

Helsinki

Handbook for Bilingual Pre-primary Education

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Preface

Bilingual pre-primary education started in 2017 in Helsinki. Based on that need, this handbook was created to support English language-enriched and bilingual pre-primary education. The target language in this handbook is English but it can be adapted to other target languages as well.

The project group consisted of pre-primary and language teachers who are experienced in teaching in language-enriched and bilingual programs. The handbook aims to be very concrete and offer an easy access for teachers in bilingual pre-primary education.

We are very thankful for the financial support that we received from the Finnish National Agency of Education for the development project Helsinki oppii kielillä 3, through which the making of this handbook was funded.

Above all, I would like to thank the members of the project group for their hard work, engagement and enthusiasm in the making of this handbook. It was a great pleasure to work with you Chris, Hansu and Jenni.

Helsinki, June 2021
Tiia Huotari
Development Services
City of Helsinki - Education Division



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Introduction to the bilingual pre-primary education

This handbook is written to serve as guidance for pre-primary teachers teaching in a bilingual pre-primary program. We emphasise that in bilingual pre-primary education, the needs of different learners are many and varied and the handbook provides ideas and support. This handbook is also a work in progress and the themes, intended learning outcomes, related words, phrases and activities proposed will be revisited regularly in order to assess if the handbook needs to be amended to better support teaching and learning in a bilingual context.

The handbook has the following goals:

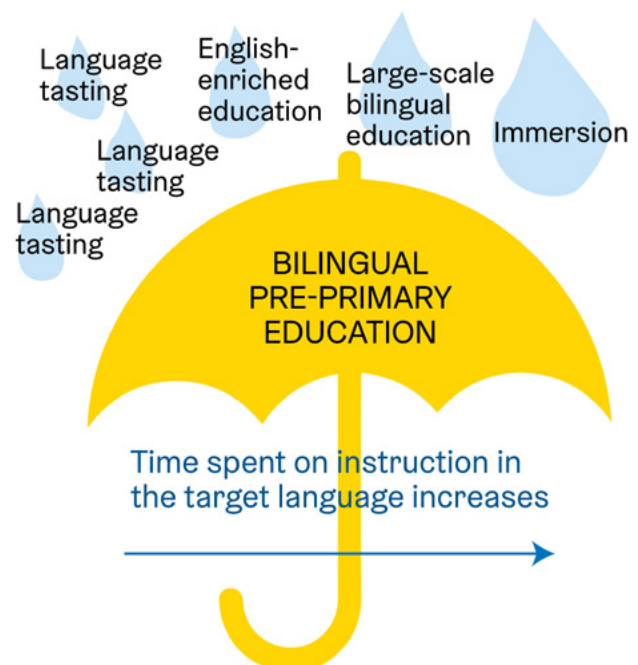
- It aims to standardise bilingual pre-primary education in the City of Helsinki.
- It clarifies the planning process of bilingual teaching for teachers.
- It provides tools for bilingual program teachers.
- It guides teaching content in English.
- It gives concrete examples of and ideas for everyday language, arts, music, crafts and physical education.
- It models teaching topic content through language.

Bilingual Pre-Primary Education Programs

According to the Finnish National Curriculum, there are different kinds of bilingual pre-primary education program:

- immersion
- large-scale bilingual education
- language-enriched education
- language tasting.

These programs vary in how often and how much the target language is used in the teaching. All the programs aim to motivate and increase the children's interest in language(s). These programs can be illustrated as in the picture below.



Different programs for bilingual pre-primary education

The differences between programs are presented in more detail in the table below.

Bilingual program	Time spent on instruction in the target language throughout the whole pre-primary day	Examples of when to use the target language
Immersion	100% of the day. One target language.	During all the routines and activities every day.
Large-scale bilingual education	25–50% of the day. One target language.	For example, during the morning circle, lunch and two activities every day.
English-enriched education	10–25% of the day. One target language.	For example, during the morning circle and one activity every day.
Language tasting	Short sessions given in the target language, e.g. once a week/month. One or more target languages.	For example, during the morning circle once a week.

Organising bilingual education

Bilingual programs can be organised in pre-primary education in various different ways. The size of the pre-primary group, the number of adults in the group and the learning environment are just a few things that can affect how the learning is organised. The most importantly, the bilingual education must always be planned, structured and regularly organised based on the amount of target language of the program (see the chapter Bilingual Pre-Primary Education Programs). In addition to this, all the adults in the group should be aware of the goals and working methods used in the bilingual program and should be committed to using them.

Here are **some examples** of different ways to organise bilingual teaching in pre-primary education. Other ways of organising bilingual teaching in pre-primary are also possible.

Languages used by the teacher(s)

- One teacher uses English in the pre-primary group. This teacher uses only English when interacting with the children. Other adults in the group mainly use Finnish with the children.
- One teacher uses both English and Finnish with the children.
- More than one teacher/adult uses English in the pre-primary group. Some or all of the teachers/adults also use Finnish with the children.

Learning environment/moments/grouping

- The children work in one big group and learn new content in Finnish and English together with the teachers.
- The children are divided into two groups. When one group is learning the new content in English, the other is learning the same content in Finnish.
- The children work in small groups and learn new content. When one group is learning new content in English, the rest of the group is doing a different activity in Finnish.

Example timetables for different bilingual programs

To illustrate in more detail the different bilingual programs, we have created example timetables of all programs. The time spent on instruction in the target language is marked in ***red** in the timetables.

1 Immersion

Monday	Tuesday	Wednesday	Thursday	Friday
*Breakfast	*Breakfast	*Breakfast	*Breakfast	*Breakfast
*Morning circle	*Morning circle	*Morning circle	*Morning circle	*Morning circle
*Pre-school *Acitvity 1 *Activity 2 *Activity 3	*Pre-school *Acitvity 1 *Activity 2 *Activity 3	*Pre-school *Acitvity 1 *Activity 2 *Activity 3	*Pre-school *Acitvity 1 *Activity 2 *Activity 3	*Pre-school *Acitvity 1 *Activity 2 *Activity 3
*Play outside	*Play outside	*Play outside	*Play outside	*Play outside
*Lunch	*Lunch	*Lunch	*Lunch	*Lunch
*Reading before nap time	*Reading before nap time	*Reading before nap time	*Reading before nap time	*Reading before nap time
*Play inside	*Play inside	*Play inside	*Play inside	*Play inside
*Snack	*Snack	*Snack	*Snack	*Snack
*Play outside	*Play outside	*Play outside	*Play outside	*Play outside

In immersion programs, **100%** of the activities are implemented in the target language. The target language in early total immersion is one of the Finnish national languages (Finnish, Swedish and Sámi). The program begins in pre-primary education and lasts until the end of basic education. The teacher of the pre-primary group uses only the target language with the children.

2 Large-scale bilingual education

Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	Breakfast	*Breakfast	Breakfast	*Breakfast
*Morning circle	*Morning circle	*Morning circle	*Morning circle	Morning circle
*Pre-school *Acitvity 1 *Activity 2 *Activity 3	Pre-school Acitvity 1 Activity 2 *Activity 3	Pre-school Acitvity 1 Activity 2 Activity 3	Pre-school *Acitvity 1 Activity 2 Activity 3	Pre-school *Acitvity 1 *Activity 2 Activity 3
Play outside	Play outside	*Play outside	Play outside	Play outside
Lunch	*Lunch	*Lunch	*Lunch	Lunch
*Reading before nap time	*Reading before nap time	*Reading before nap time	*Reading before nap time	*Reading before nap time
*Play inside	Play inside	Play inside	*Play inside	Play inside
Snack	*Snack	*Snack	*Snack	*Snack
Play outside	Play outside	Play outside	Play outside	Play outside

In large-scale bilingual education programs, **25–50%** of the activities are implemented in the target language. The language of instruction (e.g. Finnish) and target language (e.g. English) form an entity where both of the languages are present on a daily basis.

3 Language-enriched education

Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	*Breakfast	Breakfast	Breakfast	*Breakfast
*Morning circle	*Morning circle	Morning circle	*Morning circle	Morning circle
*Pre-school *Activity 1 Activity 2 Activity 3	*Pre-school *Activity 1 *Activity 2 *Activity 3	Pre-school Activity 1 Activity 2 Activity 3	Pre-school Activity 1 *Activity 2 Activity 3	Pre-school Activity 1 *Activity 2 *Activity 3
Play outside	Play outside	Play outside	Play outside	Play outside
Lunch	Lunch	*Lunch	*Lunch	Lunch
*Reading before nap time	Reading before nap time	*Reading before nap time	*Reading before nap time	*Reading before nap time
Play inside	Play inside	*Play inside	Play inside	Play inside
Snack	Snack	*Snack	Snack	Snack
Play outside	Play outside	*Play outside	Play outside	Play outside

In Language-Enriched programs, **10–25%** of the activities are implemented in the target language. The language of instruction (e.g. Finnish) and target language (e.g. English) form an entity where both of the languages are present on a daily basis.

4 Language tastings

Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
*Morning circle	Morning circle	Morning circle	Morning circle	Morning circle
Pre-school Activity 1 Activity 2 Activity 3	Pre-school Activity 1 Activity 2 Activity 3	Pre-school Activity 1 Activity 2 Activity 3	Pre-school *Activity 1 Activity 2 Activity 3	Pre-school Activity 1 Activity 2 Activity 3
Play outside	Play outside	Play outside	Play outside	Play outside
Lunch	Lunch	Lunch	Lunch	Lunch
Reading before nap time	Reading before nap time	Reading before nap time	Reading before nap time	Reading before nap time
Play inside	Play inside	Play inside	Play inside	Play inside
Snack	Snack	Snack	Snack	Snack
Play outside	Play outside	Play outside	Play outside	Play outside

With language tastings, the language of instruction is Finnish. The teacher can implement activities in various target languages. Language tastings are **short sessions** held once a week or month, for example.

Implementation of pre-primary bilingual education

When implementing a bilingual program in pre-primary education, one should keep in mind that the goals, the content and most of the working methods are the same as in so-called monolingual education. It is also important to remember the fundamental principles of a child's language learning and development of language skills, which do not differ in a bilingual context from any other pre-primary contexts.

Language learning in bilingual pre-primary education

The central elements of child's linguistic development are

- communication skills
- understanding and producing language
- linguistic memory
- vocabulary
- language awareness.

To support communication skills, the children need to experience being heard and their verbal and non-verbal initiatives being responded to. Understanding and producing language are supported by modelling and using versatile language and verbalising action in the target language. Telling or inventing stories as well as humour, or playing with language, support developing linguistic memory, vocabulary and language awareness.

In addition to this, the language skills can be divided into two main categories: passive and active language skills. Passive language skills refer to listening and reading. The active language skills refer to speaking and writing. In the pre-primary context, we are mostly working with listening and speaking. It is also good to remember that often the passive language skills develop before the active ones.

Even though in this handbook we have set out aims in each topic in terms of key words, phrases, and outcomes, in order to build a framework for learning, every child will take part in language learning at their own pace and according to their own skills. For example, some children may learn in a passive way for a long period and that is perfectly normal. The children are always encouraged to learn at their own pace and to experience the joy of learning.

The teacher of a bilingual group should encourage the children to be active to facilitate effective learning. Teaching a new language requires repetition, reinforcement and patience. Language learning (learning new vocabulary) can be an important tool for building confidence and self-esteem. The teacher should respond to the children with positive reinforcement, for example 'great', 'good', and 'well done'.

