

Helsinki

# Handbook for English-enriched teaching and learning Grades 1–6

Created by

Jenni Kohl

Aapo Marjanen

Hanna-Kaisa Rautio

Janne Rusama

Riikka Räisänen

Riikka-Liisa Salomaa



# Preface

The need for a handbook guiding language-enriched teaching and learning first arose when the first English language-enriched classes started in 2016–2017 in Helsinki. The first version of this handbook was created at that time. The process of creating the handbook was continued in 2017–2019 by a group of language and class teachers, guided by specialists in bilingual education Peeter Mehistö and Tuula Asikainen. Now, at the end of 2019, we are pleased to have finished the first version covering grades 1–6. The project group has created the handbook for English language-enriched teaching but it can be adapted to other target languages.

The project group is composed of class and language teachers who are experienced in teaching in a language-enriched programme. The handbook aims to be very concrete and easy to access for other teachers teaching in language-enriched programmes. It comes about as a result of experience, discussions, negotiations and literature and materials from Clil EDU training sessions with the main sources listed at the end of the handbook. In particular, the project team can highly recommend *Uncovering CLIL Content and Language Integrated Learning in Bilingual and Multilingual Education* (2008. Mehistö, Marsh and Frigols) for deepening the knowledge of CLIL pedagogy and principles.

We would like to warmly thank Peeter Mehistö and Tuula Asikainen for their guidance, feedback, support and help in setting expectations high to ensure a high-quality result.

We are also very thankful for the support for The Finnish National Agency for Education for financing the development project *Helsinki oppii kielillä* that has partly financed the creation of this handbook.

Above all, I would like to thank the members of the project team for their hard work, engagement and enthusiasm in the creation of this handbook. It has been such a pleasure to work with you, Jenni, Aapo, Hansu, Janne, Riikka and Riikkis.

Helsinki, December 2019

Satu Koistinen  
Development services  
Helsinki Education Division



## Contents

The English-enriched programme in Helsinki . . . . .	5	Key words, phrases and other linguistic support. . . . .	7
Introduction to the handbook. . . . .	5	The handbook's annual clock . . . . .	7
Why do we need this handbook? . . . . .	5	How to plan language-enriched teaching . .	10
Structure of the handbook . . . . .	5	Checklist for good pedagogical practices .	11
Content outcomes . . . . .	6	How to read the handbook . . . . .	12
Language outcomes. . . . .	6		

# GRADES 1 AND 2

## Early autumn

### THIS IS ME

Me and my friends	15
Everyday routines, weekdays and months	16

### ME AS A SCIENTIST

Traffic and safety	17
Seasons, temperature, weather and clothing	18
Mathematics – Numbers 0–20, 0–100	19

### ME AS AN ARTIST

Colours	20
---------	----

## Late autumn

### THIS IS ME

My family	22
My feelings	23
My school and my classroom	24
My home	25
My neighbourhood	26

### ME AS A SCIENTIST

Animals	27
Mathematics – Addition and subtraction	28

### ME AS AN ARTIST

Planning, working safely and creating something	29
---	----

## Early spring

### THIS IS ME

My body	31
Five senses	32
Growing up	33

### ME AS A SCIENTIST

Healthy and unhealthy foods	34
Motion	35
Mathematics – Time	36

### ME AS AN ARTIST

Moving/playing to the rhythm	37
------------------------------	----

## Late spring

### THIS IS ME

Recycling	39
-----------	----

### ME AS A SCIENTIST

Plants	40
Mathematics – Shapes and solids	41
Programming	42

### ME AS AN ARTIST

Musical instruments	43
---------------------	----

# GRADES 3 AND 4

---

## Early autumn

### THIS IS ME

Me and others	46
My strengths	47

### ME AS A SCIENTIST

Safety in traffic	49
Mathematics – Multiplication	50
Mathematics – Division	51
Mathematics – Numbers 0–1000	52
Seasons and weather	53

### ME AS AN ARTIST

The colour wheel	54
------------------	----

---

## Late autumn

### THIS IS ME

Body structure (anatomy)	56
Fire safety	57
First aid	58

### ME AS A SCIENTIST

Finland/Nordic and Baltic countries	59
Technology, electricity and safety	60
Changes in animal behaviour	61

---

## Early spring

### THIS IS ME

Recycling and ecological choices	63
Healthy lifestyle	64

### ME AS AN ARTIST

Songs in English and moving to the rhythm	65
---	----

---

## Late spring

### ME AS A SCIENTIST

Water cycle and states of matter	67
Photosynthesis	68
Living and non-living things	69

### ME AS AN ARTIST

Volume, meter, tempo and pitch	70
Planning in arts and crafts	71

# GRADES 5 AND 6

## Early autumn

### THIS IS ME

Strengths and values	74
Me as a learner, learning strategies	75

### ME AS A SCIENTIST

Energy	76
European countries and cultures	77
Continents and oceans	78
Mathematics – Revision of multiplication and division	79

### ME AS AN ARTIST

Experimental arts and crafts	80
------------------------------	----

## Late autumn

### THIS IS ME

Diversity and equality	82
Being a member of society	83

### ME AS A SCIENTIST

Light and dark	84
Sound	85
Space	86
Mathematics – Scale, expanding and downsizing	87
Mathematics – Converting scale calculation into map interpretation and calculating distances	88

### ME AS AN ARTIST

Art in different countries and cultures	89
---	----

## Early spring

### THIS IS ME

Organs	91
Life cycle and reproduction	92
Healthy lifestyle	93

### ME AS A SCIENTIST

Mathematics – Coordinates and map coordinates	95
Mathematics – Connections between fractions and decimals and percentages	96

### ME AS AN ARTIST

Different styles and genres of music	97
History of art – Different periods and their characteristics	98

## Late spring

### THIS IS ME

Sustainable development	100
-------------------------	-----

### ME AS A SCIENTIST

Climate change	101
Democracy in Ancient Greece	102
Ancient Roman society	103
Mathematics – Volume	104
Mathematics – Perimeter	105

### ME AS AN ARTIST

Designing and documenting ideas	106
---------------------------------	-----

Literature	108
------------	-----

# The English-enriched programme in Helsinki

The English language-enriched programme aims to support students to develop:

- age and grade-appropriate fluency in listening to, speaking, reading and writing in English
- age and grade-appropriate fluency in listening to, speaking, reading and writing Finnish
- grade-appropriate levels of academic achievement in content subjects such as mathematics, science or history taught through English
- an appreciation of their own culture and other cultures, and an interest in inter-cultural communication.

At the same time, the language-enriched programme aims to build student confidence in using English for learning and learning skills. This means that the language-enriched programme is additive in nature, seeking to add value to the national curriculum. All the themes and learning outcomes for this handbook come from the Finnish National Core Curriculum and students in the language-enriched programme will learn as much curriculum content as those in the regular programme.

Teachers working in this programme use English in the classroom to the best of their current language knowledge and skills, whilst taking into account the children's existing knowledge of and skills in using English. To ensure high quality delivery of the programme, classroom and language teachers (and where applicable subject teachers) co-operate to support both content and language learning. The class teacher is responsible for taking the lead in building an English-enriched learning environment in their class, and co-operating with subject and language teachers in order to further co-construct with colleagues and students a language-enriched learning environment that extends beyond one classroom.

The amount of use of English in language-enriched programme in Helsinki is 10–25%. Students in the English-enriched programme are learning a minimum of 10% of their content subjects in English (this percentage does not include English language lessons). Teachers of an English-enriched programme also use English in their everyday language.

# Introduction to the handbook

We have written this handbook to serve as guidance and support for teachers in preparing to teach their students and support their learning through English. We emphasise that the language-enriched programme is in its initial stages of development and the needs of different learners are manifold. Therefore, this handbook is a work in progress. The themes, intended learning outcomes and related words and phraseology will be revisited once per year in order to assess if they have been achieved, and whether they and the teaching practices need to be adjusted in any way to better support student learning.

## Why do we need this handbook?

The handbook has the following goals:

- It aims to standardise the language-enriched teaching in the city of Helsinki.
- It clarifies the planning process of language-enriched teaching for the teachers.
- It provides tools and concrete examples for language-enriched programme teachers.
- It guides teaching content in English.
- It gives examples of and ideas for everyday language, arts, music, crafts and physical education.
- It increases cross-curricular co-operation throughout all grades and subjects.

## Structure of the handbook

We have divided the handbook in three parts, which cover grades 1–2, 3–4 and 5–6. The content chosen is collected under three main themes:

- This is me
- Me as a scientist
- Me as an artist.

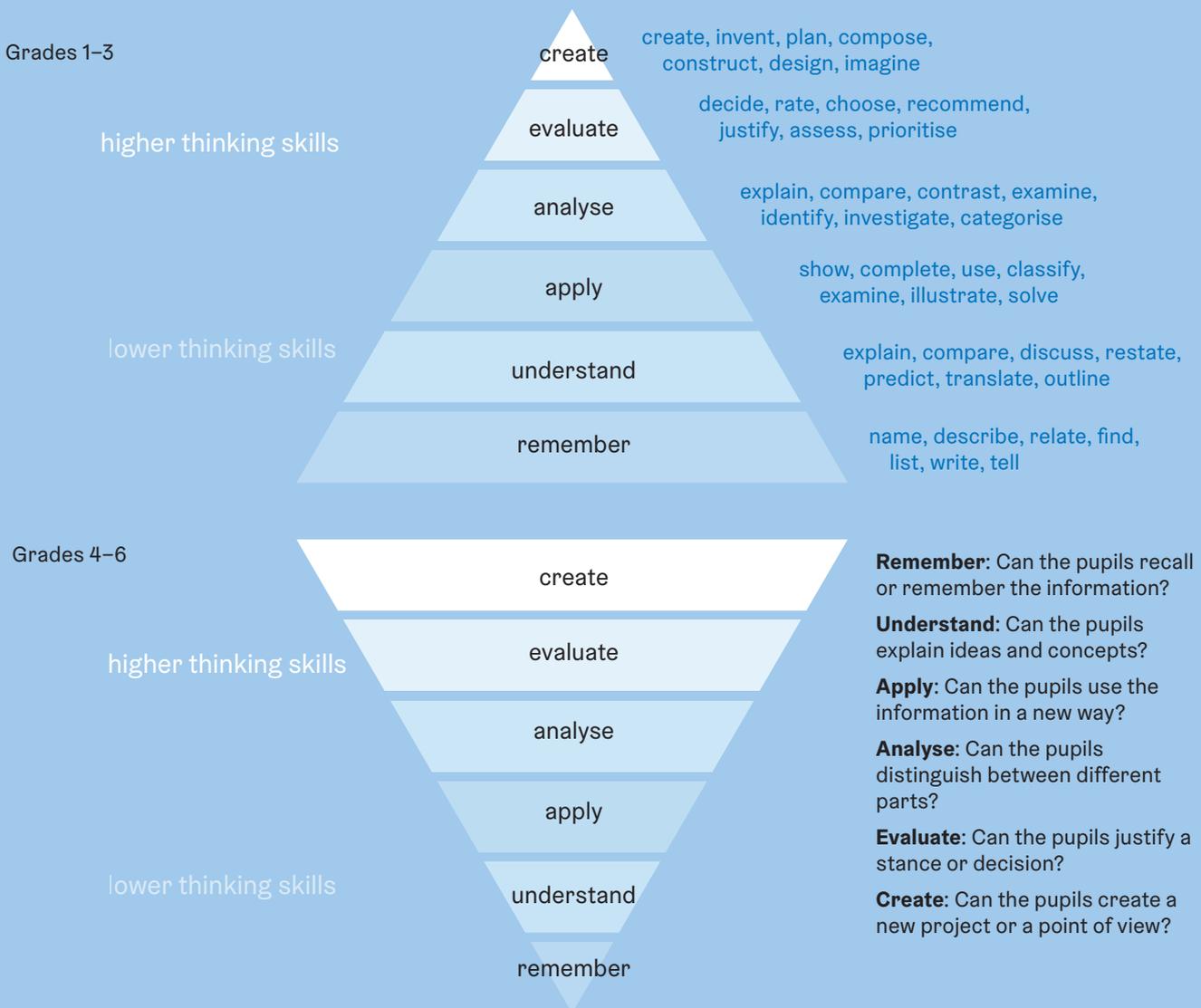
For every theme we have created age and grade-appropriate intended learning outcomes for content (titled **Content outcomes**) and intended learning outcomes for language (titled **Language outcomes**). Under one theme, you can find content from different subject. The order that we have chosen for the themes and contents is a suggestion and you can change it to suit best into your learners' needs. Both content and language outcomes also include some classroom and learning activities. Please also feel free to set some of your own intended learning outcomes.

