole numbers and simple fractions	Arithmetic with whole numbers.	Solve problems using whole numbers and arithmetic Solve simple problems with fractions	Compare, estimate, measure lengths of shapes with whole numbers	Recognise, name, describe, draw, represent, construct certain shapes
Start to use decimals			Use correct terms, units, instruments for measuring lengths and angles Solve problems involving length (geometric, physical, economic) using whole numbers.	Recognise and use geometric relations

Mathematics - programme in 7^{ème}

Numbers	Arithmetic	Problem-solving	Size and measure- ment	Space and geometry
Use and represent large whole numbers	Arithmetic with whole and decimal numbers	Solve problems using fractions, decimal numbers and arithmetic	Compare, estimate, measure lengths of shapes with whole and decimal numbers: length (perimeter), area, volume, angle	Recognise, name, describe, draw, represent, construct certain solids and shapes
Work with complex fractions and decimal numbers			Use correct terms, units, instruments for measuring lengths Solve problems involving length (geometric, physical, economic) using whole and decimal numbers	Recognise and use geometric relations

English

In addition to the 6 periods, pupils in the bilingual route receive 4 further periods taught in English (Science-History-Geography).

Periods per week		
9 ^{ème}	8 ^{ème}	7 ^{ème}
6	6	6

Literature: Pupils at all levels study 2-3 English books a year (fiction and other types)

Writing phonemes and dictation: Pupils at all levels follow the UK curriculum of phonemes and graphemes, and study phonemes and words every week.

English - Programme de 9^{ème}

Themes and skills developed throughout the year

9 ^{ème} - Beginner (level 1)		
Grammar : -Word structure (demonstratives, possessives, subject pronouns) -Sentence structure (affirmative, negative, interrogative) -Conjugation (present tenses). -Punctuation	Writing : -Spelling : knowledge of letter/sound relationship, high frequency words. -Topic writing: simple descriptions, recounts and procedures following models (copying words, sentences, picture prompts...)	Themes : -All About Me -Colors/numbers -Food -School -Animals -Weather -Clothing -The House -Special days/celebrations - Transport
Reading :: - Apply phonic knowledge to decode syllables/words. - Read aloud accurately texts that are consistent with their developing phonic knowledge.	Speaking/oral : -Simple conversations in English using patterns copied from stories, songs, rhymes or texts. - Introduce yourself, describe yourself and family, describe and comment basic daily situations, present a fact file (animals).	
9 ^{ème} - Intermediate (level 2)		
Grammar : -Word structure (adverbs of frequency, pronouns, prepositions of place, comparatives and superlatives...) -Sentence structure (like + ing, some/any, must) - Conjugation (present tenses and regular past tense, imperatives	Writing : -Spelling : spell some common words correctly and attempts using a basic understanding of the patterns of English letter/sound relationships. -Topic writing : identify features of various texts (poems, descriptions, fact files...) and, with support, communicate familiar ideas, simple narratives, recounts, descriptions, instructions, and reports on topics listed here.	Themes : -My family -Jobs -Routines -Sports -Endangered animals -Explorers -Poetry
Reading : - Read aloud accurately by blending sounds in unfamiliar words. - Re-read texts/books to build up fluency and confidence in reading. -Understand and retell a story.	Speaking/oral : -describe (my favorite sport, a party...), present (a poster, a book), and recite a poem. -communicate verbally and non-verbally in routine, social and classroom situations using topic vocabulary (see themes listed here)	