As in all pre-primary groups in the bilingual pre-primary group, the child has the right to learn from their own starting points and in their own unique way. In bilingual groups, some children may speak the target language as their mother tongue, whereas others speak neither the target language nor the language of instruction.

It is very important to understand that children can absorb and learn multiple languages at the same time and that a multilingual learning environment supports every child's linguistic skills and language awareness. A child does not have to have excellent skills in Finnish in order to take part in bilingual education and benefit from it. A child's overall language skills develop despite and improve because of the usage of multiple languages. Skills in different languages do not develop at the same pace and thus cannot be compared to each other.

Pedagogical principles in bilingual pre-primary education

In bilingual pre-primary education, languages are a tool for learning as well as an object of learning, and the fundamental aim is to strengthen the child's curiosity and interest in languages and cultures.

When the language of instruction changes, many of the working methods have to change as well. The teacher has to use a lot of **scaffolding** (e.g. pictures) when teaching new content in the target language and make sure that the children understand the content even if they do not fully understand the language. In order to succeed in this, following **CLIL pedagogy** practices is recommended.

In bilingual pre-primary contexts (as in all pre-primary contexts), it is always acceptable for the children to use Finnish and/or their mother tongue. The teacher should, however, encourage the children to use English by eliciting a reaction or an answer. A reaction can also be non-verbal. One-word answers in English are also very acceptable; the teacher can elicit longer answers depending on the group at hand.

In bilingual programs, one of the main goals for the teacher is to create a learning environment where the children feel secure even when they are facing situations where they do not fully understand what the teacher is saying. You could say that the children are like detectives, who are working hard and trying to find clues (scaffolding) to solve the case (the new content). This process takes time and both the teacher and the children must be patient during the learning situations and the whole pre-primary year.

When planning teaching in bilingual education, the teacher should first decide what the content that will be taught is. Then they decide on which parts of the content will be taught in Finnish and which parts in English. The themes, topic and content chosen for this handbook stem from the Finnish National Curriculum and they can all be implemented in teaching. For more specific content, the teacher must plan and create the content and language outcomes themselves.

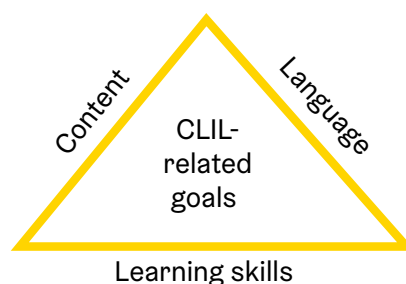
One fundamental element in bilingual programs is that learning in the target language should be **fun** and **inspiring** so that it increases children's interest in the new language(s). It is also important to take into consideration the children's interests when deciding

on the topics. Involving the children can be done by letting the children choose the activities for learning, for example. When choosing **activities** and working methods to learn the new content in the target language, the teacher should take advantage of the children's strengths.

CLIL pedagogy

The common element for all bilingual programs is to follow **Content and Language Integrated Learning pedagogy (CLIL)**, which refers to educational situations where the content or parts of content are taught in a foreign language. The essence of CLIL is integration and its dual focus: a foreign language is used for teaching and learning both content and language. (Mehistö, Marsh, Frigols, 2008)

The main idea is that a child is an active processor and user of the target language. When learning new content through a foreign language, rather than just concentrating on the new content itself, the learners also pay attention to the language and achieve new knowledge both in the content and in the language. To emphasise this, the learning outcomes are divided into **content outcomes** and **language outcomes**. In addition to a focus on content and language, the development of **learning skills** is the third fundamental element of CLIL.



The language emerging in CLIL contexts can be divided in three different categories:

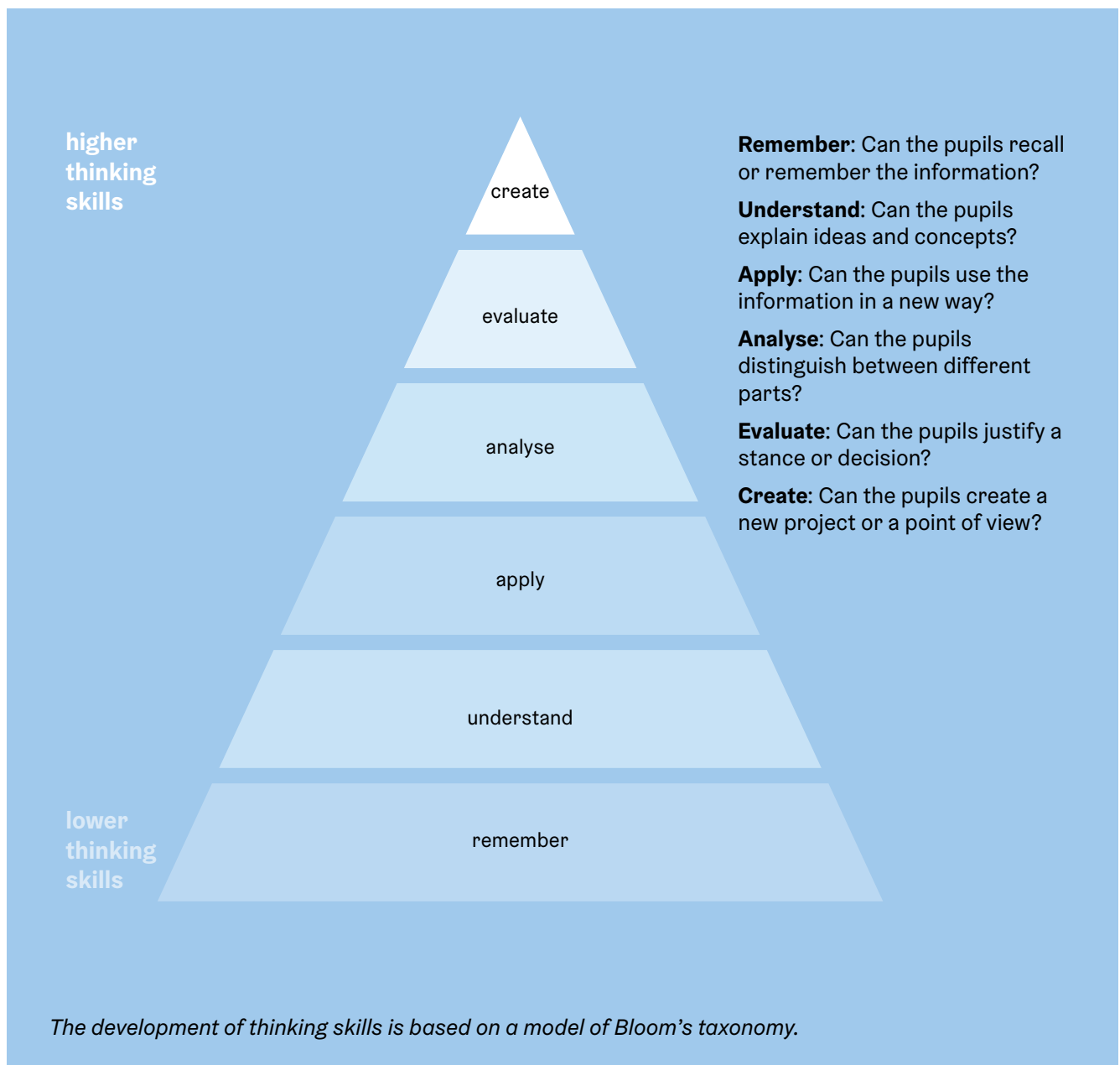
- **Language of learning:** vocabulary and grammatical structures the learners need in order to access the content.
- **Language for learning:** the language required for classroom discussion, pair/group work, and collaborative and cooperative activities.
- **Language through learning:** language that emerges through learning.

As in all teaching processes, it is necessary to develop learners' thinking skills and CLIL is no exception to this. "The more powerful the thinking is the greater the learning is" as Mehistö, Marsh and Frigols formulate it. Therefore, in this handbook we have chosen working methods that aim to provide opportunities for the children to use the language and acquire language skills functionally and through play as well to develop their thinking skills. The development of thinking skills is based on a model of Bloom's taxonomy as presented below.

It is also important to understand that CLIL cannot be separated from standard good pedagogical practices. As explained at the beginning of the previous chapter, the content and working methods are the same when it comes to bilingual pre-primary education. The CLIL seeks to be value adding and the core features of CLIL are the following:

Multiple focus

- content
- language
- learning and thinking skills.



Safe and enriching learning environment

- using routine activities and discourse
- displaying language and content throughout the learning environment
- building learner confidence to experiment with language and content
- guiding access to authentic learning materials
- increasing learner language awareness.

Authenticity

- maximising the accommodation of learner interests
- making a regular connection between learning and the learners' lives
- connecting with other speakers of the target language.

Active learning

- learners communicating more than teacher.

Scaffolding

- building on a learner's existing knowledge, skills, attitudes, interests and experience
- repackaging information in user-friendly ways
- responding to different learning styles
- fostering creative and critical thinking.

Co-operation

- planning lessons/themes in co-operation with other teachers
- involving parents in learning.

(Mehistö, Marsh, Frigols, 2008: 29–30)

Scaffolding – support for learning

Scaffolding is a term originally used to refer to teacher-talk that **supports** children in carrying out activities and helps them to solve problems. Scaffolding includes simplifying tasks by breaking them down into smaller steps, keeping children focused on completing the task by reminding them of what the goal is and demonstrating other ways to do the tasks. Scaffolding provides models of vocabulary, sentence construction and language structures.

When learning new content in the target language in pre-primary education, scaffolding should always include visual aids (e.g. pictures). The teacher should model and demonstrate new language (e.g. with facial expressions, gestures) and repeat new vocabulary with the children. New vocabulary can be included in daily routines (e.g. the morning circle) to increase the children's opportunities to use and learn the new language.

Although scaffolding is temporary support, which is gradually taken away so that learners can eventually work without it, teachers in pre-primary education should use a lot of scaffolding throughout the whole pre-primary year. The children will only use the scaffolding they need.

How can I provide scaffolding?

- create interest by activating prior knowledge
- break tasks down into smaller chunks/steps
- provide support
 - **input scaffolding:** the support children need to understand new content taught in the target language.
 - **output scaffolding:** the support children need to produce language about new content in the target language.

What forms does scaffolding take in pre-primary education?

- visual aids
 - flashcards of new vocabulary
 - flashcards of key words
 - drawings
- facial expressions
- gestures
- concrete objects
- modelling the language
- repetition.

Daily activities in language learning

Everyday activities provide opportunities for language learning and for reinforcing language learning. Children gain confidence and skills through repeating the same activities. Asking children to wash their hands, get dressed, come to the morning circle and so on daily, increases their language learning at the same time as helping them manage daily life in pre-primary.

Informal chat is also an important part of the

pre-primary day. Although the children might not participate in this chat, at least to begin with, it is a useful way to bring the language into daily use. Praise is a good place to start. There is always a chance to say “well done”, or “that’s great!” during the daily activities.

This section provides phrases for use in language learning throughout a pre-primary day.

Arriving

- Hello/Hi.
- How are you?
- Good morning.
- Wash your hands.
- Take off your outside clothes.
- Put your shoes away.
- Put on your slippers.
- Where are your slippers?
- Say bye to mum/dad!