**Content outcomes**

The chosen content aims to help learners to develop grade-appropriate levels of academic achievement in different subjects as defined in the Finnish National Curriculum. They aim also to develop learners’ thinking skills. In grades 1–3, the focus is more on lower thinking skills and for grades 4–6 higher thinking skills. They are based on a model of Bloom’s taxonomy as presented below. Due to the nature of this document, we are not able to consider Bloom’s taxonomy in detail in this handbook.

**Language outcomes**

The language outcomes contain curricular goals, as well as language-learning skills and strategies. They all describe what a student is expected to be able to do by each grade. You are also likely to teach additional language (phrases, expressions, words) when responding to your students’ wishes to learn how to use English to speak and write about topics and thoughts that are of interest to them.



## Key words, phrases and other linguistic support

We have created lists of key words, key phrases, speaking and writing frames and some examples of exercises to provide examples of language that teachers and learners use when they are working on a certain theme. These form a sort of building block for teacher-talk and examples of language that is used in the learning situation. They help learner 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 in:

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

As students and teachers navigate the here and now, situations will arise where the students 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.

**Speaking and writing frames** are a scaffolding tool that you can use in the classroom. You can also use some of the speaking frames as writing frames. They provide models of sentence construction, language structures as well as vocabulary, and as the learners' language-skills build, parts of the frames/the whole frame can be left out.

We have also created some examples of exercises for different content that may help you to come up with ideas for learning activities in language-enriched programmes.

# The handbook's annual clock

To help you gain an overview of all the themes and content elaborated on in the handbook, we have created an annual clock, which is also intended to unify language-enriched teaching and increase teacher co-operation.

The annual clock divides the school year in four periods: early autumn, late autumn, early spring, late spring and gives a suggestion of when to teach each theme and its content during the school year. Again, please feel free to change it if needed.

The handbook's headings follow the same colour codes and help the reader to navigate through the handbook. You find the annual clock on pages 8-9.

## Grades 5 and 6

### This is me

- Diversity and equality
- Being a member of a society
  - Democracy and participation

### Me as a scientist

- Light and dark
- Sound
  - How the ear functions?
  - Changes in sound
- Space
  - Solar system
- Mathematics – Scale, expanding and downsizing
  - Mathematics – Converting scale calculation into map interpretation and calculating distances

### Me as an artist

- Art in different countries and cultures

## Grades 3 and 4

### This is me

- Body structure
  - Anatomy, body parts, organs
- Fire safety
- First aid

### Me as a scientist

- Finland/Nordic and Baltic countries
- Locations on the map, points of the compass
- Technology, electricity and safety
  - Home/electrical appliances
  - Saving electricity
- Animals
  - Changes in animal behavior

## Grades 1 and 2

### This is me

- My family
  - Family members and pets
- My feelings
- My school and my classroom
  - School equipment
- My home
  - Rooms and furniture, household chores
- My neighbourhood
  - Nearby places and buildings

### Me as a scientist

- Animals
- Mathematics – Addition, subtraction

### Me as an artist

- Planning, working safely and creating something
  - Arts and crafts equipment

Late autumn

Early autumn

## Grades 5 and 6

### This is me

- Strengths and values
- Me as a learner, learning strategies

### Me as a scientist

- Energy
  - Forms of energy and the energy cycle
- European countries and cultures
- Continents and oceans
- Mathematics – Revision of multiplication and division
  - Concept of unknown and solving equations

### Me as an artist

- Experimental arts and crafts
  - Textures, materials, styles
  - Giving feedback
  - Critical thinking
  - Peer review

## Grades 3 and 4

### This is me

- Me and others
  - Rules and manners
- My strengths

### Me as a scientist

- Safety in traffic
  - Rules, directions
- Mathematics – Multiplication
  - Times tables 1–10
- Mathematics – Division
- Mathematics – Numbers 0–1000
  - Ones, tens, hundreds, thousands
- Seasons and weather
  - Months, changes in nature

### Me as an artist

- Colour wheel
  - Primary and secondary colours

## Grades 1 and 2

### This is me

- Me and my friends
  - Introductions, likes/dislikes
- Everyday routines, weekdays and months
  - Daily schedule/activities

### Me as a scientist

- Traffic and safety
  - Vehicles, giving directions
- Seasons, temperature, weather and clothing
- Numbers 0–20, 0–100

### Me as an artist

- Colours
  - Mixing colours

# annual clock

Early  
spring

Late  
spring

## Grades 1 and 2

### This is me

- My body
  - Body parts
- Five senses
- Growing up
  - Human life cycle

### Me as a scientist

- Healthy and unhealthy foods
- Motion
  - Different kinds of movement, action verbs
- Mathematics – Time

### Me as an artist

- Moving/playing to the rhythm

## Grades 3 and 4

### This is me

- Recycling and ecological choices
- Healthy lifestyle
  - Nutrition, habits, illnesses

### Me as an artist

- Songs in English and moving to the rhythm

## Grades 5 and 6

### This is me

- Organs
- Life cycle and reproduction
- Healthy lifestyle
  - Mental health: Recognizing, expressing and regulating emotions
  - Drugs and their effects on your body

### Me as a scientist

- Mathematics – Coordinates and map coordinates
- Mathematics – Connection between percentages and decimal numbers and fractions

### Me as an artist

- Different styles and genres of music
- History of art – Different periods and their characteristics

## Grades 1 and 2

### This is me

- Recycling

### Me as a scientist

- Plants
  - Plant parts, living/non-living
- Mathematics – Shapes and solids
  - Geometry
- o Programming
  - Directional instructions

### Me as an artist

- Musical instruments

## Grades 3 and 4

### Me as a scientist

- Water cycle and states of matter
- Photosynthesis
  - Parts of a plant
  - Growing a plant
- Living and non-living things

### Me as an artist

- Volume, meter, tempo and pitch
- Planning in arts and crafts
  - Working process

## Grades 5 and 6

### This is me

- Sustainable development
  - UN sustainable development goals
  - Natural ecosystem
  - Individual choices

### Me as a scientist

- Climate change
  - Humankind now and in the future
- Democracy in ancient Greece
- Ancient Roman society
- Mathematics – Volume
  - Unit conversions
- Mathematics – Perimeter

### Me as an artist

- Designing and documenting ideas
  - Describing your working and learning process

## How to plan language-enriched teaching?

In this chapter, we have gathered together some guiding principles that can help you plan your teaching for learners on a language-enriched programme. We have elaborated on these for a period, a week and a lesson.

At the end of this chapter, you can also find an example of a checklist for good pedagogical practices. You will find the same list at the end of every period in the handbook.

### Period

When planning a period in a language-enriched programme, you can follow these steps.

- Choose content in the handbook.
- Plan the period together with learners' English teacher and co-teacher:
- Prepare the speaking and/or writing frames and other materials needed. You can adjust your teaching by scaffolding less or more. (N.B. There are good resources available on the internet, search for ESL or EFL resources.)
- Agree on the assessment of content and language outcomes.

### Week

Plan the week so that it includes **both teaching content in English** (minimum of 10%) and **arts, music, crafts and/or PE lessons where English is used for instructions, everyday use and also for teaching some of the content** (up to 15%). Remember to integrate key phrases into your weekly routine.

You can focus on the content in subject class (e.g. science, maths) and practise key words and phrases (pronunciation and grammar) in English class if possible. If your students study another language than English as A1, we suggest they also work on the same theme.

You can change the subjects in which you use English for teaching during the weeks according to the themes and content you are teaching / what theme and content is suitable. Here is a week plan example for Grade 2.

In this timetable example we have highlighted

- **in red:** lessons where the academic content is taught in English (minimum of 10%)
- **in blue:** arts, music, crafts and PE lessons where English is used for instructions, everyday use and for teaching some of the content (up to 15%)
- **in green:** examples of routines in English that can be integrated into every week plan.

\* in the beginning of the first lesson

\*\* in the end of the day

	Monday	Tuesday	Wednesday	Thursday	Friday
	<b>Morning circle*</b>				
8.15-9.00	<b>Crafts</b>		<b>Science</b>		
9.00-9.45	Finnish	PE	<b>Science</b>	Finnish	Finnish
10.15-11	Finnish	PE	Math	Finnish	<b>Arts</b>
11-11.30	<b>Lunch in English</b>				
11.30-12.15	<b>Music</b>	Finnish	Finnish	<b>Music</b>	<b>Arts</b>
12.30-13.15		A1-language	A1-language	Math	Religion
13.30-14.15		<b>Math</b>			
	<b>Finishing up activity**</b>				

## Lesson

When you plan a lesson, ensure that the areas listed below are covered:

- **The learning environment is safe, friendly and rich in language and content.**
  - Routine activities and warm-up activities are used.
  - Subject content is rich and academically challenging.
  - There is extensive oral and written language input.
- **Lesson objective(s) for content outcomes and for language outcomes are clear and visible.**
- **You are scaffolding the language and content.**
  - language: vocabulary and grammatical structures the learners need in order to access the content are given and learned
  - content: using graphic organisers and subheadings, highlighting the key facts, breaking material into chunks, reducing the number of tasks at one time
- **The lesson structure favours student talking time over teacher talking time and learners have many opportunities to speak and/or write.**
- **Methods and activities support learning.**
  - Activities are collaborative and cooperative.
- **Materials and equipment are suitable.** (N.B. There are good resources available on the internet, search for ESL or EFL resources.)
- **Differentiation, feedback and evaluation**

## Checklist for good pedagogical practices

You can also find a checklist for good pedagogical practices at the end of every period. These are especially suitable for language-enriched classes. You can use them to reflect on your teaching and for setting goals for the period to come. The checklist is based on a presentation of CLIL essentials for primary schools developed by Peeter Mehistö (2018) and the Planning and observation checklist in *Uncovering CLIL* (p. 232).