9 ^{ème} – Upper Intermediate/proficient (level 3 and 4, « bilingual » English)		
<p>Grammar : The same topics and skills are covered in both levels but the practical exercises and final expectations vary.</p> <ul style="list-style-type: none"> -Word structure (countable and uncountable nouns, possessive / object pronouns, adverbs, comparatives/superlatives...) -Sentence structure (time connectives, simple/compound/ complex sentences...) -Conjugation (present and past tenses: affirmative, negative, questions, future tense and time expressions). 	<p>Writing</p> <ul style="list-style-type: none"> -Understand the purpose of common text types (informational, narrative, poetic), including structures and features (both levels) - Write simple, organised texts (instructions, narrative, poems, reports) that demonstrate the use of specific vocabulary and simple sentence structures taught previously. Plan, draft and edit. Write more sequenced and complex instructions, reports, poems and narrative texts that maintain a plausible storyline and characterisation. Discuss, reflect on and incorporate feedback when reviewing own writing. -Writing expectations: students should produce 3-4 paragraphs for their final pieces. Writing expectations: students should produce 5-6 	<p>Topics/themes:</p> <p>Recipes: potions and spells.</p> <ul style="list-style-type: none"> -Instructions (games, “how to” texts) -Prehistory (the Stone Age) -News: articles and interviews. -Traditional tales. -Poetry: Haïkus, couplets and shape poems.
<p>Reading</p> <ul style="list-style-type: none"> - Read aloud accurately texts/ books that are consistent with their developing phonic knowledge. -Read aloud with expression and respecting given punctuation (level adapted texts). <p>The following comprehension skills are covered in both levels but the final expectations vary.</p> <ul style="list-style-type: none"> - Understand the title and events of a text (beginning/middle/end). - Make inferences (characters’ emotions, why a character is “good”/”bad”...). -Predict what might happen. - Find specific information in a text to answer a question. <p>Literature studies: lexile level 400L to 600L (40 to 60 pages)</p>	<p>Speaking/oral</p> <ul style="list-style-type: none"> - communicate using simple structures, express an opinion or point of view using topic vocabulary studied in class. -communicate using complex and varied structures, express an opinion or point of view <p>The following oral skills are covered in both levels but the final expectations vary.</p> <ul style="list-style-type: none"> -Follow and give appropriate oral instructions. -Present, explain and answer questions about a informational poster. -Interview, ask pertinent questions. -Perform a poem. 	

English - Programme in 8^{ème}*Themes and skills developed throughout the year*

8 ^{ème} - Beginner (level 1)		
Grammar : -Word structure (simple adjectives, possessive adjectives, countable/uncountable nouns) -Sentence structure (can, must/mustn't, be going to+verb...) -Conjugation (present tenses : affirmative/ negative/ questions, past simple : regular verbs).	Writing : -Spelling : knowledge of letter/sound relationship, high frequency words. -Topic writing: simple descriptions, recounts and procedures following models (copying words, sentences, picture prompts...)	Themes : -My classroom -Numbers 1-100 -Days of the week, months, seasons. -Countries and nationalities. -House and hobbies. -The body. -Travel and holidays. -Daily routines (telling the time)
Reading : - Read accurately by blending sounds in unfamiliar words. - Read aloud accurately texts that are consistent with their developing phonic knowledge.	Speaking/oral : -Simple conversations in English using patterns copied from stories, songs, rhymes or texts. - Describe using simple adjectives and topic vocabulary studied in class : a friend, your town, summer holidays.	

8 ^{ème} - Intermediate (level 2)		
Grammar : -Word structure (adverbs, homophones part 1, relative pronouns, modal verbs...) -Sentence structure (should/shouldn't, could/couldn't, why/because...) -Conjugation (present tenses revision, past simple and continuous, future with will/won't...).	Writing : Spelling : spell some common sight words correctly and spelling show a better understanding of the patterns of English letter-sound relationships. (sc/ch, short and long a, e, l, u...). -Topic writing : identify features of various texts (tales, poems, descriptions, reports...) and, with support, write simple narrative paragraphs, descriptions, and reports on topics listed here.	Themes : -All about me: favorite food. -Sports and free time. -People around me: family, jobs. -Body, health and illness. -Our world: weather and directions.
Reading : - Re-read texts/books to build up fluency and confidence in reading. - Understand and retell a story. - Understand the meaning of new words with context/dictionary (build up vocabulary) - Read aloud with expression and respecting given punctuation.	Speaking/oral : -describe and explain : healthy habits, lifestyle, unusual sport...). -participate in solving a mystery (ask questions...). -role playing (doctor's office, restaurant, ask directions...)	