Breakfast

- Please go to your place.
- Have you eaten? Are you hungry?
- Would you like milk or water?
- We have porridge/bread/fruit for breakfast today.
- Please come and get your breakfast.
- Please put your plate away.
- Would you like some more?

Morning circle

- Good morning!
- How are you?
- How many children are there?
- Is Auri here?
- Where is Ali?
- How many adults are there?
- How was your weekend?
- What day is it today?
- What day was it yesterday?
- What day will tomorrow be?
- What day will the day after tomorrow be?
- What is today’s date?
- What month is it?
- What season is it?
- What year is it?
- How is the weather today?

Play outside morning / afternoon

- Let's go outside to play!
- Go to the bathroom.
- Put on your jacket/hat/gloves/shoes etc.
- What would you like to play/do?
- Would you like to play football?
- Would you like to play with Hibag and Monna?
- Go and ask Hanna to play with you.
- Tidy up please.
- Time to go in.

Coming in

- Wash your hands.
- Take off your outside clothes.
- Put your shoes away.
- Put on your slippers.
- Where are your slippers?

Lunch/Snack time

- Please go to your place.
- Would you like milk or water?
- Today's food is salmon pasta.
- In the salad there is lettuce, cucumber and tomatoes.
- Anyone who has a red shirt can come and get their food.
- Would you like salad sauce?
- Please taste your salad/food.
- Would you like some more?
- Would you like some crispbread?
- Enjoy your lunch/meal!

Nap time

- Get your mattress/pillow/blanket.
- Quiet please.
- Go to your own place.
- Let's listen to the story.
- Have a good rest.
- Put your things away please

Afternoon inside play

- What would you like to play/do?
- Where would you like to play?
- Would you like to draw / paint / do a puzzle / play with the cars etc.?
- Would you like to play with Hibag and Monna?
- Go and ask Hanna to play with you.
- That's lovely! Nice work!
- Tidy up please.

Leaving

- Your mum / dad is here.
- Thank you for a great day.
- Did you have a good day?
- It was a really good day!
- Go and get your things.
- Goodbye.
- Say goodbye to your friends!
- See you tomorrow!

Structure of the handbook

The handbook divides the year in four different periods:

- early autumn (11 topics)
- late autumn (10 topics)
- early spring (7 topics)
- late spring (9 topics).

Every period consists of **different topics** e.g. **animals, family or senses**. All topics fall under one of three themes from the curriculum for pre-primary education: I grow and develop, Exploring and interacting with my environment, Me and our community.

For each topic, we have created intended learning outcomes for content and for language and chosen different learning activities. The order that we have chosen for the topics is a suggestion and you can change it to best suit your learners' needs. The activities that we have chosen to be presented in this handbook are the ones we have found very useful and fun. Please also feel free to set some of your own intended learning outcomes and modify the activities if needed and come up with some of your own.

Different parts of the topic

The **content outcomes** elaborate on what content the children learn in the topic at hand. The content outcomes are related to that specific topic and they can be measured in various ways (e.g. saying the words, responding non-verbally, by pointing at a picture or drawing or moving as instructed). The **language outcomes** contain the linguistic material that the children are likely to learn while doing the activities where the child is an active language user. The language outcomes are not necessarily related to a specific topic and may repeat themselves. They function outside the specific content as well. The language outcomes can also be seen as a developing continuum of the child's foreign language skills.

We have created lists of **key words** and **key phrases** that the teacher and children use when they are working on a certain topic. These form a building block for teacher-talk and examples of language that is used in a learning situation. They help learners to access the content, be able learn it and speak about it. Key words and phrases encompass different variations of language and help learners to develop their skills.

As children and teachers navigate the here and now, situations will arise where the children will need and wish to learn additional language to speak about what is important to them. Therefore, the lists of key words and phrases cannot be exhaustive. Feel free to develop and supplement them as needed.

For every topic, you can also find different **scaffolding** methods and suggestions of different activities to help children learn effectively. The **activities** chosen aim to support learning through play, exploring, music, art, crafts, reading, movement or work in the morning circle. These versatile methods of working are promoted by the pre-primary curriculum and are the key means through which children of pre-primary age learn to express themselves. They give children the opportunity to be active and experimental in their learning. At the same time, these are only suggestions and there to give some direction.

Repetition of words, games and songs is beneficial in language learning. Once the children know the form of a language learning game they enjoy, it is easy to change the words or visual aids, and the same game can be used multiple times. The activities need to be planned with the child at the centre to strengthen the child's positive self-image and perception of themselves as a learner.

The handbook's annual clock

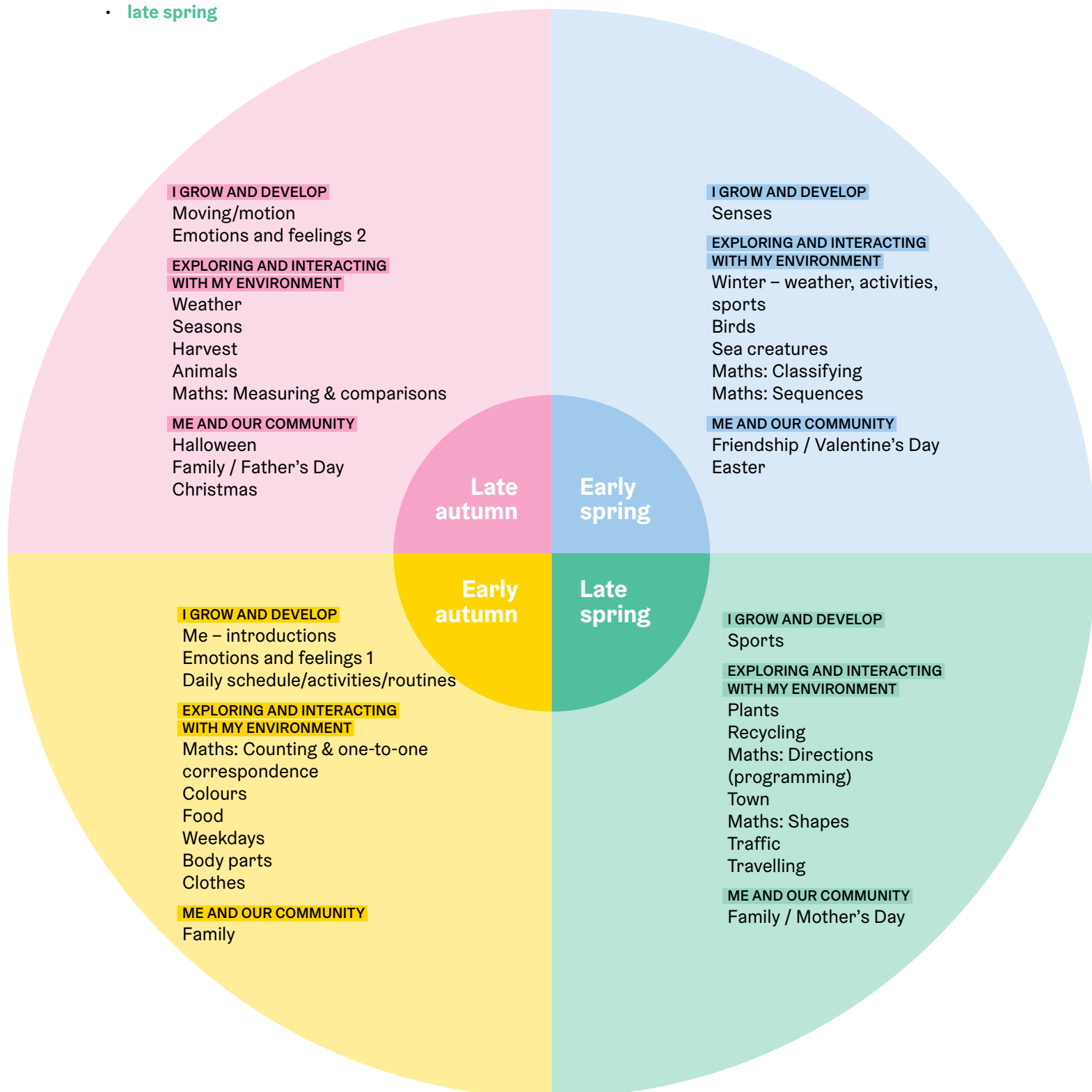
To help you gain an overview of all the themes and topics elaborated on in the handbook, we have created an annual clock. It gives a suggestion of when to teach each theme during the school year. Again, please feel free to change it if needed. The annual clock divides the pre-primary year into four periods:

- early autumn
- late autumn
- early spring
- late spring.

How do I read the handbook?

The four colour codes in the handbook suggest the period in which the content could be taught:

- early autumn
- late autumn
- early spring
- late spring



In the left-hand column, you find the content and language outcomes and in the right-hand column suggestions for the linguistic support: key words, key phrases and scaffolding.

In the last section, you find different activities, at least three different activities per topic. The activities can be related to morning circle, play, music, movement, art, reading, crafts or exploring.

ME AND OUR COMMUNITY:

Friendship / Valentine's Day

Content outcomes
You can:

- name three friend words.

Language outcomes
You can:

- say nice things to a friend
- copy Happy Valentine's day and different compliments for your card.

Key words
nice, funny, friendly, sweet, a good friend

Key phrases
Happy Valentine's day.
I love you.
You are my friend.
I like you.
You are nice/funny/a good friend etc.

Scaffolding

- practising politeness and compliments on a daily basis.


Activities

Play
The children walk around the room while music is playing. When the music stops, they quickly find a pair and say something nice to them.

Compliment challenge: The children say something nice to a friend every day for a week. You can do this in the morning circle first to practise all the nice phrases. When someone says something nice to you, you have to put a bean in a glass jar. After one week, the teacher counts the beans with the children to see how many compliments have been given.

Music
Listen to, sing and play the Skidamarink a Dink a Dink song: bit.ly/EHB0022

Tip! You can make a music video with the children singing this and send out a digital Valentine's card to all the families.