### Checklist for good pedagogical practices

		Grade 1	Grade 2
The learning environment is safe and friendly.	<input type="checkbox"/>		<input type="checkbox"/>
The learning environment is rich and supports learning.	<input type="checkbox"/>		<input type="checkbox"/>
I foster learner autonomy	<input type="checkbox"/>		<input type="checkbox"/>
• by giving learners choices to make	<input type="checkbox"/>		<input type="checkbox"/>
• by teaching learning skills	<input type="checkbox"/>		<input type="checkbox"/>
• by negotiating on decisions about the learning process with learners.	<input type="checkbox"/>		<input type="checkbox"/>
I give learners opportunities for cooperative learning.	<input type="checkbox"/>		<input type="checkbox"/>
I plan my lessons in order to ensure learners speak, write and read more than I do.	<input type="checkbox"/>		<input type="checkbox"/>
I plan my teaching with colleagues.	<input type="checkbox"/>		<input type="checkbox"/>
The intended learning outcomes for language are explicit and visible to my learners.	<input type="checkbox"/>		<input type="checkbox"/>
The oral and/or written language input is extensive.	<input type="checkbox"/>		<input type="checkbox"/>
I am scaffolding language input and output (e.g. shortening sentences, repeating nouns instead of using pronouns, underlining key phrases, providing speaking and writing frames, organising vocabulary in categories etc.)	<input type="checkbox"/>		<input type="checkbox"/>
The academic language is visible to learners.	<input type="checkbox"/>		<input type="checkbox"/>
Intended learning outcomes for content are explicit and visible to my learners.	<input type="checkbox"/>		<input type="checkbox"/>
I am scaffolding content (e.g. by using graphic organisers and subheadings, highlighting the key facts, breaking material into chunks, reducing the number of tasks at one time etc.)	<input type="checkbox"/>		<input type="checkbox"/>
The content is academically challenging.	<input type="checkbox"/>		<input type="checkbox"/>
I reflect on learning with my learners.	<input type="checkbox"/>		<input type="checkbox"/>
I reflect on my teaching.	<input type="checkbox"/>		<input type="checkbox"/>

Notes

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

My moment of success during the last period

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

My goals for next period

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

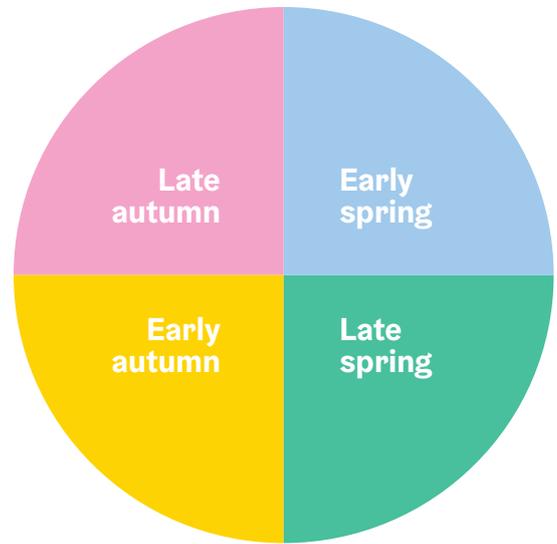
21

## How to read the handbook?

There are two columns and five colour codes in the handbook. You will find the theme and the content set out in the heading. The colour of heading also indicates the period suggestion for when to teach the content during the school year:

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

In the left-hand column you will find the content and language outcomes and in the right-hand one the linguistic support provided. The parts of the handbook written in **blue** are suggestions of the outcomes and examples for the higher grades of the part in question (2/4/6)



The theme: **ME AS A SCIENTIST**

The content: **Animals**

**Content outcomes**

You can:

- name Finnish farm and wild animals
- name pets
- connect animals learnt with their habitats
- **describe and compare animals.**

**Language outcomes**

You can:

- use colours, age, emotions, movement and foods to describe animals
- write some names of animals in a picture dictionary
- mimic different animals' movements and sounds to memorize them
- use the words: bigger, smaller, taller, shorter, more, less
- **create a book about your pet or imaginary pet**
- **compare and contrast animals.**

**Key words**

cat, chicken, cow, dog, duck, guinea pig, hamster, horse, pig, sheep, bear, deer, fox, moose, spider, snake, wolf, duck, eagle, swan

**Key phrases**

- **Do you have a pig? Yes, I do. No, I don't.**
- **Where does this animal live?**
- **In the forest, in the sea, in my house...**
- **Is this a pet/a wild animal/a farm animal?**

**Speaking frame:**

Compare these animals					
A dog		bigger	ears		(another animal)
An eagle		smaller	neck		
An elephant	has	more	nose	than	
A giraffe		taller	feet		a ...
A mouse		shorter	teeth		an ...
A shark			tail		

The colour of the heading indicates the suggestion for when to teach the content during the school year.

The parts of the handbook written in **blue** are suggestions of the outcomes and examples for the higher grade of the part in question (2/4/6)

Left-hand column: content and language outcomes for learners

Right-hand column: key words, key phrases, speaking and writing frames etc.

# Grades 1 and 2



## THIS IS ME

# Me and my friends

### Content outcomes

You can:

- say your name and age
- say what you like and don't like
- **introduce your friend**
  - name
  - age
  - likes and dislikes

### Language outcomes

You can:

- copy your name
- respond to the questions
  - What do you like?
  - What's your name?
  - How old are you?
- present yourself orally
- **speak in front of the class about your friend**
- **write a couple of sentences about yourself**

### **Key words**

name, age, likes, dislikes

### **Key phrases**

- What's your name? My name is \_\_\_\_\_.  
How old are you? I'm \_\_\_\_ years old.
- What do you like?  
I like ...  
I don't like ...
- **Who is this?**  
**This is Jenni. She is eight years old. She likes Star Wars.**
- **My name is \_\_\_\_\_. I'm 8 years old. I live in Lauttasaari.**  
**I really like elephants.**

## THIS IS ME

# Everyday routines, weekdays and months

### Content outcomes

You can:

- follow instructions
- follow today's/the classroom's schedule
- name the days of the week in the right order
- name your favourite day of the week
- greet people and say goodbye
- name the months in the right order
- name your favourite month.

### Language outcomes

You can:

- respond to instructions
- give instructions others can follow
- match activities in a schedule and the day of the week
- point to the words for each day of the week
- write the names of the days of the week
- write the names of the months
- write different kinds of greetings and use them in a cartoon, for example.

### **Key words**

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, today, yesterday, tomorrow, hello, goodbye, good morning, maths, Finnish, science, P.E., music, crafts, January, February, March, April, May, June, July, August, September, October, November, December

### **Key phrases**

- Raise your hand if ...  
Let's sit in a circle. Sit in the circle.  
Sit down. Stand up.  
Listen up. Quiet down.  
Come here.  
Stop and listen.
- Today is Monday.  
Yesterday was \_\_\_\_\_.  
Tomorrow is \_\_\_\_\_.  
What is your favourite day of the week?  
My favourite day is \_\_\_\_\_.
- Good morning. Hello. See you tomorrow. Goodbye.  
Happy to see you.  
What day is it today?  
What day was it yesterday?  
What day is it tomorrow?
- I/We can quiet down in 10 seconds.

# Traffic and safety

## Content outcomes

You can:

- name five vehicles
- behave safely in the classroom
- behave safely in traffic
- analyse pictures for mistakes children make in traffic
- act politely in class, in the hallways, and elsewhere in school
- [analyse how you act at home.](#)

## Language outcomes

You can:

- follow directions to find a place
- give directions to find a place
- respond to the teacher's instructions about behaviour
- use gestures in order to give directions
- write some names of vehicles (e.g. create a picture dictionary).

## **Key words**

car, bus, train, subway, underground/metro, traffic lights, road, street, bike, red light, green light, zebra crossing, left, right

## **Key phrases**

- Let's whisper.  
Be careful.  
Listen up.  
Quiet down. I can quiet down quickly.
- Left, right. Stop.  
Look to the left/look to the right. Look both ways.  
Look out for the car/bus/bike.  
Let's go. Go straight on. Go left. Go right. Cross the street.  
I always look both ways.  
She did not/He did not look ...  
She did not use the zebra crossing ....  
She didn't wait for the green light.
- Thank you  
Sorry  
You're welcome  
I listen carefully.  
I put my hand up.  
I help others.
- At home, I listen when my \_\_\_\_\_ speaks.  
I say thank you when my \_\_\_\_\_ gives me \_\_\_\_\_.  
At home, I help with the dishes.

## ME AS A SCIENTIST

# Seasons, temperature, weather and clothing

### Content outcomes

You can:

- identify and name the four seasons (using pictures)
- match activities to seasons (using pictures)
- read the temperature and link it to the weather
- name the clothing you wear in each season
- describe the weather in each season
- match words about weather with temperature.

### Language outcomes

You can:

- match words and pictures about the weather and clothing
- ask and answer questions about the weather, temperature and clothing
- discuss your likes and dislikes about seasons
- give a reason for your likes and dislikes
- group words and phrases about the weather (e.g. the weather I like/don't like)
- copy words and sentences about the weather (e.g. create your own book about the weather).

### **Key words**

season, winter, summer, autumn, spring, temperature, weather, clothes

### **Key phrases**

- What's the temperature?  
What's the weather like?  
It's -20. -> It's cold/freezing.  
It's +15. -> It's hot/warm.  
You can ski / skate / go sleighing in the winter.  
It's cloudy/sunny/rainy/snowy/freezing/warm/hot/cold.  
What should you wear today?/What should I wear today?

I would wear You should wear	a jacket a hat shoes mittens a beanie a t-shirt socks trousers / pants an umbrella shorts a swimsuit jeans a skirt a dress a scarf leggings a hoodie	today because	it's rainy. it's sunny. it's stormy. it's cloudy. it's snowy. it's freezing. it's warm. it's hot. it's cold.
---------------------------------	---	------------------	--

- What is your favourite season?  
My favourite season is summer, because it's warm and sunny.

# Mathematics – Numbers 0–20, 0–100

## Content outcomes

You can:

- count from 0 to 20 (including backwards)
- demonstrate understanding of the concepts 'greater than' and 'less than'
- answer questions about quantity
- connect expressions/calculations with pictures.
- count from 0 to 100 (including backwards)
- create maths problems.

## Language outcomes

You can:

- name numbers
- match written words with numbers
- place the word cards in the order you hear them
- speak clearly and loudly enough that everyone can hear you
- chant / sing /rap numbers in different order (e.g. from 0–20, from 20–0).
- use correctly expressions
  - greater than
  - less than
- write and name numbers.

## **Key words**

greater than, less than

## **Key phrases**

- How many cats can you see in the picture?  
Five cats.  
One cat gets a new home. How many cats are left?  
Four cats.

## ME AS AN ARTIST

# Colours

### Content outcomes

You can:

- name different colours
- make new colours by mixing different colours
- group things according to colour.

### Language outcomes

You can:

- say what colour something is
- create a table of things of different colours, and talk about it
- match words and pictures about colours
- explain what your favourite colour is
- write the names of colours (fill in blanks).

### **Key words**

colours, favourite, yellow, red, blue, green, orange, brown, black, white, purple

### **Key phrases**

- What do you get if you mix blue and yellow?  
You get green.
- What colour is a plant?  
red, blue, yellow, purple, green, orange, brown
  
- Bananas are yellow.  
The sun is yellow.  
My sweater is yellow.  
I like the colour yellow.
  
- What is your favourite colour?  
My favourite colour is\_\_\_\_\_.
- I love pink. I like purple.  
I don't like black.
- Primary colours and secondary colours



## THIS IS ME

# My family

### Content outcomes

You can:

- name family members
- say if you have a pet or not
- **speak about your family members' role, age, name and likes and dislikes.**

### Language outcomes

You can:

- speak clearly and loudly enough that everyone can hear you
- match words related to pictures about family members and pets
- answer the questions
  - Who is this?
  - Do you have sisters / brothers / pets?
- **give an oral presentation about your family**
- **match written words with spoken words**
- follow written instructions
- **write some-short sentences about your family.**

### **Key words**

mother, father, sister, brother, pet, **parents, grandparents, grandmother, grandfather, cousin, aunt, uncle**

### **Key phrases**

- Who is this?  
This is my mum/dad/sister/brother/dog.  
I have an older/younger brother/sister.

- Do you have a pet?  
Do you have sisters/brothers/pets?

I have a dog. He is big/small. Likes to run. Likes to chase squirrels/rabbits. She likes to fetch a ball.  
Yes, I do./No, I don't.

### **Speaking frame:**

My grandfather My mother My grandmother My brother My cousin	loves likes hates	to cook. loud music. to sing. to cycle. pizza. rye bread.
--	-------------------------	--

## THIS IS ME

# My feelings

### Content outcomes

You can:

- recognise in pictures
  - positive feelings: calmness, excitement, happiness
  - negative feelings: anger, fear, frustration, sadness
- connect pictures of feelings to words
- show feelings non-verbally
- explain what makes you
  - happy
  - sad
- say who/what can help you when you feel sad/upset
- connect pictures of different situations with different feelings
- make your own picture dictionary about feelings.