Les programmes des classes Beginner sont globalement similaires de la 9^e à la 7^e. Leur objectif est d'offrir une remise à niveau intensive et donc de permettre à nos nouveaux élèves, novices en Anglais, d'acquérir rapidement les bases en langue orale, écrite et en vocabulaire, pour intégrer, dès que cela s'avère possible, le groupe Intermediate.

8 ^{ème} - Upper intermediate/proficient (level 3 and 4 , «bilingual» English)		
<p>Grammar : The same topics and skills are covered in both levels but the practical exercises and final expectations vary.</p> <ul style="list-style-type: none"> -Word structure (possessive pronouns and adjectives, homophones parts 2 and 3, conjunctions...) -Sentence structure (direct speech, fronted adverbials, be/going to to express plans...) -Conjugation (past simple and continuous: affirmative, negative, interrogative regular/irregular verbs, present perfect). 	<p>Writing :</p> <ul style="list-style-type: none"> -Understand the purpose of common text types including structures and features: memoirs, fictional story, nonfiction/informational texts, persuasive texts, poetry (both levels) - Write simple, organised texts (shorts memoir, documentary, argumentative letter, various poems) that demonstrate the use of specific vocabulary and simple sentence structures taught previously. Plan, draft and edit. -Write more sequenced and complex nonfiction texts, memoirs, poems (repetition, rhyme scheme...) and narrative texts using a variety of literary techniques: alternatives to “said”, paraphrasing, persuasive language... Discuss, reflect on and incorporate feedback when reviewing own writing. -Writing expectations: students should produce 5-6 paragraphs for their final pieces. Writing expectations: students should produce 1 page for their final pieces. 	<p>Topics/themes:</p> <ul style="list-style-type: none"> -life stories: short memoirs. -spy stories. -famous monuments and landmarks. -adverts and persuasive texts/speeches. -poetry: metaphors and similes
<p>Reading :</p> <ul style="list-style-type: none"> - Read aloud accurately texts/ books that are consistent with their developing phonic knowledge. -Read aloud with expression and respecting given punctuation (level adapted texts). <p>The following comprehension skills are covered in both levels but the final expectations vary.</p> <ul style="list-style-type: none"> - Identify features of various types of text. - Find specific information in a text to answer a question. - Justify inferences with evidence from the text. - Identify the main ideas from a text <p>Literature studies: lexile level 500L to 740L (100 to 250 pages)</p>	<p>Speaking/oral :</p> <ul style="list-style-type: none"> - use simple words, structures and topic words studied in class, in context, for a variety of purposes : conversation, group discussion, giving directions and convince an audience. -use complex and varied structures, specific vocabulary for a variety of purposes (see above). <p>The following oral skills are covered in both levels but the final expectations vary.</p> <ul style="list-style-type: none"> -Summarise and restate ideas -Make effective oral presentation. -Use persuasive language efficiently to convince an audience (class debates). -Organise information and ideas for clarity. 	