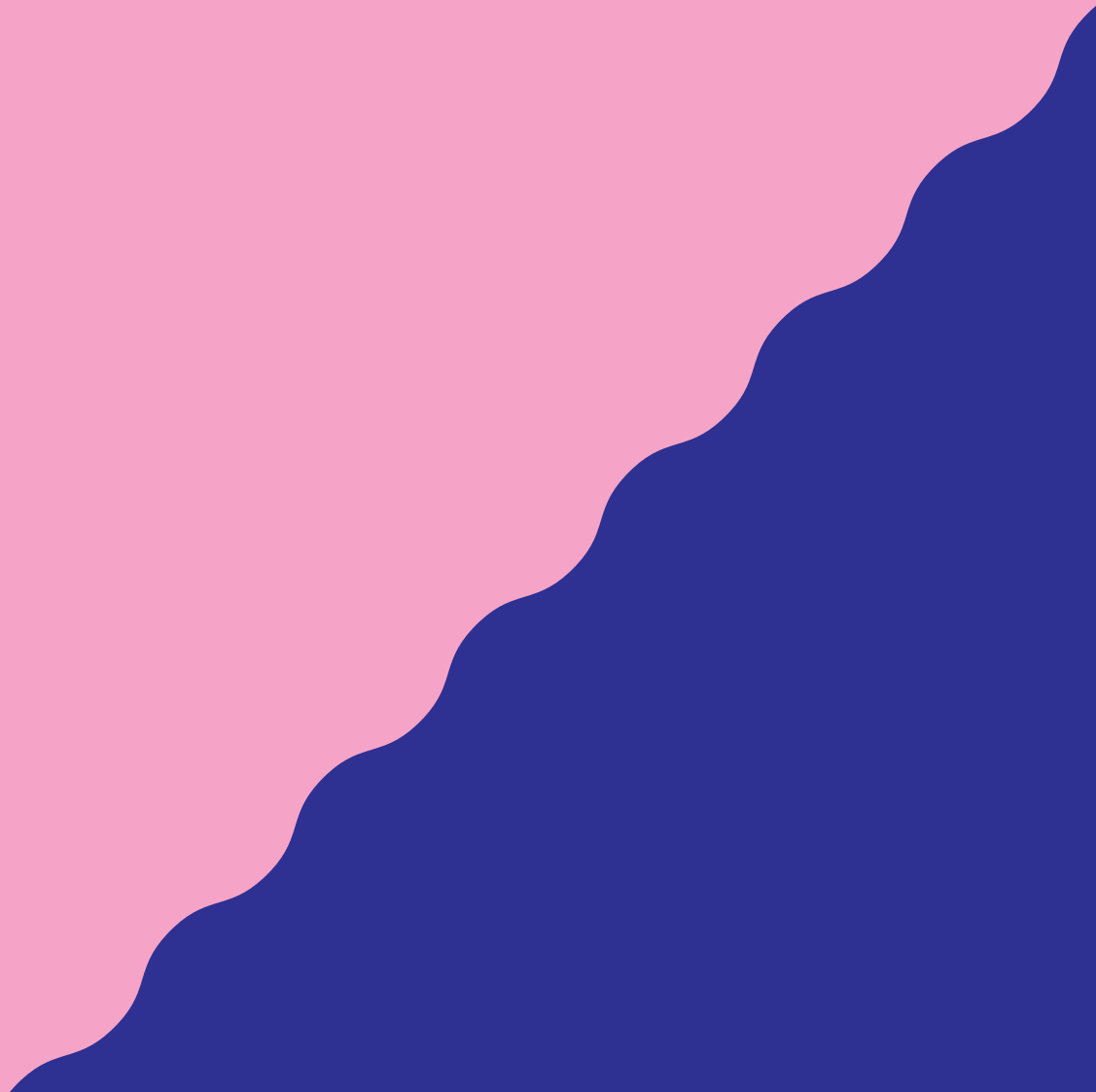


Reading
There are many short Valentine's day poems the teacher can read to the children and that the children can memorise.

Crafts
The children make a card for a family member or a friend for Valentine's day. The teacher writes Happy Valentine's day and different compliments on the board. The children copy the texts into their cards.

QR Code leads you to the same song as the URL next to it.

Topics



I GROW AND DEVELOP

Me – introductions

Content outcomes

You can:

- say your name
- say your age.

Language outcomes

You can:

- ask and answer the questions:
 - What's your name?
 - How old are you?
- speak clearly in front of the class.

Key words

numbers 1–6

Key phrases

What's your name?

Hello, I am ____.

My name is ____.

How old are you?

I am ___ years old.

Scaffolding

- teacher demonstrating the questions and the answers
- repetition
- visual aids: numbers and number words.

Activities

Morning circle

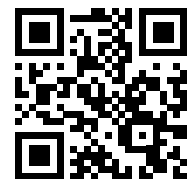
The teacher introduces everyone in the morning circle, starting with the adult(s) (e.g. “Hello, I am Emma. What’s your name?”), then the teacher encourages the children to respond.

Practice counting in the circle, at least to six, with the help of numbers and number words on the wall. Then ask the children their name and age. The children answer (e.g. “I am Mikael, I am six years old.”).

Music

Listen to and sing the Good morning song. bit.ly/EHB0001

When in the song they sing “Good morning!” the teacher points at a child and says the child’s name (e.g. Good morning Aino! Good morning Mustafa!).



Art

The children make a poster of themselves. They draw a picture and write, “My name is_____” and “I’m ___ years old,” from a model provided by the teacher. The children present their work to the group.

Movement

Listen to the What’s your name song? bit.ly/EHB0002

The children walk around the area while music is playing. When the music stops, they have to find a pair and ask and answer the question “What’s your name?”



I GROW AND DEVELOP

Emotions and feelings 1

Content outcomes

You can:

- understand, demonstrate and describe basic emotions and feelings.

Language outcomes

You can:

- answer the question:
 - How are you?

Key words

Angry, sad, scared, sleepy, happy, hungry

Key phrases

How are you?

I'm _____.

I feel _____.

Scaffolding

- visual aids: pictures of emotions, drawing pictures of emotions on a board
- naming emotions and feelings together out loud
- repetition.

Activities

Morning circle

The teacher uses visual aids to show different emotions (e.g. angry, sad, scared, sleepy, happy, hungry). The teacher asks the children to act out the emotions, together or individually. The group can then practise asking and answering, “how are you?” using the new words as responses.

Music

Emotions in a story: The teacher gives the children instruments and reads them a book containing basic emotions. The children play the instruments every time an emotion is mentioned in the story.

Listen to and sing the If You're Happy song:

If you're happy, happy, happy, clap your hands (x2)

If you're happy, happy, happy, clap your hands, clap your hands,

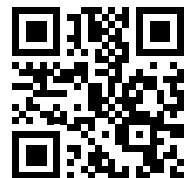
If you're happy, happy, happy clap your hands

If you're angry, angry, angry, stomp your feet

If you're scared, scared, scared, say oh no

If you're sleepy, sleepy, sleepy, take a nap

bit.ly/EHB0003



Art

The teacher prints and laminates blank faces and asks the children to create emotions on them with playdough, and then present them to the group.

I GROW AND DEVELOP

Daily schedule/activities/routines

Content outcomes

You can:

- follow today's schedule
- choose an activity.

Language outcomes

You can:

- respond to questions about today's schedule
- talk about your wishes.

Key words

Morning circle, greetings

art, music, story time, play time, day trip, breakfast/lunch/snack time, nap time, play outside/inside

Key phrases

What are we going to do?

What would you like to do?

I want to ____.

Let's ____!

Sit down. Listen up. Quiet down. Raise your hand. Wash your hands. Get dressed.

Scaffolding

- visual aid: pictures or photos of daily activities
- the teacher invites the children to do their daily routines in English every day
- the teacher demonstrates all the activities and routines of the day.

Activities

Morning circle

The teacher goes through the daily schedule and asks questions about it (e.g. What are we going to do first/next? What would you like to do first/next?) The children answer the questions one by one/all together (choir answer).

Maths: Counting & one-to-one correspondence

Content outcomes

You can:

- count from 0–20 (including backwards)
- answer questions about quantity
- recognise quantities by listening and looking.

Language outcomes

You can:

- name numbers 0–20.

Key words

number words 0–20

Key phrases

Let's count!

How many _____ are there?

There are _____.

Scaffolding

- visual aids: numbers and number words
- teacher demonstrating number words
- repetition
- teacher pointing at all the objects one by one when counting
- counting objects first together out loud.

Activities

Morning circle

The teacher asks the group how many children are in the morning circle. The children count, each saying a number in turn to identify how many children are present that day.

Play

The teacher places 0–20 objects (e.g. blocks, pieces of pasta) on display. The children place the same number of objects on their tables. The teacher asks “How many blocks are there?” and the children answer. The teacher checks the answer by pointing at and counting the objects one by one out loud with the children. The children continue the same exercise in pairs.

Music

The teacher claps their hands a number of times between 0 and 10. The children clap the same number of times and show the number of claps with their fingers and/or say the number. The children continue the exercise in pairs. Rhythm instruments can also be used instead of claps.

Movement

The teacher jumps up and down a number of times between 0 and 10. The children jump up and down the same number of times and show the number of jumps with their fingers and/or say the number. The children continue the exercise in pairs. The children can come up with different ways of demonstrating the numbers.

EXPLORING AND INTERACTING WITH MY ENVIRONMENT

Colours

Content outcomes

You can:

- name five colours
- group things according to colour
- name your favourite colour.

Language outcomes

You can:

- describe the colour of an object
- ask and answer the question:
 - What colour is this?

Key words

red, blue, yellow, purple, green, orange, black, white, brown, grey

Key phrases

What colour is this?

It's _____.

This is _____.

My favourite colour is _____.

Scaffolding

- visual aids: colour pictures, movement pictures
- naming colours together out loud
- repetition.

Activities

Play

The corner game: The teacher chooses four colours and places a visual representation of these in each corner of the room.

The child in the middle covers their eyes and counts from 1 to 10, loudly and slowly. Everyone else very quietly moves to one of the four corners. When the child in the middle finishes counting, they guess where the children are without opening their eyes and call out the name (colour) of one corner. Anyone standing in the chosen corner is then out, and joins the child in the middle to count. The game ends when one child is left.

Art

The children try to find different coloured objects outside (e.g. leaves). The children group the objects according to colour. When the objects are in the right groups, the children use them to create an artwork that has only one colour in it. The children take a picture of the artwork and tell the rest of the group about the colours (e.g. "This is a lion. It's orange.").

Movement

Programming with colours: The teacher assigns a movement to each colour. When the teacher names a colour, the children move accordingly. Increase the number of colours in a row to program a longer colour-moving-code.

EXPLORING AND INTERACTING WITH MY ENVIRONMENT

Food

Content outcomes

You can:

- name things you eat and drink for breakfast, lunch and snacks
- name things you use when eating
- classify foods and drinks.

Language outcomes

You can:

- ask and answer the question:
 - Do you like ...?

Key words

eat, drink, food, water, milk, bread, butter, cheese, porridge, soup, cucumber, salad, tomatoes

a plate, cutlery, a fork, a knife, a spoon, a glass, a napkin

Key phrases

Do you like ___?

Yes, I do.

No, I don't.

I like / I don't like ___.

Thank you.

Scaffolding

- visual aids: picture cards of food and drinks.

Activities

Play

Memory game with food related pictures: The children play in pairs. When two of the same item are found, one asks, "Do you like ...?" and the other answers "Yes, I do." / "No, I don't."

Kim's game: The teacher lays out food flashcards/toys. The children look at the pictures/objects and then close their eyes while one is taken away. The children have to identify the missing item.

Art

The children make a poster of their favourite foods and drinks. They draw and colour their favourite food on a printed plate. They can also draw bread, cutlery, a napkin and decorate it. When ready, they present their work to the group.

Reading

The Very Hungry Caterpillar by Eric Carle.

Movement

The fruit salad game with food words: Form a circle of chairs that is one chair fewer than the total number of children. Nominate a child to be 'in'. They stand in the centre of the circle. The others sit on the chairs. The teacher divides the rest of the children into three groups of food by going around the circle and naming them (e.g. bread, milk, cucumber).

The child, who is 'in', calls the name of a food. All the children representing that food must get up quickly and change places. The others remain seated. The child who is 'in' tries to sit in an empty spot whenever the others swap positions. If they manage to sit in a chair, the player left without a chair is then 'in'.

The person in the middle can also call 'picnic', which means that everyone who is seated has to change spots.