### Language outcomes

You can:

- explain how you feel
- match words and pictures (e.g. emoji) about feelings
- answer questions
  - Are you happy/sad/angry/tired?
  - What makes you happy/ sad?
  - When are you happy/sad?
- mimic feelings to help learning them.

### **Key words**

feelings, calm, excited, happy, angry, sad, tired, hungry

### **Key phrases**

What/Who makes you happy/sad?

Friends. My dog. My mum.

When are you happy/sad?

I love\_\_\_\_\_

I hate\_\_\_\_\_

I like \_\_\_\_\_

I dislike \_\_\_\_\_

I'm happy/sad/tired/hungry

### **Speaking frame:**

I am happy	when	my friends are happy. my friends listen to me. I play with my dog. it's my birthday. it's a friend's birthday.
I am unhappy	when	a friend is sad. am feeling tired. I am angry. am feeling sick.

### **Key phrases**

- Are you happy/sad/calm/afraid/excited?  
Yes, I am. / No, I'm not. I'm sad.

## THIS IS ME

# My school and my classroom

### Content outcomes

You can:

- name different areas in the school and the schoolyard
- explain where the following are:
  - the dining hall
  - the nurse's office
  - the principal's office
  - the gym
  - the janitor's office
- name classroom furniture, supplies and equipment
- talk about different school subjects and your timetable
- explain when:
  - school starts
  - the school day ends
- explain where:
  - you sit
  - you put your bag
  - you can find supplies and equipment
  - you are allowed to spend breaks.

### Language outcomes

You can:

- match words and pictures of school equipment
- match names and pictures of classroom furniture and equipment
- place the word/picture cards in the order you hear them.
- show and talk about what's in your school bag.

### **Key words**

classroom, hallway, gym, table, chair, pen, pencil, (diner) dining room/lunch room, schoolyard, rubbish

### **Key phrases**

- The scissors are in that cupboard.  
The paper is in ...
- Do you know where you can stay during breaks?  
Inside the yard, don't go past the fence.  
We have to stay in the schoolyard.

What can you do during break?

We can play hide and seek, tag and dodgeball, hopscotch...

I can use swings and a climbing frame.

I can skip rope. My school day starts at nine.

- In my bag, I have
  - a pencil case
  - a pencil
  - a book
  - a notebook.

## THIS IS ME

# My home

### Content outcomes

You can:

- give your address
- talk about your journey to school
- explain the chores you do at home
- name three different rooms
- name five pieces of furniture
- fill in a chart about household chores in your family.

### Language outcomes

You can:

- describe your room
- describe your home
- connect written words about rooms with pictures
- write names of some rooms in a picture dictionary
- match names and pictures of furniture
- show and tell about your own room
- look at the class when you speak
- talk about your household chores chart.

### **Keywords**

bed, chair, lamp, mirror, door, window, blanket, carpet

### **Key phrases**

- My address is Imaginary Road 31.
- How can you help mum/dad at home?  
I can Hoover, clean my room, take the dog out, empty the dishwasher, make the bed, take out the rubbish
- What room is this?  
It is a kitchen/a living room/a bedroom.  
My house has three rooms.

### **Chores chart:**

WHO DOES THESE ACTIVITIES IN YOUR HOME?	me	my brother/sister	my dad	my mom	?
Cooks					
Does the ironing					
Takes out the rubbish					
Walks the dog					
Cleans my room					
Dusts					
Waters the plants					
Washes dishes					

## THIS IS ME

# My neighbourhood

### Content outcomes

You can:

- talk about where you live
- name three places nearby your home
- explain where it is not safe to go - when or why
- **draw a map and name places on it.**

### Language outcomes

You can:

- create your own picture dictionary about places near you
- describe the area where you live using your picture dictionary
- **name and describe different buildings.**
- **look up words on the Internet / in a dictionary.**

### **Key words**

park, street, forest, library, supermarket, bus stop, hospital, river, lake, sea, **buildings, houses, transport/transportation, directions**

### **Key phrases**

- I live in Lauttasaari.  
I live in Finland.  
I go to Lauttasaari Primary School.
- Tell me something about the area where you live.  
There is a \_\_\_\_\_ nearby.  
The library is big/small/old/new. It has lots of tables and sofas. There are lots of books and computers.

### **Speaking frame:**

It is not safe to go	in the water onto a construction site in the forest	when alone. at night.
----------------------	---	--------------------------

## ME AS A SCIENTIST

# Animals

### Content outcomes

You can:

- name Finnish farm and wild animals
- name pets
- connect animals learnt with their habitats
- describe and compare animals.

### Language outcomes

You can:

- use colours, age, emotions, movement and foods to describe animals
- write some names of animals in a picture dictionary
- mimic different animals' movements and sounds to memorize them
- use the words: bigger, smaller, taller, shorter, more, less
- create a book about your pet or imaginary pet
- compare and contrast animals.

### **Key words**

cat, chicken, cow, dog, duck, guinea pig, hamster, horse, pig, sheep, bear, deer, fox, moose, spider, snake, wolf, duck, eagle, swan

### **Key phrases**

- Do you have a pig? Yes, I do. No, I don't.
- Where does this animal live?
- In the forest, in the sea, in my house...
- Is this a pet/a wild animal/a farm animal?

### **Speaking frame:**

Compare these animals					
A dog		bigger	ears		(another animal)
An eagle		smaller	neck		
An elephant	has	more	nose	than	a ...
A giraffe		taller	feet		an ...
A mouse		shorter	teeth		
A shark			tail		

# Mathematics – Addition and subtraction

## Content outcomes

You can:

- add and subtract using plus and minus signs
- use manipulatives to solve
  - additions
  - subtractions
- understand addition and subtraction by
  - connecting pictures and mathematical expressions together
  - drawing pictures of expressions
- use addition and subtraction to solve math problems
- [create maths problems.](#)

## Language outcomes

You can:

- use mathematical terms correctly.

## **Key words**

subtraction, addition, plus, minus, equals, take away, add

## **Key phrases**

- $2 + 2 = 4$   
Two plus two equals four.
- How many cats you see in the park?  
Three cats.  
There comes two more cats. How many cats there are now?  
Five cats.  
 $3 + 2 = 5$   
Three plus two equals five.  
Is it addition or subtraction?  
It's addition.

## ME AS AN ARTIST

# Planning, working safely and creating something

### Content outcomes

You can:

- use different craft and art equipment safely
- take things back to their place
- clean up after yourself
- list what you need for your work
- name the steps for creating your art work (your plan)
- create your own work of art
- present your artwork to others.

### Language outcomes

You can:

- match pictures and words of different materials and tools
- follow written and drawn instructions
- describe what you did (e.g. what colours/materials you used)
- describe what you created.

### **Key words**

equipment, paper, cardboard, scissors, pencil, eraser, ruler, glue, brush, markers, crayons, water colours, cup, hammer, saw, nail, needle, thread, string, fabric, felt, pin, knot, draw, cut, mix colours, sketch, mould, wash, clean up, wipe, paint

### **Key phrases**

- What do you need?  
I need paper / cardboard ...  
  
Sew. Fold. Make a knot.  
You need paper and scissors. Go and get them.
- First/Then/Finally I...  
My title is ...  
I used red/ green/white paper/ paint.  
This is a drawing/ painting/collage/...  
It is about....  
My favourite colour is ....  
Thank you for listening.



## THIS IS ME

# My body

### Content outcomes

You can:

- name and point to body parts
- draw and label body parts
- sing a song about the body.

### Language outcomes

You can:

- match words and pictures (e.g. emojis) about body parts
- correctly follow instructions (e.g. touch your nose/belly/head/ears)
- fill in the blanks about the body (This is my ... These are my ...)
- write the names of body parts
- create a book entitled *My Body*.

### **Key words**

head, hair, neck, chest, arm, hand, stomach, leg, foot, toes, nose, mouth, bum, ears, eyes, feet, fingers

### **Key phrases**

- This is my head/hair/neck
- These are my ears/eyes/feet/fingers.  
I have five fingers.  
I am \_\_\_\_ cm tall.

## THIS IS ME

# Five senses

### Content outcomes

You can:

- name all the five senses
- connect senses to body parts
- connect actions to senses
- fill in a chart about what you hear, see, taste, touch and smell
- explain what something (e.g. during a blind smell, touch, taste test)
  - feels
  - sounds
  - smells
  - tastes
  - looks like.

### Language outcomes

You can:

- match words and pictures about senses
- respond correctly to
  - look
  - listen
  - taste
  - smell
  - touch
- connect verbs and adjectives with the correct senses
- add some elements about the five senses to your picture dictionary
- use some adjectives and adverbs.

### Key words

sight, hearing, taste, smell, touch

### Key phrases

- Look.  
Taste.  
Listen.  
Smell.  
It feels/sounds/smells/looks/tastes ...  
It tastes good/tastes bad/tastes sweet/tastes nice.  
It looks soft/feels soft/feels nice.  
The apple/chocolate tastes good.
- This tastes good.  
This smells bad.  
I think this is an apple/soap/wood/...

### Speaking frame:

I can taste	apples	with my mouth. with my hands. with my ears. with my nose. with my eyes.
I can touch	chocolate	
I can hear	cars	
I can see	birds	
I can smell	my dog	
	my cat	
	flowers	
	a giraffe	
	an airplane	

## THIS IS ME

# Growing up

### Content outcomes

You can:

- name five stages of growing up
- talk about the time you were a baby  
Where were you born?  
Where did you live?  
What did you like?  
What was your favourite toy?
- compare my body today with when I was a baby.

### Language outcomes

You can:

- match words and pictures about stages of growing up.
- draw illustrations (e.g. a comic) comparing yourself as a baby to you today
- ask and answer questions about you as a baby/toddler.

### **Key words**

a baby, a toddler, a child, a teenager, an adult, elderly person, body parts

- This is a baby/a toddler/an adult...
- I was born in Kuusamo.  
I lived in Kuusamo.  
I liked plums.  
My favourite toy was a toy cat.

### **Speaking frame:**

When I was a baby	my arms my eyes my ears my hair my nose my feet my fingers my legs my toes	was were	blond. brown. black. very short. very small. short. long. pink.
-------------------	--	-------------	--

# Healthy and unhealthy foods

## Content outcomes

You can:

- name things you need when having lunch
- classify healthy and unhealthy foods and practices
- talk about your favourite food
- group
  - vegetables
  - berries
  - fruits
- compare berries and other fruit with other objects.

## Language outcomes

You can:

- answer the question: Is this healthy?
- match and connect healthy/unhealthy foods and practices with pictures
- identify the written form of foods
- write the names of some fruit, vegetables and berries
- compare things.

## **Key words**

napkin, spoon, knife, fork, glass, milk, water, bread, butter, potato, rice, soup, fruit, vegetables, breakfast, lunch, dinner, tomato, cucumber, lettuce, onion, potato, cabbage, carrot, banana, apple, pear, grape, pepper, salt, basil, dill, parsley, strawberry, blueberry, lingonberry, cranberry, cloudberry, raspberry

## **Key phrases**

- Is this healthy/unhealthy?  
This is healthy. This is not healthy.  
This is unhealthy (e.g. crisps, junk food, candy bars, sodas)  
Yes, it is. No, it's not.  
Vegetable, fruit, root, herb, berry
- Too much, too many, too big, bigger than, smaller than

# Motion

## Content outcomes

You can:

- name different ways you can move
- follow instructions
- line up
- follow directions
- speak about school rules
- explain what you can do during breaks.

## Language outcomes

You can:

- match break time activities to pictures
- match movements to pictures
- give and follow oral instructions
- read and follow written instructions
- describe what not to do and why.

## **Key words**

movement, line up, jump, run, walk, stop, sneak, tiptoe, crawl, skip, instructions, break, balance, catch, climb, play, pass, kick, roll, hop, throw

## **Key phrases**

- Line up!/Line up in pairs!
- What did you do during break?  
Did you climb in the jungle gym?  
Did you run in the field?  
Did you kick the ball?  
Did you play tag/football/basketball?