English - Programme in 7^{ème}*Themes and skills developed throughout the year*

7 ^{ème} - Beginner (level 1)		
Grammar : <ul style="list-style-type: none">-Word structure (simple adjectives, possessive adjectives, countable/uncountable nouns)-Sentence structure (like+ing, must/mustn't, be going to+verb...)-Conjugation (present simple/continuous , past simple : affirmative/negative/questions).	Writing : <ul style="list-style-type: none">-Spelling : knowledge of letter/sound relationship, high frequency words.-Topic writing: simple descriptions, recounts and procedures following models (copying words, sentences, picture prompts...)	Themes : <ul style="list-style-type: none">My classroom-Numbers 1-100-Days of the week, months, seasons.-Countries and nationalities.-House and hobbies.-The body.-Travel and holidays.-Daily routines (telling the time)
Reading : <ul style="list-style-type: none">- Read accurately by blending sounds in unfamiliar words.- Read aloud accurately texts that are consistent with their developing phonic knowledge.	Speaking/oral : <ul style="list-style-type: none">-Simple conversations in English using patterns copied from stories, songs, rhymes or texts.- Describe using simple adjectives and topic vocabulary studied in class : a friend, your town, summer holidays.	
7 ^{ème} - Intermediate (level 2)		
Grammar : <ul style="list-style-type: none">-Word structure (complex descriptive adjectives, simple conjunctions...)-Sentence structure (question forms, negatives, modals for possibility, ever/never/since...)-Conjugation (present and past simple/continuous, future using will/going to...).	Writing : <ul style="list-style-type: none">-Spelling : spell accurately a wide range of high frequency words, spell some words with prefixes/suffixes correctly, begin to spell some homophones correctly.-Topic writing : begin to use the simple structure of studied text types and, with support, write simple narrative paragraphs, descriptions, and reports on topics listed here. Usually maintain the correct tense and start using simple conjunctions.	Themes : <ul style="list-style-type: none">My family/ancestors.-Countries and nationalities.-Places in town.-Classification of animals.-Features and objects in the house + types of houses.-Environment and Ecology.-Travel and tourism.-Poetry.
Reading : <ul style="list-style-type: none">- Understand the meaning of new words with context/dictionary (build up vocabulary)- Read aloud with expression and respecting given punctuation.- Understand the title and events of a text ("story mountain" in narrative texts).-Identify the type of text read/ studied (narrative, poetry, documentary, journal...).-Make inferences and predictions.	Speaking/oral : <ul style="list-style-type: none">-Present a poster/brochure about various topics using the appropriate tense.-answer questions and analyse a picture using descriptive language (see topics here).-share ideas and opinions with clear and organised evidence.	

7 ^{ème} - Upper intermediate/proficient (level 3 and 4, «bilingual» English)		
<p>Grammar : The same topics and skills are covered in both levels but the practical exercises and final expectations vary.</p> <ul style="list-style-type: none"> -Word structure (classification of words: nouns/adjectives/verbs, subject/object pronouns, reflexive pronouns...) -Sentence structure (active/passive, compound sentences, prepositional phrases, direct/reported speech...) -Conjugation (past and present simple/continuous, present perfect + continuous...). 	<p>Writing :</p> <ul style="list-style-type: none"> -Understand the purpose of common text types including structures and features: diary, short story, nonfiction/informational texts, famous speeches, poetry (both levels) - Write simple, organised texts (travel brochure, short story, persuasive speech, diary entries, various poems) that demonstrate the use of specific vocabulary and more complex sentence structures taught previously. Plan, draft and edit. -Write sequenced and complex nonfiction texts, diary entries, poems and narrative texts using a variety of literary techniques: complex “story mountain”, point of view, rhetorical questions, expressing emotions with “show not tell”, imagery... Discuss, reflect on and incorporate feedback when reviewing own writing. -Writing expectations: students should produce 1/1.5 pages for their final pieces. Writing expectations: students should produce 1.5/2 pages for their final pieces. 	<p>Topics/themes:</p> <ul style="list-style-type: none"> -Informational texts: travel brochures. -Fictional texts with a moral. -Historical fiction (WW2) -Famous speeches. -Engaged poetry: writing poems to change the world.
<p>Reading :</p> <ul style="list-style-type: none"> -Read aloud with expression and respecting given punctuation (level adapted texts). <p>The following comprehension skills are covered in both levels but the final expectations vary.</p> <ul style="list-style-type: none"> - Identify features of various types of text. - Justify inferences with evidence from the text. - Summarise main ideas from a text - Identify how language, structure, presentation contribute to meaning (figurative language...). <p>Literature studies: lexile level 740L to 910L (150 to 250 pages)</p>	<p>Speaking/oral :</p> <p>The following oral skills are covered in both levels but the final expectations vary.</p> <ul style="list-style-type: none"> - Communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in an organised and understandable form (class discussions, literature circle, debates...). -Make planned oral presentations appropriate to the audience. Add eye contact, gestures and appropriate voice (speech, debate, poster...). -Present and perform their own poems (rhymes, rhythm...) 	