EXPLORING AND INTERACTING WITH MY ENVIRONMENT

Weekdays

Content outcomes

You can:

- name the days of the week in the right order.

Language outcomes

You can:

- say what day today is
- what day yesterday was
- what day tomorrow will be
- what day the day after tomorrow will be.

Key words

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Key phrases

Today is _____.

Yesterday was _____.

Tomorrow will be_____.

The day after tomorrow will be_____.

It's _____.

Scaffolding

- visual aids: pictures or photos of weekdays
- using specific colours with weekdays (green, blue, white, brown, yellow, pink, red)
- using the words everyday.

Activities

Morning circle

The teacher asks the children “What day is it?”, and the children mark the day on the weekly calendar. The teacher asks, “What day will tomorrow be?”, “What day was yesterday?” and so on. The days should be visible in English as well as Finnish. The children can also ask the question to their friends.

Music

Listen to and sing the Days of the Week song: bit.ly/EHB0004

Sing together, to the tune of Brother Jacob:

Today is Monday, today is Monday, all day long, all day long

Yesterday was Sunday, tomorrow will be Tuesday,

Let's have fun, let's have fun.

Reading

The Very Hungry Caterpillar by Eric Carle.

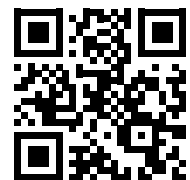
Movement

The teacher says the weekdays out loud. Every weekday has its own pose.

The children repeat the weekdays and move their hands accordingly.

Monday: Hands on top of your head • Tuesday: Hand on your shoulders • Wednesday: Cross hands on your shoulders • Thursday: Hands on your hips • Friday: Hands on your knees • Saturday: Hands on your ankles • Sunday: Hands on your toes

Tip – The foods that the Very Hungry Caterpillar eats each day, and the caterpillar itself can be added to your weekly calendar, providing an easy way to practise food and numbers.



Tip – This is great for combining with numbers, colours and food. There are many hungry caterpillar learning materials available online, as well as a video on YouTube.

Body parts

Content outcomes

You can:

- name three body parts.

Language outcomes

You can:

- answer the question:
 - How many...?

Key words

Foot, hand, head, shoulders, knees, toes, eyes, ears, mouth, nose, ankles

Key phrases

How many ___?

It has ____ eyes/hands/noses.

Scaffolding

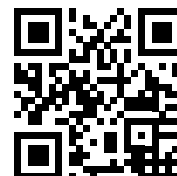
- visual aids: body part pictures
- teacher demonstrating the body parts.

Activities

Music

Sing the Head, Shoulders, Knees and Toes song and do the movements.

Listen to and sing the Head, Shoulders, Knees and Toes song: bit.ly/EHB0005



Art

The teacher draws a monster on the board and tells the group about it (e.g. This monster has three eyes). The teacher gives the children ten minutes to draw and colour two monsters of their own. When done, the children present their monsters to the group and the teacher asks them about their monsters (e.g. “How many...?” and/or “What colour is...?”).

Movement

The teacher puts coloured pieces of paper on the floor. The children walk around the area while music is playing. When the music stops, the teacher says a colour, a number and a body part (e.g. “Three fingers on yellow.”) The children place the appropriate number of the body parts described on the colour of paper the teacher called.

EXPLORING AND INTERACTING WITH MY ENVIRONMENT

Clothes

Content outcomes

You can:

- name five pieces of clothing.

Language outcomes

You can:

- use
 - my
 - your

Key words

trousers, pants, a shirt, a t-shirt, socks, jeans, a jacket, shoes, a hat, a scarf

Key phrases

Put ____ on ____.

Put on your ____.

This is my hat/scarf/jacket.

These are my shoes/socks.

Scaffolding

- visual aids: pictures or photos of clothes
- using the words in everyday situations.

Activities

Play

The teacher prints and laminates human figures and clothing and puts them on the wall. The children stand or sit in a line. The teacher asks the first child to put an item of clothing on one of the figures. The child who just placed an item then asks the next child to put an item of clothing on the figure and so on.

Music

My Clothes song (to the tune of The Farmer in the Dell):

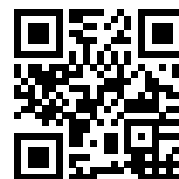
My hat goes on my head, my hat goes on my head

Warm clothes for when it's cold, my hat goes on my head

My scarf goes round my neck...

My boots go on my feet...

Tip – this can be sung every day when going out!



Listen to and sing the Put on Your Shoes song: bit.ly/EHB0006

Art

The teacher asks the children to draw their own figures and then gives them magazines or newspapers from which they can cut out clothes. The children dress their figures by gluing the clothes. Once their work is ready, they present it to the group.

Reading

The Smartest Giant in Town, by Julia Donaldson.

Movement

The teacher plays a game with the children where the teacher requires an action from them based on the children's clothes (e.g. If you're wearing red trousers, then hop three times).

Tip – This can be used every day, for example at lunchtimes, where the children can be invited to get their food depending on their clothes, when going out and so forth. This way they can practise clothes, colours, and all sorts of other vocabulary (e.g. "Anyone with a heart on their slippers can get their food first.")

ME AND OUR COMMUNITY

Family

Content outcomes

You can:

- name three family members.

Language outcomes

You can:

- ask and answer the question:
 - Who's this?

Key words

mother, mum, father, dad, sister, brother, grandfather, grandmother, aunt, uncle

Key phrases

This is my ___.

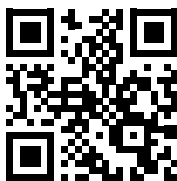
Scaffolding

- visual aids: family pictures and family member pictures
- naming family members out loud.

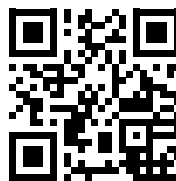
Activities

Music

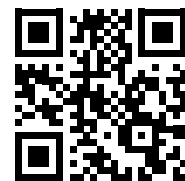
Listen to and sing the Baby Shark song: bit.ly/EHB0007



Listen to and sing the Rain, Rain Go Away song: bit.ly/EHB0008



Listen to and sing the Baby Finger and the Finger Family song: bit.ly/EHB0009



Art

The children make a poster of their family. They draw pictures of their family members and write down their titles, e.g. mum, sister... The children present their work to the group.

Movement

Growing game: before beginning, the group thinks of ways that babies, children, adults and old people could move in the game.

At the beginning of the game all the children are babies. The babies crawl on the floor while music is playing. When the music stops, they have to find a pair. The pair play rock, paper, scissors. The winner becomes a child and the loser stays as a baby. The next time the music stops, each baby still competes with another baby and each child has to find another child. When a child wins "Rock, paper, scissors" they become an adult and when an adult wins, they become a grandparent. When a grandparent wins, they win the game.

I GROW AND DEVELOP

Moving/motion

Content outcomes

You can:

- understand and name different ways of moving
- understand directions.

Language outcomes

You can:

- follow and give instructions.

Key words

body parts, activity verbs (walk, run, jump, stop, line up, crawl, tiptoe, hop), turn, left, right

Key phrases

Line up.

Turn left/right.

Move your _____.

Touch your _____.

Scaffolding

- visual aids: picture cards (body parts and activity verbs) on display
- teacher demonstrating the movements.

Activities

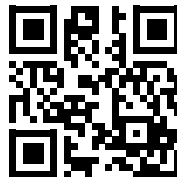
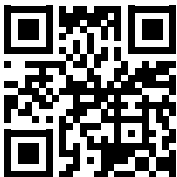
Play

The teacher starts as the leader and begins moving around. As the teacher moves, they say what the children have to do (e.g. jump, wave your hands). The rest of the players must mimic the teacher's actions and say the action out loud. Switch leaders; the teacher can help the new leader find the words for their actions.

Music

Listen to and sing the Parts of the Body song: bit.ly/EHB0010

Listen to and sing the Walking, Walking song: bit.ly/EHB0011



Movement

Simon Says: One player takes the role of 'Simon' and gives instructions to the other players on how to move their bodies (e.g. "Jump"). The instructions should be followed only when prefaced with the phrase "Simon says". Players are eliminated from the game by either following instructions that are not immediately preceded by that phrase, or by failing to follow an instruction that does include the phrase "Simon says".

I GROW AND DEVELOP

Emotions and feelings 2

Content outcomes

You can:

- name at least five emotions
- express how you feel in different situations.

Language outcomes

You can:

- ask the question:
 - How do you feel?
- say how you feel.

Key words

jealous, disappointed, anxious, excited, surprised, embarrassed, confused, nervous, scared, proud, calm

Key phrases

How do you feel when you're in the playground / at the doctor's / going to visit your grandparents?

I'm excited / scared / nervous /...

Scaffolding

- visual aids: pictures of emotions and emotional faces; pictures of situations and places.

Activities

Play

Emotion charades. The children act out different emotions and the rest of the group has to guess what they are.

The teacher shows pictures of different locations (e.g. a zoo, a restaurant) and talks about going to these places (for example "We are going to the zoo, are you excited?") The children show pictures of different emotions when they hear about the locations. The children can also show emotions through their facial expressions. The teacher can introduce silly and imaginary places or creatures to the game, for instance a monster that could be scary, or a ridiculous situation that could be embarrassing.

Reading

The Way I Feel by Janan Cain.

Crafts

The children make a mood meter from wood/cardboard. The base of the meter is divided into three sections and painted/coloured red, yellow and green. The children draw three different faces, e.g. excited, calm and disappointed, and glue one of the emotions to each section. Mood meters can be used regularly to show the children that emotions can change during the pre-primary day.

Weather

Content outcomes

You can:

- identify and name different types of weather from pictures
- match clothes to weather.

Language outcomes

You can:

- talk about the weather
- say what you are wearing.

Key words

hot, cold, warm, sunny, cloudy, snow, rain, a jacket, warm socks, winter boots, a hoodie, a dress, leggings, a T-shirt, overalls, a rain jacket, rubber boots

Key phrases

What's the weather like? / How's the weather?
It's raining / snowing. It's sunny. It's warm / cold.
What do you wear when it's sunny / cold / raining?
I wear shorts / a winter jacket / rain boots.

Scaffolding

- visual aids: weather picture cards, weather words on display.

Activities

Morning circle

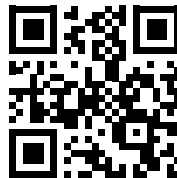
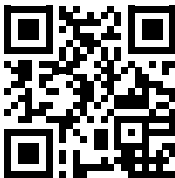
The teacher asks the children about the weather. A weather bear can be used to discuss the clothes that should be worn when it's rainy or sunny, for example. After the morning circle, the children can also change their own bears' outfits to suit the current weather (see 'Art' below).

Tip – this can be done every day.

Music

Listen to and sing the What's the Weather Like Today song:
bit.ly/EHB0012

Listen to and sing the Incy Wincy Spider song: bit.ly/EHB0013



Art

The children draw their own weather bear and cut it out. They use different materials to make clothes for the bear. The bears can be hung in the hallway of the pre-primary education facility, for example.

Seasons

Content outcomes

You can:

- recognise and name the four seasons from pictures
- match the season to the weather.

Language outcomes

You can:

- say if it's warm or cold.

Key words

winter, autumn, spring, summer,
warm, cold, hot

Key phrases

What's the weather like now / in winter / in spring?
It's warm / cold / hot.