## **Speaking frame:**

You shouldn't	hit kick laugh at someone push run inside swear	because	you can hurt people's feelings. you can cause an injury. you can fall. it's rude.
---------------	---	---------	---

## ME AS A SCIENTIST

# Mathematics – Time

### Content outcomes

You can:

- count the number of minutes in an hour (count to 60)
- estimate and measure how long certain activities and movements take time.

### Language outcomes

You can:

- match words and pictures about time
- place the picture cards in the order you hear them
- listen and read using pictures/picture cards
- talk and answer questions about your schedule
- keep a diary of daily activities – the time they started and finished.

### **Key words**

time, minute, hour, o'clock, half past, quarter to/past

### **Key phrases**

- What time is it?  
It's ten o'clock.  
It's half past eleven.  
It's quarter to/past one.

### **Speaking frame:**

I	ate breakfast/lunch/dinner	at 7:00
	played	at 11:00
	slept	
	walked to school	at 15:30
	walked home	
	watched TV	at 21:00
It took me ___ minutes, hours.		

## ME AS AN ARTIST

# Moving/playing to the rhythm

### Content outcomes

You can:

- create rhythms with your body
- create a dance
- repeat a rhythm.

### Language outcomes

You can:

- follow instructions
- give instructions
- [teach a dance to your school mates.](#)

### **Key words**

movement, dance, play, body rhythms

### **Key phrases**

- Move. Stomp your feet.  
Clap your hands.  
Wave your hands.  
Turn around.  
Jump up, go down.
- [Everybody turn around and clap your hands! Jump up!](#)



## THIS IS ME

# Recycling

### Content outcomes

You can:

- place different materials and hazardous waste in the correct containers
- advise other people how to recycle
- [measure/research how much paper you/your class used this week.](#)

### Language outcomes

You can:

- recognise and name the written tags on recycle bins
- find information by skimming a text about recycling
- present your research results.
- speak loudly enough to be heard by everyone
- look at the class when you speak.

### **Key words**

cardboard, paper, mixed waste, plastic, glass, metal, bio waste, hazardous waste

### **Key phrases**

- Where does this go?  
It goes in the cardboard bin/in the bio bin/in the blue box/in the green box.

## ME AS A SCIENTIST

# Plants

### Content outcomes

You can:

- name the key parts of a plant
- classify and label plants
- name the needs of a plant
- identify
  - living objects
  - non-living objects
- group living and non-living objects
- research which trees grow near to your home/school yard
- name and describe three plants and three trees
- justify why a thing is a living or non-living thing.

### Language outcomes

You can:

- match words and pictures about parts of a plant and trees
- copy names of trees, e.g. pine, spruce and birch
- describe the results of your research on trees
  - ask and answer written questions about plants
  - take part actively in pair work.

### **Key words**

flower, tree, stem, leaf, roots, light, water, oxygen, soil, living, non-living, pine, birch, spruce, rowan tree, willow

### **Key phrases**

- What does the plant need?  
It needs light/water/oxygen/soil.
- Is a tree living or non-living part of nature? [What is the difference between a tree and a rock?](#)

### **Speaking frame:**

A stone A flower An elephant A dog	is	a living thing a non-living thing	because it needs	water. light. oxygen. soil.
---	----	--------------------------------------	---------------------	--------------------------------------

# Mathematics – Shapes and solids

## Content outcomes

You can:

- name and draw shapes
- recognise the features of shapes
- find shapes and solids around you
- classify shapes and solids
  - name solids
  - recognise the features of solids
  - compare the qualities of shapes and solids.

## Language outcomes

You can:

- describe the qualities of shapes and solids
- match words and pictures of shapes and solids
- compare the qualities of shapes and solids
- contrast the qualities of shapes and solids
- compare things.

## **Key words**

square, triangle, rectangle, circle, cube, cone, sphere, pyramid

## **Key phrases**

- How many angles/sides does it have?  
Why is it a triangle?  
Because it has three angles and three sides.  
More than, less than, bigger than, smaller than.

## ME AS A SCIENTIST

# Programming

### Content outcomes

You can:

- create a sequence of commands
- follow a sequence of commands
- identify a sequence of commands.

### Language outcomes

You can:

- place the picture cards in the order you hear them
- follow instructions
- give short directional instructions
- explain what you did to make the robot/friend/teacher move.

### **Key words**

go, turn, forward, backwards, right, left, stop, first, second, next

### **Key phrases**

- Go backwards.  
Move 2 steps forward.  
Turn left / right.  
Stop!
- First, I made it turn right/stop.  
Second, I made it turn left.  
Next...

## ME AS AN ARTIST

# Musical instruments

### Content outcomes

You can:

- name the instruments that are used during music lessons
- recognise the sounds different instruments make
- follow directions on music lessons
- follow music lesson rules.

### Language outcomes

You can:

- follow music lesson instructions
- match pictures of and words for instruments
- connect the sound of an instrument to a picture and/or a word
- **tell what feelings sounds/music makes you feel.**

### **Key words**

guitar, piano, drum, ukulele, claves, triangle, xylophone, maracas, rainmaker, sing, listen, be quiet, be loud, clap, knock, pat, play

### **Key phrases**

- Can you identify this instrument? What instrument is this?
- It's a guitar/a piano/a drum
- Everybody stand up and sing!
- **This sound/music makes me feel happy/sad/calm/excited.**



# Grades 3 and 4

## THIS IS ME

# Me and others

### Content outcomes

You can:

- define and list the qualities of a good friend
- explain school and classroom rules
- list and discuss about good manners
- distinguish between good and bad manners.

### Language outcomes

You can:

- use adjectives to describe a good friend
- write a simple text about a good friend
- list and discuss the school and classroom rules
- correctly copy the classroom rules and the list of good manners
- create a poster of your top three classroom rules
- match words and pictures about good manners.

### **Key words**

team spirit, bullying

### **Key phrases**

- A good friend is helpful/kind/friendly/fair/nice/brave.
- Help others  
Raise your hand  
Listen.  
Be polite. (please, thank you)  
Don't bully.  
Play with everyone.  
Be a good friend.  
Listen to instructions.

## THIS IS ME

# My strengths

### Content outcomes

You can:

- name different strengths (using visual aids)
- talk about
  - your strengths
  - your friend's strengths
- name three different situations in which you use your strengths
- name strengths that you want to develop
- discuss how you can develop new strengths.

### Language outcomes

You can:

- make a well-organised presentation about your strengths (e.g. a hand of strengths)
- describe what strength you will build and how
- take part actively in classroom discussions and group work (when speaking to each other).

### **Key words**

strengths, humor, curiosity, self-control, gratitude, creativity, compassion, love of learning, hope, love, teamwork, grit, social intelligence, bravery, zest, kindness, forgiveness, perspective, judgment, leadership, appreciation, prudence, fairness, honesty, spirituality, humility

### **Internet resource:**

Huomaa hyvä (video) [bit.ly/HB-001](https://bit.ly/HB-001)

VIA institute (webpage) [bit.ly/HB-002](https://bit.ly/HB-002)

**Speaking frame:**

What are your strengths? What are my key strengths?		
My key strength is	appreciation of beauty & excellence bravery curiosity fairness forgiveness gratitude honesty hope humility humor judgement kindness leadership love love of learning perseverance perspective prudence self-regulation social intelligence	because I explore new place and I enjoy reading about <i>rockets</i> .  because I help others. I do favours for others.  because I don't give up. I finish what I start.  because I...
My two greatest strengths are		
Your key strength is		because you explore new place and you enjoy reading about <i>rockets</i> .  because you help others.  because you do favours for others.  because you don't give up.  because you finish what I start.  because you...
Your two greatest strengths are		

I would like to practise	appreciation of beauty & excellence bravery curiosity fairness forgiveness gratitude honesty hope humility humour judgement kindness leadership love love of learning perseverance perspective prudence self-regulation social intelligence	telling the truth.  by being nice.  by listening to others.  by thinking positively.  by reading stories about my heroes.  by asking adults what they are grateful for.  by...
--------------------------	--	--

# Safety in traffic

## Content outcomes

You can:

- explain traffic rules for pedestrians
- explain the meaning of five traffic signs
- cross the road safely
- use public transport safely
- explain how to get from A to B by
  - using public transport
  - walking.

## Language outcomes

You can:

- use speaking frames to give clear directions
- use gestures to give directions
- role-play buying a ticket / helping a friend or tourist find their way (e.g. to the football game)
- to memorise phrases to say to use when buying a ticket
- explain to a foreign student how to cross the road safely.

## Key words

pedestrian, pavement, bridge, reflector, helmet, traffic sign, zebra crossing, crossing, ticket, single fare, return ticket, children's ticket, bicycle, platform, bus stop, coach, bus driver, passenger, pedestrian, cyclist

## Key phrases

- Go straight on.  
Turn left/right.  
On your left there is \_\_\_\_\_.  
Go down/up the stairs.  
Go past the church.
- Take the bus/bus number X \_\_\_\_\_.  
Get off the bus at \_\_\_\_\_.
- Take the tram/metro/train/ferry to \_\_\_\_\_.
- How do you get to \_\_\_\_\_?  
When is the next bus to \_\_\_\_\_?  
When does the next metro go to Matinkylä?  
Which bus should I take to \_\_\_\_\_?  
Does this bus go to ...?  
Where do I get off?
- Where can I buy a ticket for \_\_\_\_\_?  
How much does it cost?

# Mathematics – Multiplication

## Content outcomes

You can:

- understand the link between addition and multiplication by
  - connecting pictures and expressions together
  - drawing pictures of expressions
- use manipulatives to solve multiplications
- memorise times tables for 1–10
- name the parts of a multiplication number sentence
- use multiplication to solve math problems.

## Language outcomes

You can:

- chant/sing/rap the times tables for 1–10
- use mathematical terms correctly.

## **Key words**

addition, times tables for 1–10, multiplier, multiplicand, product

# Mathematics – Division

## Content outcomes

You can:

- use manipulatives when
  - sharing equally
  - grouping for division
- connect pictures of division and division expressions together
- understand the link between division and multiplication
- name the parts of the division number sentence
- [use division to solve maths problems.](#)

## Language outcomes

You can:

- use mathematical terms correctly.

## **Key words**

divider, dividend, quotient, equal, sharing equally, grouping for division

# Mathematics – Numbers 0–1000

## Content outcomes

You can:

- count from 0 to 1000 (including backwards)
- regroup the numbers into ones, tens, hundreds, thousands (place value)
- say the numbers 0–1000 in English
- compare magnitudes
- add and subtract the numbers 0–1000 vertically
- create maths problems.

## Language outcomes

You can:

- write and name the numbers 0–1000
- speak clearly and loudly enough that everyone can hear you
- correctly use expressions
  - greater than
  - less than.

## **Key words**

numbers 0–1000, base-10 system, decimal system, place value, ones/tens/hundreds/thousands

## ME AS A SCIENTIST

# Seasons and weather

### Content outcomes

You can:

- place the months in the right order
- identify the seasons
- list the characteristics of each season in Southern Finland
- explain the difference between seasons
- explain the differences in seasons between the south and north of Finland
- match months and seasons
- describe the changes in nature in each season
- create and fill in an observation sheet about changes in the weather
- present a weather report.

### Language outcomes

You can:

- summarise an English text in Finnish
- group words and phrases about the weather
- create your own word and phrase bank for speaking about weather
- present a weather report
- compare and contrast seasons
- use a model to describe seasonal changes nature.

### **Key words**

January, February, March, April, May, June, July, August, September, October, November, December, temperature, thermometer, thermal insulation

### **Speaking frame:**

In	winter summer spring autumn	the day lasts longer. birds fly south. leaves change colour. plants start to grow. the sun rises at 9.00 am. the sun sets at 21.00 pm. the days are darker.
----	--------------------------------------	---

**ME AS AN ARTIST**

# The colour wheel

Content outcomes

You can:

- draw and colour in a colour wheel
- name the primary, secondary and tertiary colours
- mix colours.