German

Periods per week		
9 ^{ème}	8 ^{ème}	7 ^{ème}
2	2	2

(One teacher per half-class)

German - programme in 9^{ème}

Themes	Skills
Me and my school	<ul style="list-style-type: none"> • Name the colours • Numbers up to 20 • School items in my 'Schulsachen' • Know the determiners der/die/das • Understand instructions in German: "get up, sit down, read, open your book, look, listen", etc. • Introduce yourself, ask and answer questions, say hello and good-bye • Know the alphabet
My body	<ul style="list-style-type: none"> • Name parts of the body • Follow simple instructions ('Simon says') • Describe feelings • Use adjectives • Express movement using verbs (clap hands, bend knees)
Animals	<ul style="list-style-type: none"> • Name pets • Ask and answer questions • Sing and learn songs • Understand a story • Put pictures of a story in the correct order • Read sentences
Reading: "Der Grüffelo"	<ul style="list-style-type: none"> • Listen to a story • Repeat a story • Use ist and sind forms of the verb 'to be' • Recognise rhymes • Read and understand • Learn vocabulary
Fruit and vegetables	<ul style="list-style-type: none"> • Name fruit and vegetables • Say what you like and don't like • Describe fruit and vegetables using adjectives • Distinguish between healthy and unhealthy foods • Name the days of the week • Verb 'to be' 3rd person sing./plural • Listen to a story

German - Programme in 8^{ème}

Themes	Skills
«Wer bin ich?» Who am I? Talking about yourself	<ul style="list-style-type: none"> • Rituels (jours de la semaines, mois, date, météo) • Savoir se présenter, dire comment on s'appelle, quel âge on a, en quelle classe on est et où on habite • Lire et comprendre des courts textes • Faire des dialogues • Apprendre une poésie sur l'automne • Savoir conjuguer les verbes réguliers • Savoir conjuguer les verbes « avoir » et « être » à la 3e personne du singulier et du pluriel • Le verbe « wohnen » et « heissen • Le vocabulaire de l'Etape 1 Spontan
«Das mache ich – Hobbys»/ What am I doing? – hobbies	<ul style="list-style-type: none"> • I can say what I'm doing and when • Telling the time • Use interrogative pronouns: Who? When? Where? What? • Understand short texts and videos • Learn conjugation of verbs 'to be' and 'to have' and weak verbs • Learn verb position in German • Complements of time am, um, von Bis
Supported reading	<ul style="list-style-type: none"> • Listen to a story • Repeat a story • Use ist and sind forms of the verb 'to be' • Recognise rhymes • Read and understand • Learn vocabulary • Use and conjugate simple verbs
«Essen – Restaurant»/ Food – Ordering in a restaurant	<ul style="list-style-type: none"> • Ordering in a restaurant • Write your own menu • Negation using nicht: say what you like and don't like to eat • Learn the food pyramid • Know healthy and unhealthy foods • Modal verb können • Verbs 'to eat' and 'to drink' • Talk about your favourite dish • Talk about the canteen • Give your opinion
“Meine Tiere” / animals	<ul style="list-style-type: none"> • I can talk about pets • Wild animals and farm animals • Parts of animals' body • Verbs e.g. eat, sleep, live, fly, swim, be able to, etc. • Predicative adjectives • Indefinite article in accusative • Singular possessive articles • Negation using <i>kein</i>