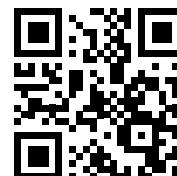
Scaffolding

- visual aids: picture cards, weather words
- talking about the season and the weather during the morning circle.

Activities

Music

Listen to, sing and play the Four Seasons song: bit.ly/EHB0014



Art

Divide a piece of paper into four sections by drawing vertical lines. First, the children draw four identical trees, one in each of the sections. Then they write the name of the season on each section. The children design and colour the tree and background of each section appropriately. They can use crayons, watercolours, colour paper, finger paint. When the artwork is ready, the children talk about the seasons and the temperature (e.g. winter – It's cold. summer – It's hot).

Movement

The children work in four groups, each representing a season. The different groups stand in different corners of the playing area. The teacher puts picture cards about each season in the middle of the playing area. The cards are face down. The groups have to find picture cards that match their season by sending one member of the group to pick up one card. If the child finds a card connected to their season, they shout out the name of their season (e.g. spring!). They then take the card back with them to their group and the next child can go and pick a card. If the child finds a card that's not about their season, they put it back and run back to their group. The first group to find all of their cards wins.

Harvest

Content outcomes

You can:

- name different Finnish harvest time vegetables and fruit
- classify vegetables and fruit according to colour.

Language outcomes

You can:

- say what you like and dislike.

Key words

apple, carrot, potato, courgette, peas, cabbage, squash, radish, herbs, turnip, swede, beetroot, pumpkin, berries

Key phrases

What colour are apples?

Apples are red/green.

Do you like ...?

Yes, I do. /No, I don't.

I like carrots. I don't like potatoes.

Scaffolding

- visual aids: pictures of vegetables and fruit
- the teacher selects the vocabulary used in the activities.

Activities

Play

Magic food game: Spread out picture cards of vegetables and fruit on the floor. One of the children goes out of the room and the others choose one of the pictures to be 'magic'. When the child comes in, they pick up the cards one by one, searching for the 'magic' food. Each time a card is lifted the child practises the name of the food. The child might need the teacher's help in naming the food. The other children can repeat it. This continues until the child lifts up the card that's 'magic'. The others then repeat differently by saying, e.g. "magic apple!" The child can then act out some magic for the rest of the class. Then it is the turn of another child.

Reading

The Very Hungry Caterpillar by Eric Carle.

Tip: while the story is being read, the children can show picture cards of the food mentioned.

Crafts

The children use root vegetables/apples to press patterns on a piece of white fabric. The children use the real colours of the vegetables to make the pattern on the fabric. The teacher asks the children about the colours during the activity.

Movement

The teacher places flashcards on one side of the gym. The children race to the flashcards when the name of the fruit or vegetable is called.

The teacher places flashcards in different places on a course created, for example, using benches and chairs. The children then follow the leader around the course, not touching the floor, when the names of the fruits and vegetables are called. They change the leader each time.

Animals

Content outcomes

You can:

- name at least five animals
- recognise animals from pictures
- make at least five animal sounds.

Language outcomes

You can:

- ask and answer the question:
 - What's this?
- answer the question:
 - What noise does a/an ____ make?

Key words

a cat, a dog, an elephant, a lion, a monkey, a tiger, a bird, a snake, a worm, a frog

Key phrases

What's this?

It's ____.

What noise does a cat make?

It makes a ____ noise.

Scaffolding

- visual aids: picture cards, videos of the animals
- offering options: Does the cat make a “meow” or “woof” noise?

Activities

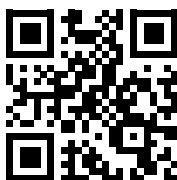
Play

Animal acting: once the teacher has introduced some animals, through either visual aids or reading, the teacher should gather the children and have them act as the animals when called. When the teacher says ‘cat’, the children all act as cats, and so on.

Animal charades: One child acts as an animal without speaking, while the other members of the group try to guess what the animal is. The goal is to guess the phrase as quickly as possible. The child who raises their hand the quickest gets to act in the next round.

Music

Listen to and sing the Old MacDonald had a Farm song. Old MacDonald can also have elephants and lions on his farm: bit.ly/EHB0015



Listen to and sing the Animal Fair song: bit.ly/EHB0016



Reading

Brown Bear by Eric Carle.

The Gigantic Turnip by Alexei Tolstoy.

Movement

Chinese whispers: the children sit in a circle. The teacher whispers the name of an animal to the child on their right, who whispers the same word to the next one and the last child in line makes the animal sound of that animal.

Maths: Measuring and comparisons

Content outcomes

You can:

- understand how to measure objects by using different measuring tools (e.g. steps, blocks, paper clips)
- understand how to use steps when measuring
- compare objects according to different qualities.

Language outcomes

You can:

- use English to compare and contrast
- answer the questions:
 - How long is _____?
 - “Who is the shortest?”
 - “Which is the tallest?”

Key words

tall, taller, tallest, short, shorter, shortest etc.

Key phrases

How long is _____?

It's _____ steps long.

It's _____ blocks long.

Which/Who is the shortest?'

Which/Who is the tallest?

I'm/He/She/This is shorter/taller,

I'm/He/She/This is the shortest/tallest.

Scaffolding

- visual aids: picture cards of comparison words
- using real-life objects to measure and compare.

Activities

Play

The teacher splits the children into small groups and asks each one to build a tower. Each group can be provided with different materials (e.g. Duplo, wooden blocks). The groups are given a set time to complete their towers. At the end, they compare the heights of the towers with the help of the teacher. The teacher asks questions like “Which is the shortest?” and “Which is the tallest?” and the children answer.

Explore

The children measure different areas (e.g. a room, the outside play area) with steps. The children report the measurements by saying how many steps long the areas were. The children measure different objects (e.g. a book, a pencil, a teddy bear) with blocks or paper clips. The children report the measurements by saying how many blocks/paper clips long the objects were.

Movement

The teacher asks the children to line up in order of height silently. Once they have done so, the teacher takes a photograph and shows it to the children. They can check if the line is correct, and the teacher can ask them questions (e.g. Who is the tallest? Who is the shortest?).

Halloween

Content outcomes

You can:

- name at least three Halloween characters from pictures.

Language outcomes

You can:

- ask the question:
 - Are you ____?
- answer with:
 - Yes, I am.
 - No, I'm not.

Key words

a witch, a skeleton, a ghost, a cat, a bat, a pumpkin, a spider

Key phrases

Happy Halloween!

Who wants to make a ____?

Scaffolding

- visual aids: picture cards of Halloween characters
- instruments and teacher demonstration of instruments.

Activities

Play

Miming: One child takes a picture of a character and mimes it. The others guess e.g. "are you a bat?" The acting child answers, "Yes, I am" or "No, I'm not." This can also be played in small groups or pairs.

Music

The children make different sounds for different Halloween characters with different instruments in small groups. First, they practise playing the sounds in the small groups. Then the teacher tells a Halloween story including all the characters to the whole group. When a specific character is mentioned, the group plays its sound for a few seconds.

Crafts

The teacher makes a variety of shapes for the class from cardboard, for instance witches, ghosts, cats. These are used as models for Halloween decorations. Ask the children 'who wants to make a cat', and repeat for all the models you make. This way the language is repeated and used.

The teacher and the children together make a skeleton for the wall. Different sized skeletons can be found easily online. This activity is a good chance to practise body part words.

Movement

Each child is given a Halloween flashcard, and the teacher puts Halloween music on in the background. The children move around the room in a creepy way to the music, and every now and then the teacher stops the music and calls one of the words they have been learning. The child with that flashcard should raise it above their head.

Family / Father's Day

Content outcomes

You can:

- wish a happy father's day
- describe what your dad looks like
- name some of your dad's favourite things.

Language outcomes

You can:

- describe a person
- say "I love you".

Key words

father, dad, grandfather, grandpa, father's day
tall, short, strong, happy, brave, nice, kind, funny

Key phrases

Happy Father's Day!
What does your dad look like?
What does your dad like?
What's your dad's favourite____?
I love you.

Scaffolding

- examples of short poems and father's day cards.

Activities

Music

Listen to and sing the I Love My Daddy song: bit.ly/EHB0017

Art

The children make a father's day card from different materials. Inside the card the children can draw a picture of their dad/some of their dad's interests, for example.

Reading

The children practise a short father's day poem in English that they can perform at the father's day breakfast at the pre-primary education facility.

Crafts

The children make a father's day gift using clay. They use a rolling pin to roll the clay into a flat circle. They press their hands in the middle of the circle and write I love you in the middle of the handprint using a sharp object. The children make a hole in the top of the circle and tie a thread through it.



Christmas

Content outcomes

You can:

- name 3–5 Christmas words.

Language outcomes

You can:

- wish people “Merry Christmas” and “Happy New Year”.

Key words

Christmas, Father Christmas, Santa Claus, present, elf, Christmas tree, Christmas food, New Year’s Eve

Key phrases

Merry Christmas, Happy New Year

Scaffolding

- visual aids: a Christmas calendar, picture cards
- talking about Christmas during the morning circle.

Activities

Morning Circle

A Christmas calendar with ideas for both games and drawing or colouring can be part of the morning circle.

Music

There are many Christmas songs available online. Pick a favourite with the children and practise it to perform to the parents.

Art

Draw a wish list for Santa and work out together how to say some things from the list in English.

Reading

There are many Christmas stories available. When reading them, you can ask the children to react to certain words by standing up / showing a picture / moving / saying “Merry Christmas!”

I GROW AND DEVELOP

Senses

Content outcomes

You can:

- name the five senses
- name the body parts you use to smell/taste/see/feel/hear.

Language outcomes

You can:

- answer the question:
 - “What do you feel/see/taste/smell/hear?”

Key words

eyes, ears, mouth, nose, hand, skin

Key phrases

What sense would you use to...?

I use my nose to smell.

I use my eyes to see. etc.

What do you hear/see/taste/smell/feel?

I hear a police car.

I see a lemon.

I taste sugar.

I smell chocolate.

I feel something cold.

Scaffolding

- the teacher demonstrates the senses by gesturing ‘hearing’ etc.

Activities

Play

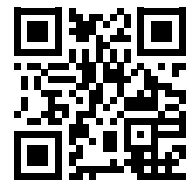
The teacher has pictures of sense organs on display. The teacher points out one of the pictures and asks e.g. “What do you see?” The children look around the classroom and answer by saying what they see. The teacher continues the questions by pointing out another sense organ and asks a question related to that specific sense (e.g. “What do you hear?”) The children answer.

Music

Listen to and sing the Five Senses song: bit.ly/EHB0018

Crafts

The children build their own sensory board using different materials. A piece of cardboard is divided into five sections for each sense. The senses are written on the sections. The pupils glue/tape/draw objects that activate their senses.



Winter – weather, activities, sports

Content outcomes

You can:

- name different types of winter weather and winter activities
- name different winter sports
- produce art and crafts about winter.

Language outcomes

You can:

- say what winter activity you're doing.

Key words

ice, snow, snowman, snowball, snowboarding, ice skating, ice hockey, sledging, skiing

Key phrases

I am _____.

Scaffolding

- visual aids: picture cards of different winter activities
- teacher demonstrating the activities.