Language outcomes

You can:

- follow the teacher’s instructions for making a colour wheel.

**Speaking frames:**

Yellow Blue Red	is a primary colour.
Purple Orange Green	is a secondary colour.
Blue-green Yellow-green Yellow-orange Red-orange Red-purple Blue-purple	is a tertiary colour.

To make	green orange black purple	you mix	blue and yellow. red and yellow. all primary colours together. red and blue.
---------	------------------------------------	---------	---

When you mix	blue and yellow red and yellow blue and red	you get	green. orange. purple.
--------------	---	---------	------------------------------



## THIS IS ME

# Body structure (anatomy)

### Content outcomes

You can:

- name body parts
- name body parts that are related to other body parts
- name parts of the body that are directly connected to one another
- name vital organs **and explain how they function**
- use the right measurements to describe:
  - height
  - weight
  - shoe size.

### Language outcomes

You can:

- form plurals (both orally and in writing)
- create your own book about the human body
- create and speak about a graph about students' height and shoe size
- present your own
  - weight
  - height
  - shoe size.

### **Key words**

torso, hip, waist, side, rib, back, spine, belly button, chest, arms, legs, head, foot – feet, hand – hands, tooth, teeth

### **Key phrases**

- Arms are connected to the torso. Shoulders are connected to the arms. Fingers are related to hands.
- Heart, brain, lungs, skin. **Heart pumps blood.**
- I am 140cm tall. I weight 40kg. My shoe size is 35.

## THIS IS ME

# Fire safety

### Content outcomes

You can:

- explain the nearest way out in case of a fire
- identify home hazards
- explain the steps to take in the event of a fire
- describe different ways in which we use fire.

### Language outcomes

You can:

- follow instructions in the event of a fire
- create your own phrase and word bank for calling 112
- role-play a possible dialogue of calling 112
- create a poster on fire safety.

### **Keywords**

fire safety, fire fighter, emergency exit, home hazard

### **Speaking frame:**

In the event of a fire indoors  
In the event of a fire outdoors  
If your clothes catch fire

leave the building.  
keep low when leaving.  
call 112.  
don't use the lift.  
use emergency exits.  
stop, drop and roll.

THIS IS ME

# First aid

## Content outcomes

You can:

- explain how to act in dangerous situations
- explain how to give first aid in the following situations
  - cuts
  - choking
  - falls
  - fire
- explain why first aid actions can save lives.

## Language outcomes

You can:

- give instructions on how to act in a dangerous situation
- role-play emergency situations
  - fire
  - cuts
  - falls
  - choking
  - calling 112 (see *fire safety*).

## **Key words**

emergency services, ambulance, fire brigade, choking, emergency call, first aid skills, minor burns, severe burns, bandage, cool pack, bleeding, blood, consciousness, coughing, crying, headache, disinfection, seek medical advice, stay calm, call 112 for emergency help, treatment, warming blanket, casualties

## **Speaking frame:**

In the event of an emergency (fire, cuts, falls, choking...)	remain calm.
	call 112.
	give first aid if needed.
	search for help.
	make sure everyone is safe.
	give directions to firemen/ ambulance/police. make sure everyone is safe.
give directions to firemen/ ambulance/police.	

## ME AS A SCIENTIST

# Finland / Nordic and Baltic countries

### Content outcomes

You can:

- run your finger along the border of Finland on a map
- list the five biggest cities in Finland and show them on the map
- use pictures to analyse differences between the countryside and the city
- name the points the compass
- name and locate on a map Finland's neighbouring countries
- name and locate on a map:
  - the Nordic countries
  - the Baltic countries
  - the Gulf of Bothnia
  - the Gulf of Finland
  - the Baltic Sea
- on a map
- list the capital cities of the Nordic and Baltic countries and locate them on a map
- describe the following about the Nordic and Baltic countries:
  - name
  - flag
  - population
  - type of government
  - size
  - languages
  - industries
  - a cultural feature.

### Language outcomes

You can:

- give a 1–2-minute presentation on Finland
- give a 1–2-minute presentation on a Nordic or **Baltic country**.
- ask and answer questions about your presentation
- speak clearly and loudly enough that everyone can hear you
- look at the class when you speak
- summarise and/or paraphrase short information texts.

### **Key words**

coat of arms, Lapland, Ostrobothnia, map, points of the compass, directions, countryside, city, town, capital, lake, forest

### **Key phrases**

- There are trees/fields/forest/seas in the countryside.
- There is a lot of space in the countryside.
- There are many buildings/lights/cars in the city.
- Finland's neighbouring countries are Sweden, Norway, Russia, Estonia, Baltic Sea, Gulf of Bothnia, Gulf of Finland
- Latvia, Lithuania, Denmark, Iceland.

### **Speaking frame:**

Good morning class. I am going to be speaking about Iceland.

Iceland is a Nordic country. It is an island in the Atlantic Ocean.

Iceland is a republic. Its capital is Reykjavík. Its flag is blue, red and white.

Its population is 360,390. It is a small island.

In Iceland, they speak Icelandic. The main industries are fishing and tourism.

Iceland is famous for its sweaters and the singer Björk.

## ME AS A SCIENTIST

# Technology, electricity and safety

### Content outcomes

You can:

- name five home appliances that use electricity
- determine which electrical appliances are used the most in your home
- suggest ways of saving electricity
- explain what electricity can produce (light, heat and movement)
- name three dangers related to electricity.

### Language outcomes

You can:

- create:
  - a poster warning children about the dangers of electricity
  - a poster of how to save electricity
- an advertisement for a home appliance
- a price list for five appliances
- match home appliances and action verbs.

### **Key words**

electric shock, fire, burns

### **Speaking frame:**

A washing machine A microwave A stove An oven A sauna heater A toaster A dishwasher A vacuum cleaner A kettle A dryer	needs electricity for	boiling. moving. heating. warming. washing. lighting. drying.
--	-----------------------	---

## ME AS A SCIENTIST

# Changes in animal behaviour

### Content outcomes

You can:

- describe the changes in animal behaviour during each season.

### Language outcomes

You can:

- discuss the changes in animal behaviour
- read a longer text about animal behaviour during different season and summarise (paraphrase) in Finnish what it says
- create your own word and phrase bank for speaking about animal behaviour during different seasons
- use a model to describe seasonal changes in animal behaviour.

### **Key words**

dormancy, hibernation, migration, fur changes colour, adaptation

### **Speaking frame:**

In	winter summer spring autumn	squirrels storage food. birds fly south/migrate. bears hibernate. birds build nests. animals mate.
----	--------------------------------------	--

### **Writing frame:**

A year in a bear's life

In spring, baby bears are born. In summer, bears eat lots of food. In autumn, bears eat more, and build a den. In winter, they sleep (hibernate).



## THIS IS ME

# Recycling and ecological choices

### Content outcomes

You can:

- research recycling in your family and in your classroom evaluate the results of your research
- create a graph summarising your group's findings
- describe environment-friendly choices you can make every day:
  - clothing
  - food
  - transportation
  - energy use.

### Language outcomes

You can:

- read texts about recycling and paraphrase (in your own words) what you have read
- summarise texts about recycling
- give instructions for recycling in written and/or oral form
- create a poster about environment-friendly choices
- explain your choices in a group
- take part actively in classroom discussions and group work (when speaking to each other).

### **Keywords**

glass, plastic, mixed waste, bio-waste, paper, cardboard, metal, hazardous waste, second hand, public transportation, rethink, reduce, re-use, recycle, refuse, flea market, recycled materials (into craft), zero waste ideology

### **Key phrases**

- Create a poster.
- Do a graph.
- Turn off lights.  
Put a banana peel into the bio-waste container.  
Put paper into the paper waste container.
- Save energy.  
Think before you buy.  
Save money.  
Borrow – don't buy.

## THIS IS ME

# Healthy lifestyle

### Content outcomes

You can:

- describe a healthy diet
- list three elements of a healthy lifestyle
- compare your habits with recommendations
- distinguish bad habits from good habits
- name few symptoms of common illnesses describe how you feel
- understand and follow instructions given by the people close to you
- list five good and five bad habits.

### Language outcomes

You can:

- do a presentation about healthy lifestyle (e.g. a poster, a video)
- compare your habits with recommendations
- describe how you feel.

### **Key words**

sleep, rest, exercise, healthy food, mental health, mindfulness, breakfast, lunch, dinner, snack, sickness, ill, positive attitude, fever, cold, headache

### **Key phrases**

- The food pyramid tells how to eat.
- I should sleep more.
- I should play Nintendo less.
- How do you feel?  
I have a headache/sore throat...  
I hurt my arm/head/feet/hand...  
I feel sad/scared/nervous/anxious...  
I think I have a fever.

You should call your mum/dad/parents...

You should lie down.

You should see the school nurse.

You're warm, do you feel ill?

## ME AS AN ARTIST

# Songs in English and moving to the rhythm

### Content outcomes

You can:

- create rhythms using your body
- repeat a rhythm
- create your own rhythm and
  - perform it
  - teach it to other students
- follow the lyrics and the melody of a song.

### Language outcomes

You can:

- follow instructions
- give commands (use the imperative) to teach your own rhythm to another student
- sing songs in English
- guess meaning from context.

### **Key words**

rhythm, voice, noise, sound, beat, lyrics, melody, verse, chorus, body parts, loud, soft, silence, quiet, high, low, pitch, whisper, clap, snap, stomp, tap, hum, number of beats in a music measure

### **Key phrases**

- Clap your hands.
- Snap your fingers.
- Stomp your feet.
- Hum the melody.
- Tap your head.



## ME AS A SCIENTIST

# Water cycle and states of matter

### Content outcomes

You can:

- plan and do experiments with water
- draw conclusions from the experiment
- describe the water cycle in the correct the correct order
- follow and understand weather forecasts in different media
- read a weather chart
- compare and contrast two weather forecasts in two different cities.

### Language outcomes

You can:

- combine new terminology with written descriptions of the words
- visualise words and concepts
- use a model to describe changes in states of matter
- follow and understand weather forecasts in different media (reading and listening)
- brainstorm language that might be needed for a task
- summarise (paraphrase) short information texts
- skim texts for unfamiliar words and look them up.

### **Key words**

precipitation, wind, transpiration, evaporation, condensation, groundwater, runoff, river, sun, stream, lake, solid, liquid, gas, freeze, evaporate, water, ice, steam

## ME AS A SCIENTIST

# Photosynthesis

### Content outcomes

You can:

- name the parts of a plant **and their role in photosynthesis**
- do a research on a growing plant.

### Language outcomes

You can:

- visualise words **and concepts by using a graphic organiser (e.g. cause-effect diagram, cycle diagram)**
- record observations in your research accurately.

### **Key words**

plants, leaves, sunlight, carbon dioxide, oxygen,

### **Key phrases**

- **Roots absorb water.**  
**The plant absorbs sunlight.**  
**The plant breathes in carbon dioxide and breathes out oxygen.**  
**The chlorophyll in the leaves turns into glucose in the photosynthesis.**

## ME AS A SCIENTIST

# Living and non-living things

### Content outcomes

You can:

- explain what distinguishes living things from non-living things
- classify things into non-living and living things.

### Language outcomes

You can:

- explain how to identify a living or a non-living thing
- describe living and non-living things
- fill in the blanks in a text.

### **Key words**

breathe, move, grow, reproduce, warm, cold

### **Speaking frame:**

A dog is a living thing	because	it breathes. it moves. it grows. it reproduces.
A stone is a non-living thing	because	it doesn't breathe. it doesn't move. it doesn't grow. it doesn't reproduce.

## ME AS AN ARTIST

# Volume, meter, tempo and pitch

### Content outcomes

You can:

- explain what these concepts mean
- identify different variations of volume, meter, tempo and pitch
- recognise changes in volume, meter, tempo and pitch.