German - Programme in 7^{ème}

Themes	Skills
Revision of Spontan 1 Etappe 1 – 5 (My and my school, my hobbies, food, animals, family)	<ul style="list-style-type: none"> • Revision: Introduce and talk about yourself, your hobbies, favourite food, family and pets • Write about yourself • Weak (regular) verbs • Verbs 'to be' and 'to have' • Interrogative pronouns ('w' questions) • Ask questions • Time complements am, um, von bis.... • Rules and notices of the classroom • Numbers and the time • Verb inversion (position) • Modal verbs mögen and können • Negation with nicht and kein • Indefinite article, accusative case • Possessive determiners in singular • Predicate adjective • Strong verbs with -a and -e • Preposition mit • Numbers, colours, days of week and months • Talk about your family • Family members • Talk about family activities • Understand videos and texts about family • Give your opinion
Spontan Etappe 6 - Wir sind Freunde – We are friends	<ul style="list-style-type: none"> • Modal verb wollen • Modal verb müssen • Personal pronouns, dative case • Activities with friends • Revision: my friends' hobbies • Learn a poem about friendship • Write a poem about friendship
Spontan Etappe 7 - Mein Haus – My house	<ul style="list-style-type: none"> • Housing • Verbs of position • Verb mögen in subjunctive II • Indefinite article, accusative case • Expression 'there is' (es gibt) • Write simple texts and riddles about places to live • Describe your bedroom, house or local area where you live • Read and understand texts on where people live • Understand video and audio clips • Hold conversations with classmates
Lektüre: Das geheimnisvolle Foto	<ul style="list-style-type: none"> • Understand a text • Revise interrogative pronouns ('W' questions) • Read a text fluently

Science and technology

Periods per week		
9 ^{ème}	8 ^{ème}	7 ^{ème}
2	2	2

Science and technology subjects are taught in French or English, depending on whether students are in the French or bilingual route. The themes, learning objectives and knowledge assessed are the same for both languages but teachers use their own resources.

We apply the STEAM inquiry-based learning approach to science and technology. Pupils propose a theory, decide how to test it, question and debate, and may make multiple tests before drawing conclusions.

Science and technology - Programme in 9^{ème}

9 ^{ème}	Period 1	Period 2	Period 3	Period 4	Period 5
Science	Wind, air	Teeth and food	Water (different states, natural phenomena)	Human body, skeleton, muscles	Food chains
Digital technology	Using Teams	Electric circuits	Digital, safe Internet use	Programming/Coding	Magnetism

Science and technology - Programme in 8^{ème}

9 ^{ème}	Period 1	Period 2	Period 3	Period 4	Period 5
Science	Solar system	Respiratory system	Circulatory system	Different energy sources/renewable energy	Volcanos
Digital technology	Using Teams	Evolution of technical objects	Safe Internet use	Teams: Word	Robotics/Coding

Science et technologie - Programme in 7^{ème}

9 ^{ème}	Période 1	Période 2	Période 3	Période 4	Période 5
Science	Digestive system	Climate change: weather phenomena	Science fair	Human reproduction	Plants
Digital technology	Using Teams	Motion transmission	Safe Internet use	Teams / presentations	Robotics / Coding

History and geography

Periods per week		
9 ^{ème}	8 ^{ème}	7 ^{ème}
3	3	3

The topics covered in Geography and History are universal and broad and viewed from the Swiss perspective without being restrictive. As in science and technology, these subjects are taught in French and English depending on whether the pupil is in the French or bilingual route. The themes, learning objectives and knowledge assessed are the same for both languages but teachers use their own resources.