Activities

Play

Run and touch game with winter-related flashcards: The teacher lays the cards out around the room and the children have to run to them when the word on the card is called. Instead of running, the children can move in the way described (e.g. ice skating movements to the ice skating cards, skiing movements to the skiing card).

Art

The teacher prints pictures of the children's faces. The children work in groups and create a winter landscape on a large piece of paper by drawing, colouring, painting etc. The children draw a figure representing themselves doing a winter sport, and glue their head onto it, to create a winter panorama. The children present their work to the group and tell the others what they are doing in the picture (e.g. "I am skiing.")

Reading

Snow by Uri Shulevitz.

The snowy day by Ezra Keats.

Crafts

The children make snowmen and snowflakes for the classroom by cutting white paper. The children can make a winter diorama using winter crafts.

Movement

The teacher uses English with the children while the group are doing all the usual winter activities (e.g. ice skating, sledging, playing with snow).

EXPLORING AND INTERACTING WITH MY ENVIRONMENT

Birds

Content outcomes

You can:

- name four different types of birds
- recognise which bird is which when you see them.

Language outcomes

You can:

- ask and answer the question:
“Can you see ...?”

Key words

birds, blackbird, great tit, crow, jackdaw, magpie, robin, sparrow, duck, goose, swan

Key phrases

Can you see ...?

Yes, I can. /No, I can't.

Scaffolding

- visual aids: picture cards of the birds.

Activities

Explore

The children go for a walk and identify the birds they see. This way the children are involved in creating the topic with the teacher. If possible, the teacher sets up a bird feeder close to the pre-primary education facility. The children watch the birds from the classroom. The same local birds should come back regularly, and the children will get great pleasure from seeing them.

Music

Listen to the different birds' songs and identify them with the children.

Listen to and sing the Five Little Ducks song: bit.ly/EHB0019

Art

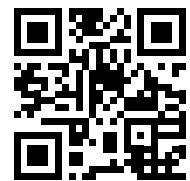
The teacher prints colouring pictures of the local birds that the group has identified and asks the children to colour them with watercolours or crayons.

Reading

Make Way for Ducklings by Robert McKluskey.

Crafts

The children cut five little ducklings from cardboard. The children can use the ducklings when singing the five little ducks song. This supports the task, combining numbers and crafting skills with language learning.



Sea creatures

Content outcomes

You can:

- name different types of sea creature.

Language outcomes

You can:

- ask and answer the questions:
 - “What can you see?”
 - “How is the ____ feeling?”

Key words

sea, lake, octopus, fish, jellyfish, crab, shark, starfish, seahorse, dolphin

Key phrases

What can you see?

I can see ____.

How is the ____ feeling?

It feels _____.

Scaffolding

- visual aids: picture cards of different sea creatures, representations of sea creatures drawn by the teacher.

Activities

Music

Listen to and sing the Once I Caught a Fish Alive song: bit.ly/EHB0020

Art

The teacher draws pictures of different sea creatures on the board (e.g. a crab, a shark etc.), leaving a large empty space where the face would be. Call the children one by one and ask them how the different creatures feel, allowing them to decide which face they draw. The teacher then asks “How is the shark feeling?” and the children answer.

The children draw a beach on a piece of paper. The teacher says out loud and writes on the board what they should draw on the beach (e.g. five jellyfish, four fish, three crabs, two sharks, one octopus).

Reading

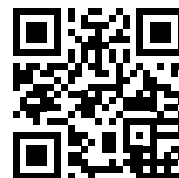
Red Fish Blue Fish, by Dr. Seuss.

Movement

Undersea yoga for kids: bit.ly/EHB0021

What can you see? Before starting, the group think of ways that different sea creatures will move in the game.

The children form a circle around one child (perhaps first the teacher) who stands in the middle. One child is chosen to be the shark and stand outside the circle. The students in the circle walk around the central person. They ask all together “What can you see?” and the child in the middle replies (e.g. I can see an octopus/a jellyfish/a dolphin/a crab/a fish). When each creature is called, all the students in the circle start to move like that creature while still circling the central child. If the central person says, “I can see a shark” the child on the outside of the circle begins acting like a shark and chases the others. When they catch someone, the activity begins again.



Tip: The book ‘Brown bear’ also makes use of the question “What can you see?”

Maths: Classifying

Content outcomes

You can:

- recognise and name common features of different objects/children
- group objects by their features.

Language outcomes

You can:

- describe and compare objects
- answer questions about objects.

Key words

same, different, big, small, bigger, smaller, adjectives, colours, shapes

Key phrases

Are they the same colour/size/shape?

Yes. No.

What's the same in these ___?

They are blue / big / round.

Scaffolding

- physical objects from the classroom / pre-primary education facility
- paying attention to different objects (size and colour) in everyday life situations.

Activities

Explore

The children gather items outside (e.g. stones, sticks, cones, leaves, sandpit toys) and group them according to size or colour. This can also be done inside with toys.

Play

The gatekeeper: The teacher decides on a feature (e.g. red shirt), but doesn't tell the children what it is. The children stand in a line and one by one they try to get through a gate. The teacher lets those children who meet the criteria enter. The others have to stand aside. At the end of the round the children have to come up with the common feature of the children who were let in.

Common feature: The teacher divides the children into groups based on a common feature they have (e.g. red shirt, blond hair, brown eyes). The children have to identify the common feature of the group.

Reading

The Ugly Duckling

Maths: Sequences

Content outcomes

You can:

- put objects in order by following a rule.

Language outcomes

You can:

- answer the questions:
 - What's first / second / third ... / tenth?
 - What comes next?

Key words

big, small, red, blue, yellow, green, orange, purple

Key phrases

What's first / second / third ... tenth?

What comes next?

Scaffolding

- physical objects from the classroom / pre-primary education facility
- paying attention to different objects (size and colour) in everyday life situations.

Activities

Play

The teacher uses physical objects from the classroom to form a sequence according to the size or colour of the objects (e.g. using blocks red–blue–yellow–red–blue–yellow... or using teddy bears big–small–big–small...). The children repeat the colour/size of the objects after the teacher. The teacher asks, "What comes next?" and the children answer.

Music

The teacher hands out 3–4 different instruments to the group. The teacher puts pictures of the instruments on display. The instruments form a sequence. The pupils play the sequence using the instruments.

Crafts

The children use clay/playdough to mould small and big balls/cubes or other shapes. The children form a sequence according to the size of the balls/cubes. When the sequence is ready, the teacher asks questions about it: "What's first / second / third ... tenth?" and the child answers using the sizes big/small.

Movement

The teacher demonstrates 3–4 actions (e.g. jump, squat, touch toes, stand on your toes). The children line up one by one and form a sequence according to the actions. The first child jumps, the second squats, the third touches their toes and so on. The teacher asks, "What comes next?" and the children answer using the action words.

ME AND OUR COMMUNITY

Friendship / Valentine's Day

Content outcomes

You can:

- name three friend words.

Language outcomes

You can:

- say nice things to a friend
- copy Happy Valentine's day and different compliments for your card.

Key words

nice, funny, friendly, sweet, a good friend

Key phrases

Happy Valentine's day.

I love you.

You are my friend.

I like you.

You are nice/funny/a good friend etc.

Scaffolding

- practising politeness and compliments on a daily basis.

Activities

Play

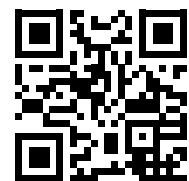
The children walk around the room while music is playing. When the music stops, they quickly find a pair and say something nice to them.

Compliment challenge: The children say something nice to a friend every day for a week. You can do this in the morning circle first to practise all the nice phrases. When someone says something nice to you, you have to put a bean in a glass jar. After one week, the teacher counts the beans with the children to see how many compliments have been given.

Music

Listen to, sing and play the Skidamarink a Dink a Dink song: bit.ly/EHB0022

Tip! You can make a music video with the children singing this and send out a digital Valentine's card to all the families.



Reading

There are many short Valentine's day poems the teacher can read to the children and that the children can memorise.

Crafts

The children make a card for a family member or a friend for Valentine's day. The teacher writes Happy Valentine's day and different compliments on the board. The children copy the texts into their cards.

Easter

Content outcomes

You can:

- name three Easter-related words.

Language outcomes

You can:

- answer the questions:
 - “Where is ___?”
 - “How is he/she feeling?”

Key words

eggs, bunny, chick, chocolate, hunt etc.
happy, sad, angry, excited etc.

Key phrases

Where is ___?
What colour cup is the __ under?
It’s under the ___ cup.

She/He is _____.

Scaffolding

- visual aids: picture cards of Easter related words.

Activities

Play

Ten Fluffy Chickens rhyme with movements:
Five eggs and five eggs that makes ten (hold up ten fingers),
Sitting on top is Mother Hen (place one hand on top of the other).
Cackle, cackle, cackle (clap three times). What do I see?
Ten fluffy chickens (wiggle all ten fingers) as yellow as can be

Memory game: The teacher uses different coloured plastic cups and hides an Easter themed object (e.g. an egg, a chick) under one of the cups. The teacher mixes them all up and asks the children “Where’s the egg?” or “What colour cup is the egg under?” The children cannot answer by pointing out the cup; they have to use their words (e.g. It’s under the yellow cup.). The teacher can add another object to the game, so there are two objects to find. The teacher asks, “What colour cup is the egg under and “Where is the chick?”

Explore

The children go on an egg hunt. The teacher hides small eggs around in the forest or the day-care centre’s yard, and asks them to find them. Each egg comes with a picture, which the children must say in English before they can eat their egg.

Reading

We’re Going on an Egg Hunt by Laura Hughes.

Crafts

Emoji eggs: Use blown or boiled eggs (these could possibly be prepared with the children). The children paint the eggs yellow and then draw different emotions on them. The teacher can provide examples. The children present their work to the group.

I GROW AND DEVELOP

Sports

Content outcomes

You can:

- name different types of sports
- use words related to sports.

Language outcomes

You can:

- understand and give instructions and praise.

Key words

football, floorball, tennis, basketball, pass, shoot, run

Key phrases

pass the ball, well done, good shot, run

Scaffolding

- discussion on sports and miming different sports
- visual aids: pictures of different sports.

Activity

Play

The teacher uses English to provide instruction and encouragement for the children while playing sports such as football, hockey, tennis and basketball, depending on what is available. Phrases such as “let’s go”, “pass the ball” and “well done” will easily enter the child’s mind when repeated and used actively. The teacher encourages the children to help each other in the game with phrases like “pass the ball”, “I’m here” and to praise one another with “good”, “very good”, “well done” etc.

Play the game ‘What’s the time Mr Wolf?’ This is a good running game, which involves the use of numbers. The game takes place on a playing field. The ‘sheep’, made up of the mass of players, line up on one side. The first ‘wolf’ stands in front of the sheep, with their back turned. The sheep call “What’s the time Mr Wolf?” The wolf replies with a time, for instance “3 o’clock”. The sheep take as many steps forward as the hour, in this case 3. Then the sheep call their question again and again. When the sheep get close, the wolf can call in reply, “dinner time!” Then the sheep run to the other side of the field, and the wolf tries to catch them. There are then two options. The sheep who are caught can join the wolf team, until everyone is a wolf, or the single caught sheep can take the wolf’s place, and the game starts again.