### Language outcomes

You can:

- use a variety of adjectives to compare and describe different variations of volume, meter and tempo.

### **Key words**

volume, meter, tempo, pitch, song, high, low, loudness, rhythm, speed

### **Definitions:**

**Volume** = the loudness of the sound

**Meter** = rhythmic pattern of the music

**Tempo** = the speed of the music

**Pitch** = how high/low the sound is

### **Key phrases**

- This song has a fast/slow tempo.  
This song is faster/slower than the first one.  
The meter of this song is 4/4.

## ME AS AN ARTIST

# Planning in arts and crafts

### Content outcomes

You can:

- name and identify different pieces of equipment and materials used in
  - arts lessons
  - crafts lessons
- understand how to use different equipment and materials
- plan what materials to use.

### Language outcomes

You can:

- explain your material and equipment choices
- [write a description of your work process that someone can easily follow](#)
- [reflect on your own learning.](#)

### **Key words**

fabrics, hard/soft materials, equipment like brushes, paints, markers, cardboard, paper

### **Speaking frames:**

I chose I wanted to use I like	leather cardboard watercolours	because	it is durable material. it looks good. I like how it feels.
---	--------------------------------------	---------	---

I'm	happy content disappointed	with	how I planned my work. how the work turned out. how I concentrated during the process. how I worked with my group/ pair. how I was patient with my work.
-----	----------------------------------	------	---



# Grades 5 and 6

## THIS IS ME

# Strengths and values

### Content outcomes

You can:

- communicate respectfully with others
- identify the differences between polite and impolite
  - discussion
  - behaviour
- describe different strengths and situations where you can use these
- explain five values and choose which of those are important to you
- prioritise your top three values.

### Language outcomes

You can:

- give clear explanations using examples
- find words and phrases to comfort your friend when they are feeling bad/sad
- talk about your own values and attitudes in life
- help others to find the needed word or phrase if someone else is having difficulty finding words
- disagree and negotiate politely
- increase positive self-talk.

### Key phrases

- Please.  
Thank you.  
May I...?
- I am socially competent. I can go and ask for directions when I'm lost.

I am always honest. I would suit well for school council.

### Speaking frame:

Appreciation of beauty & Excellence Bravery Curiosity Fairness Forgiveness Gratitude Honesty Hope Humility Humor Judgement Kindness Leadership Love Love of learning Perseverance Perspective Prudence Self-regulation Social intelligence	as a strength	means  is when  appears	that you are not afraid.  that you tell the truth.  you are interested in studying something new.  you like to make people laugh.
---	---------------	-------------------------------------	---

### Internet resource:

List of values (webpage) [bit.ly/HB-003](http://bit.ly/HB-003)

### Key phrases

- Are you OK?  
Can I help you?  
Is there anything I can do for you?  
The most important value for me is my family.  
I don't eat meat because I respect animals.

## THIS IS ME

# Me as a learner, learning strategies

### Content outcomes

You can:

- list ways to learn/learning strategies
- name two ways you learn the best
- make a plan for improving your own learning
- seek pleasure from learning.

### Language outcomes

You can:

- describe how you learn the best
- explain why some learning strategies work better for you than others
- use the following adjectives to make comparisons
- use the following adverbs correctly
- use the following phrasal verbs correctly
- demonstrate the use of some (3–5) language learning strategies
- explore your beliefs about language learning.

### **Key words**

visual, auditory, physical, social

Adjectives	Adverbs	(Phrasal) Verbs
tired of anxious about excited about interested in fascinated by nervous about critical of/about	well badly fast slow thoroughly precisely accurately clearly actively	study for an exam worry about something talk about something discuss something work out think up figure out

### **Internet resource:**

Learning strategies (webpage)  
[bit.ly/HB-004](http://bit.ly/HB-004)

### **Key phrases**

- The way I learn best is by listening and writing notes.
- The way I learn best is by doing experiments on the subject.  
I learn mathematics better if I use manipulatives.  
I remember things better when I see them.
- I don't disturb others by making noise even if it doesn't affect my learning.

## ME AS A SCIENTIST

# Energy

### Content outcomes

You can:

- name and give examples of different forms of energy
- explain the main ways energy can be transformed.

### Language outcomes

You can:

- speak about the energy cycle chart
- use scientific language to speak about energy
- visualise words and concepts (e.g. by using a graphic organiser)
- use a model to describe different forms of energy
- read a long English text about energy
- paraphrase and/or summarise a text.

### **Key words**

heat, light, sound, energy budget, albedo, reflection, absorption, radiation, unequal heating, forms of energy, kinetic energy, sound energy, light energy, heat energy, potential

### **Internet resource:**

Energy and its types (webpage) [bit.ly/HB-005](http://bit.ly/HB-005)

Global Energy Budget (webpage) [bit.ly/HB-006](http://bit.ly/HB-006)

### **Key phrases**

- Energy does not disappear. It just changes its form.
- Energy is present everywhere.

### **Speaking frame:**

Kinetic		the energy of movement.
Sound		a form of energy we can hear.
Light	energy is	a form of energy we can see.
Heat		released when something is burnt.
Potential		stored energy.

## ME AS A SCIENTIST

# European countries and cultures

### Content outcomes

You can:

- locate Europe on a world map or a globe
- name 15 countries in Europe
- identify at least 15 European flags
- research key features of European countries:
  - population
  - flags
  - size
- compare the key features of different European countries.

### Language outcomes

You can:

- ask questions about the presentations
- answer questions about the presentations
- read a long English text about a country and summarise it
- read selectively
- create a well-organised presentation (speech, video, poster) on your chosen country
- self-record your presentation and then evaluate that recording.

### **Key words**

the map of Europe, the European Union, seas, capital cities, population, languages, republic and monarchy, borders, coastline, mountain range systems, vegetation, climate and weather, country, flags

# Continents and oceans

## Content outcomes

You can:

- identify the borders of continents
- name and place the seven continents and the five oceans on a map
- identify the oceans and continents on a map
- compare the sizes of continents.

## Language outcomes

You can:

- give instructions where to go by using points of a compass
- say something about every continent
- read a short text about a continent
- skim texts for key ideas
- guess meaning from context.

## **Key words**

Asia, Europe, South America, North America, Australia, Antarctica, Africa, South Pole, North Pole, Arctic Ocean, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean

## **Key phrases**

- South America is bigger than Australia.  
Europe is smaller than Asia
- If I am in the middle of the Atlantic Ocean which way would I go to get to Iceland?
- The continents from biggest to smallest are: Asia, Africa, North America, South America, Antarctica, Europe, and Australia
- Penguins live in Antarctica.
- Africa has the most countries of all the continents

# Mathematics – Revision of multiplication and division

## Content outcomes

You can:

- name the parts of
  - a multiplication number sentence
  - a division number sentence
- ask and answer problems using multiplication
- ask and answer problems using division
- identify the unknown in a calculation
- explain how to solve equations.

## Language outcomes

You can:

- explain the terminology in multiplication and division (using your L1 if needed)
- explain how to solve the equations and use correct terminology and word order
- create your own word problems for others to solve
- ask and answer questions about your word problems.

## **Key words**

multiplicand and multiplier (together called factors), product, dividend and divisor, quotient

## **Key phrases**

- There are 24 people. How many tents are needed if one tent can fit four people?  
The unknown is the amount of tents.
- $24/4 = x \rightarrow x = 6$

The amount of people is divided by the amount of people one tent can fit. This way we can solve how many tents are needed and the answer is 6.

## ME AS AN ARTIST

# Experimental arts and crafts

### Content outcomes

You can:

- name different
  - colours
  - patterns
  - textures
  - materials
  - shapes
  - styles
- produce arts and crafts by using a variety of different materials
- plan your own designs
- choose the suitable materials for your designs
- give helpful feedback to your peers.

### Language outcomes

You can:

- present your own product to classmates
- ask questions about your friends' products
- use the correct word order in questions and answers
- write a description of your work process that someone can easily follow
- reflect on your learning process
- disagree and negotiate politely.

### Key words

colours, patterns, textures, materials, shapes, styles, blueprints, hard materials, different types of wood/metals/plastic, soft materials, fabrics/string/cotton, art materials, brushes, colours, papers/canvases, markers, **feedback**

### Key phrases

- I made these blueprints for a pair of shorts I want to make. I will make these shorts out of denim because it is a very durable and fashionable material.
- I really like your shorts. I would have added more pockets, but they look very fashionable. I painted this picture with acrylic paint on a cotton canvas. What materials did you use in your mother's day card?

### Speaking frame:

I used	cotton velvet denim wood metal	because it is/they are	suitable. fashionable. durable.
	watercolours pencils coal	because I wanted to	try a new method. learn how to use it. know how it reacts.



## THIS IS ME

# Diversity and equality

### Content outcomes

You can:

- examine the terminology of equality
- assess the importance of equality
- explain what makes people
  - the same
  - different.

### Language outcomes

You can:

- define the basic terminology of equality
- have a discussion about equality
- express your opinion on equality
- make a mind map about equality
- [write down an essay on your thoughts about equality.](#)

### **Key words**

equality, equal rights, fair, treatment

### **Key phrases**

- Equality is
  - understanding that everyone is different but that we are all people
  - knowing that everyone has the right to be treated fairly
  - treating others with respect.

- Similarities: all people have needs/likes/feelings/thoughts  
Differences: hair colour, eye colour, what we like, our personalities, where we live, skin colour...

- Is everybody equal?  
Why is equality important
  - to you?
  - to your relatives?
  - to foreigners?

Give examples of everyday situations:

- at school
- home
- in your freetime where you can identify equal rights.

## THIS IS ME

# Being a member of society

### Content outcomes

You can:

- examine the terminology of democracy
- describe the importance of democracy
- understand democracy
- **understand why and how people can take part.**

### Language outcomes

You can:

- identify and contrast the core terminology of democracy
- have a discussion about democracy based on a text or a video
- **express your opinion on democracy**
- **use relevant phrasal verbs correctly.**

### **Key words**

election, represent, candidate, stand for election, belong, to a political party, policies, citizen, vote, number of votes, majority, involvement, council, issues, rule by the people

### **Key phrases**

- What do you know about democracy?  
It is a political system.

demos + kratos = people + rule / strength

What do you think democracy means?

Do we get to decide on the rules?

# Light and dark

## Content outcomes

You can:

- identify a range of light sources
- explain what causes darkness
- explain what you need light for
- imagine and describe a world without light
- explain how sunlight affects the Moon.

## Language outcomes

You can:

- name numerous light sources
- discuss the importance of light
- read a text several times for different purposes
- explain the importance of light for life on earth
- create a graphic organiser to explain key points.

## **Key words**

light, dark, night, the Sun, sea, the Moon, light source, visible, illuminate

## **Key phrases**

- What is light?  
Can you name something that gives out light?  
How does light help us to see?  
What is dark?  
Can we see in the dark?  
How do we see things?  
How are shadows made?  
Why do we need light?

## ME AS A SCIENTIST

# Sound

### Content outcomes

You can:

- explain how sounds are made
- explain how sound travels from a sound source to our ears
- understand how the ear functions
- explain how vibrations change when a sound gets louder
- explain the link between loud and quiet sounds and the size of the vibrations.

### Language outcomes

You can:

- describe and compare different types of sound
- describe sound sources
- express your opinion on different sounds
- seek out associations between hard to remember words and familiar words
- read a text several times for different purposes
- use a monolingual dictionary
- look up words you do not understand.

### **Key words**

sound, volume, amplitude, loud, quiet, wave, travel, particles, ear, high, low, pitch, energy, distance, vibrate/vibration, sound proof, music, instruments, noise, note, pinna, hammer, anvil, nerve, cochlea, eardrum,

### **Key phrases**

- Traffic sound is called noise.  
Sounds from instruments are called music.  
I like/don't like the sound of \_\_\_\_\_ because \_\_\_\_\_.
- The sound source vibrates. The vibrations pass from the sound source to particles in the air around it. The vibrations pass from particle to particle. The vibrations enter the ear. The vibrations are changed to electrical signals and sent to the brain.