History and geography - Programme in 9^{ème}

9 ^{ème}	Period 1	Period 2	Period 3	Period 4	Period 5
History	Historical timeline	Palaeolithic Age: Early man, large-scale migration. How did pre-historic man live? Neolithic Age	Neolithic Age: settlement, agricultural revolution, farming. Metal Ages. Antiquity	Antiquity: daily life and social organisation in Mediterranean civilisations.	Antiquité : organisation sociale et économique dans les civilisations méditerranéennes.
Geography	Where we are in space	Food and food production: my canton, how we provide for our population	Moving around my canton	Leisure time: the places we use for leisure and tourism	Leisure time: the places we use for leisure and tourism

History and geography - Programme in 8^{ème}

8 ^{ème}	Period 1	Period 2	Period 3	Period 4	Period 5
History	The Middle Ages: the three orders, feudalism, important people of the time.	The Renaissance: great discoveries	The Renaissance: Famous names	Monarchy in the XVII and XVIII centuries	The French Revolution
Geography	World geography	Switzerland: habitats and cantons	Switzerland: habitats and cantons	Leisure in Switzerland	Leisure in Switzerland

History and geography - Programme in 7^{ème}

7 ^{ème}	Period 1	Period 2	Period 3	Period 4	Period 5
Histoire	Historical time-line Roman numerals Formation of the Republic	XVIII – XIX centuries. The industrial revolution	Life in times of crisis: World War 1	Life in times of crisis: World War 2	Life in times of prosperity: Post-war boom years and the Cold War
Geography	Finding your place, finding your way and moving around an area	Switzerland's energy resources	Swiss economy	Better living: nature, recycling, Eco districts	Travel in Switzerland, Europe and around the world

Physical Education (PE)

Periods per week		
9 ^{ème}	8 ^{ème}	7 ^{ème}
2	2	2

Offering different sports at primary level gives pupils the chance to try a variety of activities, from team to individual sports and acrobatic arts.

Each activity develops skills and physical performance, coordination, balance, stability and laterality, giving pupils better physical control.

Programme in 9^{ème}, 8^{ème}, 7^{ème}

Class level	September - October	November - December	January - February	March - April	May - June
9 ^{ème}	Long-distance running	Tchoukball	Badminton	Floorball (unihockey)	May: Speed / triple jump / throwing (vortex) June: flag rugby
8 ^{ème}	Long-distance running	Swimming and Badminton	Floorball (unihockey)	Tchoukball	May: Speed / triple jump / throwing (vortex) June: thèque (rounders), football
7 ^{ème}	Long-distance running	Floorball (unihockey)	Badminton	Basketball	May: Speed / triple jump / throwing (vortex) June: thèque (rounders), ultimate frisbee, football

NOTA BENE : LA PROGRAMMATION PEUT VARIER SELON LES ESPACES SPORTIFS à DISPOSITION

Arts : music and visual arts

Periods per week		
9 ^{ème}	8 ^{ème}	7 ^{ème}
2	2	2

Music programmes in 9^{ème}, 8^{ème} and 7^{ème}

Class level	September - October	November - December	January- February	March - April	May - June
9 ^{ème}	Voice / song	Musical aesthetics	Music theory: Notes family Rhythm family	Sound creation Musical gesture	Percussion
8 ^{ème}	Singing Interpreting music	Listening, identifying. Music through the ages	Music theory continued	Music creation: playing, creating, suggesting ideas	Percussion continued
7 ^{ème}	Vocal interpretation, body percussion	Listening, identifying. Comparing, justifying viewpoint.	Music theory: Vocabulary, major scale, basic symbols	Percussion	Music creation: playing, creating, sharing, justifying viewpoint

Visual arts programmes in 9^{ème}, 8^{ème} and 7^{ème}

Class level	September - October	November - December	January - February	March - April	May - June
9 ^{ème}	History of colours (association/contrast)	Tools/techniques	Modulating a colour	Composition (positive-negative space)	Expression and intention
8 ^{ème}	Observing proportions	Textures and materials	Using proportions	Composition (framing/scale)	Gesture and meaning
7 ^{ème}	Different functions of design	Values of greyscale	Space and perspective	Composition	Image and meaning



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