Movement

Races can take place in the gym or outside. Small groups of children line up, and the teacher calls the name of an animal or a form of movement and the children race to the other side of the gym and back in that way. For example, the teacher calls ‘snake’ and they slither, or calls hop and they hop. The form of movement is more important than coming first. The children can also take turns in calling animals.

Plants

Content outcomes

You can:

- match five plants to categories ‘trees’ and ‘flowers’
- organise flowers according to colour
- organise the sequence of a plant growth.

Language outcomes

You can:

- present your project.

Key words

flower, tree, bush, grass, seed, the sun shines, rain falls, water, grow, soil

Key phrases

What is this?

This is/It’s a flower/tree.

What did you use/do first/second/then...?

First ... Then ...

Scaffolding

- visual aids: pictures of growth sequence from seed to plant
- revising the colours.

Activities

Explore

Growing a plant: The children plant a plant. During the project, the teacher goes through the key words (e.g. seed, soil, water, sun, light, warmth, etc.). The teacher asks questions about the activity (e.g. “What did you use first/next?”) and the children answer (e.g. “A seed”).

Exploring nearby nature: The children explore nature near to the pre-primary education facility. They can count how many different kinds of trees/flowers they can find, how many different colours they can see etc. The teacher encourages the children to use English as much as possible.

Music

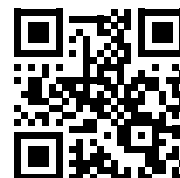
Listen to and sing the Song of Flowers:

bit.ly/EHB0023



Listen to and sing the Farmer Plants the Seeds song:

bit.ly/EHB0024



Movement

The children play tag. When a child is caught, they turn into a tree. The tree stands straight, hand straight above its head. The tree can be turned back into a child if someone gives it a hug. The children can ask for a hug when they are trees.

Recycling: Different Materials and how to recycle them

Content outcomes

You can:

- name different materials things are made from
- recognise the materials different objects are made from
- find different materials in your surroundings
- place different materials in the correct containers
- understand why you should recycle.

Language outcomes

You can:

- answer the question “Where does this go?”
- say what material something is made of.

Key words

recycling, to recycle, cardboard, paper, mixed waste, plastic, glass, metal, bio waste, wood

Key phrases

Where does this go? It’s made of paper.

It goes in that bin.

It goes in the cardboard bin/in the bio bin/in the blue box/in the green box.

This is made of ...

Scaffolding

- objects of various materials
- bins in different colours or with symbols.
- visual aids: pictures of things made of different materials (e.g. clippings from a magazine).

Activities

Play

The teacher introduces objects made of different materials (paper, glass, paper, wood, metal, plastic, fabric). The children have to find objects around them that are made of these materials. For example the teacher says, “Touch something that’s made of paper” The children run to touch something made of the material.

The children have to find objects made of different materials on picture cards. The children group the pictures under the materials (paper, glass, paper, wood, metal, plastic, fabric) and present their group work to others, e.g. “This is paper”.

The children are divided into groups. Each group gets a plastic bag full of rubbish. The objects in the bag are made from different materials (paper, glass, paper, wood, metal, plastic, fabric). The group have to recycle the objects by placing them in the correct containers. Together they say what material the object is made of or which bin it goes in.

Music

Listen to and sing the Materials song: bit.ly/EHB0025

Crafts

The children are divided into groups. Each group gets a plastic bag full of rubbish. The objects in the bag are made from different materials (paper, glass, paper, wood, metal, plastic). The children use the objects in the bag to create something new (a toy, a machine). They can use additional materials like glue, thread, tape etc. to build the new object.



Maths: Directions (programming)

Content outcomes

You can:

- name directions
- move in the direction that your teacher or friend says.

Language outcomes

You can:

- ask the question:
 - Where do I go now?
- answer the question with “Go forwards/ backwards/ ...”

Key words

left, right, forwards, backwards, stop

Key phrases

turn left, turn right, go forwards, go backwards

Scaffolding

- visual aids: pictures with different symbols for direction
- Beebots
- a traffic rug or a map drawn with chalk on the ground where you can direct a toy along the streets.

Activities

Play

The teacher uses the Beebot to revise colours, numbers, shapes, depending on the mats available. The children will also practise directions and actively incorporate counting into the task.

Tip: Beebot is an excellent tool for practising programming with the children, and this can be easily combined with language learning.

Music

Dance and do the Funky Monkey Dance with the children: bit.ly/EHB0026

Art

The teacher asks the children to draw a number of stages of their day, and then put them in order. They could draw, for example, five stages, including travelling, and then cut them out. They then stick them on to a larger piece of card with arrows connecting them in order. In this way, the children practise sequencing.

Movement

The principles of movement and programming can be followed in the gym or outdoors. The teacher provides the children with a number of movements, which they must follow to reach a goal. For instance, two steps forwards, turn left, two steps forwards. The children could be blindfolded, and once the teacher has shown the initial task, they could lead each other in pairs.



EXPLORING AND INTERACTING WITH MY ENVIRONMENT

Town

Content outcomes

You can:

- name different buildings in the town.

Language outcomes

You can:

- understand and engage with questions and instructions
- ask “Where?” and answer “There.”

Key words

a school, a bank, a shop, a hospital, a park, a railway station, a restaurant

Key phrases

Where is the ____? It's there.

Go to the ____.

Scaffolding

- Beebots
- a traffic rug upon which you can direct a toy along the streets
- visual aids: pictures of nearby buildings that the children might recognise (e.g. the supermarket, the health centre, the park).

Activities

Play

The teacher creates a town with the children using different materials, e.g. Lego and blocks. Each child is assigned a particular building to build. Print or write out the names of each building, and attach them to the buildings once they are complete. Place the buildings on a Beebot mat, or otherwise create measured streets. Working with a small group, the teacher asks each child in turn “Where is the ____?” Once a building is identified, the teacher tells them “Ok, go to the ____.” The child will then program the Beebot to go to the selected building.

Explore

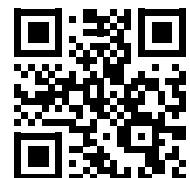
Explore the local area with the children, finding different buildings and landmarks and identifying them in English.

Music

Songs on going into town are available here: bit.ly/EHB0027

Reading

In the town by Benedict Blathway.



Maths: Shapes

Content outcomes

You can:

- name three shapes
- classify objects by their shape.

Language outcomes

You can:

- describe a shape.

Key words

a circle, a square, a rectangle, a triangle

Key phrases

It's round. It has three/four sides.

Scaffolding

- objects of different shapes.

Activities

Explore

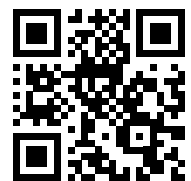
The teacher should look everywhere for shapes with the children, e.g. in your playroom / outside / in the lunchroom. The children describe and define the shapes they see.

Music

Listen to and sing the Shapes song: bit.ly/EHB0028

Art

Take some pictures from magazines. The teacher makes black and white copies. The children then look for shapes in the pictures and colour what they find. The teacher then asks the children which shapes they have found.



EXPLORING AND INTERACTING WITH MY ENVIRONMENT

Traffic

Content outcomes

You can:

- name different types of transport
- follow what the teacher tells you about being careful and crossing the road.

Language outcomes

You can:

- talk about how you get around.

Key words

a car, a bike, a bus, a plane, a truck, a boat

Key phrases

ride a bike, drive a car, turn left, turn right, straight ahead

Scaffolding

- visual aids: pictures of different types of transport.

Activities

Morning circle

The teacher shows or draws pictures of different types of transport and asks the children which ones they have been on. “Who has been on a plane?” The children answer with “I have.”

Play

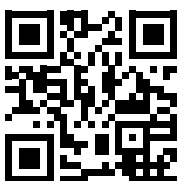
Go to the outside play area and have the children line up, with their hands on each other’s shoulders, in the shape of a train. There is one leader, and the teacher calls directions to the leader, which they must follow. The other children follow the leader, who changes regularly.

Explore

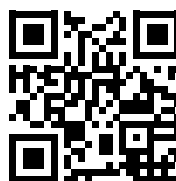
The teacher goes out into the local area with the children. Discuss with them the types of transport you see. Make a checklist with different colours of cars and different modes of transport on it, and give a copy to each child. They can tick things off as they see them. At the same time, talk about crossing roads and how to act around traffic.

Music

Listen to and sing the Wheels on the Bus:
bit.ly/EHB0029



Listen to and sing Row, Row, Row your Boat:
bit.ly/EHB0030



Tip: This song can also be used to introduce canon singing to the children.

Travelling

Content outcomes

You can:

- locate at least three English-speaking countries on a world map or a globe
- identify at least three English-speaking countries' flags.

Language outcomes

You can:

- say where you live
- say where you have travelled to.

Key words

United Kingdom, Ireland, USA, Canada, Australia, etc.

Key phrases

This is the flag of ____.

It has (colour) in it.

I live in/I'm from Finland.

I have travelled to ____.

Scaffolding

- visual aids: world map or a globe on display
- a list of different countries' names and flags
- review the colours.

Activities

Play

The teacher has a suitcase/bag in which they have different objects from each country (United Kingdom, Ireland, USA, Canada and Australia, etc.) The children move from one place to another and find out where they are by examining the objects in the suitcase. The children learn about the country (flag, location on a world map, key cultural features, dialect, accent) and do an activity involving the country and its habits. The group move on to the next destination.

Tip: It is important that the children can hear different dialects and accents of English. You can find recordings of different dialects and accents on YouTube, for example. You can ask people from different English speaking countries to visit your pre-primary.

The corner game: The teacher chooses four countries and places a visual representation of these in each corner of the room.

The child in the middle covers their eyes and counts down from 1 to 10, loudly and slowly. Everyone else moves to one of the four corners, very quietly. When the child in the middle finishes counting, they guess where the children are without opening their eyes and call out the name (country) of one corner by saying "I'm in ____". Anyone standing in the corner they choose repeats, "I'm in ____" and is then out, and joins the child in the middle to count. The game ends when one child is left. The same game can be repeated with different Phrases: "I live in ____" or "I come from ____"

Art

The children choose a country and draw/colour its flag. The children talk about their flag to the others (e.g. This is the flag of Finland. It is white and blue.)

ME AND OUR COMMUNITY

Family / Mother's Day

Content outcomes

You can:

- wish a happy mother's day
- describe what your mum looks like
- name some of your mum's favourite things.

Language outcomes

You can:

- describe a person
- say "I love you."
- say nice things to other people.

Key words

mother, mum, grandmother, grandma, mother's day
tall, short, strong, happy, brave, nice, kind, funny

Key phrases

Happy Mother's Day!
What does your mum look like?
What does your mum like?
What's your mum's favourite____?
I love you.

Scaffolding

- examples of short poems and mother's day cards.

Activities

Music

Listen to and sing the Happy Mother's Day song: bit.ly/EHB0031

Art

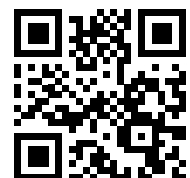
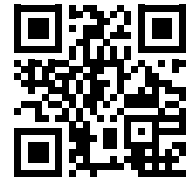
The children make a mother's day card from different materials. Inside the card the children can draw a picture of their mum/some of their mum's interests, for example.

Reading

The children practise a short mother's day poem in English that they can perform at the mother's day breakfast at the pre-primary education facility.

Movement

Listen to and dance to the Happy Mother's Day song: bit.ly/EHB0032



Literature

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