### **Speaking frame:**

When the vibrations are	big small fast slow	the sound is	loud quiet high low
-------------------------	------------------------------	--------------	------------------------------

**Learning activity idea:** The link between loud and quiet sound can be tested with instruments like guitar or bass for example.

## ME AS A SCIENTIST

# Space

### Content outcomes

You can:

- explain what you see when you look to the sky when it is
  - light
  - dark
- name and describe features of the planets in our solar system
- put the planets in our solar system in order
- explain the difference between a planet and a star
- explain why people live on Earth and not on the moon
- compare Earth with other planets in the solar system
- create your own planet.

### Language outcomes

You can:

- match pictures and words about what we see in the sky
- recognise and explain the difference between *a* and *the*
- fill in a graphic organiser showing similarities and differences between planets
- prepare and present a poster on your chosen planet.
- describe your own planet using scientific language
- write a text with an introduction, a middle and an end.

### **Key words**

meteorites, galaxy, satellite, comet, falling comet, the Sun, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, astronaut, planet, rocket, asteroids, the Solar System, the Milky Way, star, the planets, the sky

### **Key phrases**

- Why can people live on earth?  
What can't people live on the sun, Jupiter etc.?
- Who was the planet discovered by?  
When was it discovered?  
Who was the planet named after?  
The temperature / colour of the planet is \_\_\_\_\_.  
The planet is made of \_\_\_\_\_.  
The planet has \_\_\_\_\_ moons / days in a year  
Interesting fact about the planet is \_\_\_\_\_.

### **Writing frame:**

\_\_\_\_\_, my favourite planet

\_\_\_\_\_ is the \_\_\_\_\_ planet from the sun.

It is \_\_\_\_\_ than the earth.

The planet's temperature is very low/similar to Earth/very high.

This planet has \_\_\_\_\_ moons.

*Place a picture here!*

# Mathematics – Scale, expanding and downsizing

## Content outcomes

You can:

- calculate the area of enlarged shapes
- calculate the perimeter of enlarged shapes
- explain how to enlarge an object
- name the terms in scale calculation
- solve problems involving shapes where the scale factor is known or can be found.

## Language outcomes

You can:

- name the terms in scale calculation
- explain how you worked out your answer.

## **Key words**

double, triple, quadruple, scale factor, enlarge, downsize, proportions, similar, length, width, area, same as, different, enlarged/downsized, length/width/volume

## **Key phrases**

- The enlarged image is similar to the original. All the edge lengths are multiplied by the same amount. The corresponding angles are the same. The corresponding lengths are proportional.
- Mrs Jones decides she wants a larger lawn. She decides to enlarge it by a scale factor of three. How much fencing does she now need? Show how you are working it out. What is the area of this shape if it is enlarged by a scale factor of three?

# Mathematics – Converting scale calculation into map interpretation and calculating distances

## Content outcomes

You can:

- read a map
- understand the concept of
  - a scale drawing
  - actual measures
- understand the link between scale drawing and actual measures
- interpret scale drawings into actual measures
- interpret actual measures into scale drawings
- name occupations that use scale drawings
- calculate the distance between locations by using map scale.

## Language outcomes

You can:

- use scaled measurements and explain it
- explain how you worked out the scale in a problem-based task
- explain how you read and interpret a map
- explain where you need scale drawing
- use prepositions correctly.

## **Key words**

scale drawing, actual measures, on a scale of 1:20 (one to twenty), scaled measurements, scale ratio, going across, going up, horizontal, vertical, grid, map skills, compass points, contours, direction, distance, east/west/south/north, four-figure, symbols, map scale, architect, cartographer, builder, plumber, electrician, interior designer

## **Key phrases**

- One unit on the map corresponds to x units in...
- Enlarge/reduce the picture,
- Describe the scale of the pictures.
- This picture is an enlargement on a scale of one to fifty.

## ME AS AN ARTIST

# Art in different countries and cultures

### Content outcomes

You can:

- name different countries and cultures that have influenced today's art
- put different eras and their art in a chronological order
- describe the main features of different types of art
- describe how art has changed over time
- give examples of modern art
- compare how
  - different objects have been depicted in art in different eras
  - people have been depicted in art in different eras.

### Language outcomes

You can:

- speak and write about art in different eras using adjectives, phrases and other new words from your personal word and phrase bank
- explore websites in L2
- **write a short text where you compare and contrast art in different countries and cultures.**

### Key words

China, Japan, Ancient Rome, Ancient Greece, Egypt, Mesopotamia, India, religious art, renaissance, dadaism, cubism, impressionism, expressionism, surrealism

### Exercise example:

1. Compare how the following things have been depicted in art in different eras. Fill in the chart.

Country	People	Animals	Nature
China			
Ancient Rome			
Egypt			

2. Describe art in different eras.

### Speaking/writing frame:

In	China Ancient Rome Egypt	the people the animals the nature	were	depicted represented illustrated shown	as	angry friendly gentle big small fat thin strong unbeatable beautiful graceful
----	--------------------------------	---	------	---	----	---



## THIS IS ME

# Organs

### Content outcomes

You can:

- name the vital internal organs in human body
- name the main organs of the reproductive system
- explain
  - what different organs do
  - where they are in human body.

### Language outcomes

You can:

- skim texts for key ideas
- skim text for words you don't know and look them up
- visualise words and concepts
- brainstorm language that might be needed for a task
- write about your body using scientific language.

### **Key words**

heart, brain, lungs, liver, kidneys, stomach, skeleton, intestines, arteries and veins

### **Speaking/writing frame:**

My	heart stomach kidneys liver lungs small intestines	pumps blood. digests food. filter waste. cleans my blood. breathe. absorb nutrients.
----	---	---

THIS IS ME

# Life cycle and reproduction

## Content outcomes

You can:

- identify different phases of human life
- explain how mammals reproduce.

## Language outcomes

You can:

- explain what happens during each phase of human life
- talk and write about your own or your family members' life phases
- use the correct form of the past tense when speaking and writing about the past.

## Key words

foetus, baby, toddler, childhood, youth, adolescence, adulthood, old age, penis, vulva, testicles, ovaries, semen

## Internet resource:

Human Life Cycle | Stages of Human Life Cycle (video)  
[bit.ly/HB-007](http://bit.ly/HB-007)

## Speaking frame:

When you are a	baby toddler child teenager adult senior	you	cry and eat a lot learn how to walk and talk go to school graduate go to work get married take care of your grandchildren
----------------	---	-----	---

- When I was a baby, we lived in \_\_\_\_\_.  
As a toddler, I fell from my bed.  
My great grandmother lived in Germany her whole life. She died last year.

## THIS IS ME

# Healthy lifestyle

### Content outcomes

You can:

- explain what mental health means
- recognise different emotions and feelings
- identify your own feelings and reactions in different situations
- describe different mental health problems
- name those who can help you if you don't feel well
  - physically
  - mentally
- identify different drugs.

### Language outcomes

You can:

- describe how you feel
- describe different ways of regulating your own emotions
- do a presentation about mental health (e.g. a poster)
- role-play a visit to the school nurse/the school doctor/a talk with peers about mental health
- describe how different drugs affect your body and mind
- explain the risks of drug use
- use phrasal verbs correctly.

### Key words

mental health, emotions, feelings, drugs, legal, illegal, **anger, anxiety and panic attacks, depression, eating problems**

### Key phrases

- Mental health is a person's condition with regard to their psychological and emotional well-being.
- Mental health problems can affect how a person feels, thinks and behaves.
- Legal drugs are prescribed drugs, medicine, caffeine, cigarettes, and alcohol, for example.
- Illegal drugs are cannabis, heroin, cocaine, LSD and magic mushrooms, for example.
- While cocaine can make you feel confident and wide-awake, it can also give you a heart attack. Selling or possessing illegal drugs is a crime.

### Speaking/writing frames:

Reading for the exam Bullying Playing with my friends Spending time with my family Playing (add a hobby) Winning Losing Arguing Fighting Reading a book Dancing Laughing Sports	make(s) me feel	anxious. bad. angry. upset. nervous. happy. scared. excited. worried. frustrated. proud. good.
---	--------------------	---

I can try to	breathe slowly calm down talk about it with someone take medication focus on the positive ask for help exercise take time for yourself sleep well go take a walk outside eat well	when I feel	anxious. bad. angry. upset. nervous. happy. scared. too excited. worried. frustrated.
--------------	---	-------------	--

Cigarettes Heroin Cocaine Cannabis Alcohol Using dirty needles	can give you can make you can cause	a happy and calm feeling. sleepy and relaxed. hallucinate. very talkative and giggly. really confident and wide awake. can give you a life threatening disease. an infection. addicted. an overdose that can lead to death. cancer. breathing problems. death. anxiety, depression and mental illness. heart attack. damage your body. financial problems.
---	---	---

# Mathematics – Coordinates and map coordinates

## Content outcomes

You can:

- identify
  - an x-axis
  - a y-axis
  - an origin (0,0)
- find and place a coordinate point in a coordinate system
- draw different geometrical paths and shapes in a coordinate system using coordinate points
- find a location from four-figure coordinates
- give four-figure coordinates for a location
- read a map and find geographic coordinates in it.

## Language outcomes

You can:

- explain how to find a point in a coordinate system
- write a description of finding a point in a coordinate system.

## **Key words**

coordinate system, coordinate point, x-axis, y-axis, origin, horizontal, vertical, the line of latitude, the line of longitude, elevation, geographic coordinate system, equator, degrees, minutes, seconds, Prime Meridian

## **Key phrases**

- How do you find coordinate point (2,3)?  
The first number is always the x-axis coordinate. The second number is the y-axis coordinate. Therefore the point can be found where a line drawn at x-axis=2 and one at y-axis=3 meet.

# Mathematics – Connection between fractions and decimals and percentages

## Content outcomes

You can:

- understand the connection between percentage and fractions/decimals
- convert fractions and decimals into percentages and vice versa.

## Language outcomes

You can:

- read an equation using accurate mathematical language.

## **Key words**

percentages, fractions, decimals, tenths, hundredths

## **Key phrases**

- $5\%=0,05=5/100 \rightarrow$  5 percent **equals** zero and five hundredths **equals** five hundredths
- $75\%=0,75=75/100=3/4 \rightarrow$  75 percent **equals** zero and seventy-five hundredths **equals** seventy-five hundredths **equals** three quarters

## ME AS AN ARTIST

# Different styles and genres of music

### Content outcomes

You can:

- categorise different styles of music
- identify different eras of art music
- identify the main genres of popular music.

### Language outcomes

You can:

- explain what kind of music \_\_\_\_\_ is
- talk about your own taste in music
- express your opinion and argue it idiomatically
- take part actively in classroom discussions and group work
- analyse texts others have written on a similar topic looking for phraseology you might be able to use
- create a well-organised presentation on your chosen topic
- build an argument using a writing frame
- disagree and negotiate politely and effectively with others.

### **Key words**

styles of music, era, kids' music, music from different cultures, art (classical) music, popular music, folk music  
**art music:** medieval, renaissance, baroque, classical, early romantic, late romantic, modernist, post-modernist  
**popular music:** pop, rock, electronic, reggae, rap/hip-hop, jazz, indie

### **Fill-in exercise:**

\_\_\_\_\_ is played on electric guitar, bass and drums.

You can hear saxophone and trumpet in \_\_\_\_\_.

The most popular music genre is \_\_\_\_\_.

In \_\_\_\_\_ the lyrics are spoken.

\_\_\_\_\_ was born in Jamaica.

### **Speaking frame:**

I like	pop	because	it makes me want to dance.
I don't like	rock		I play the same instruments myself.
I listen to	electronic		I can relate to the lyrics.
	reggae		it is too calm.
	rap		it is too loud.
	hip-hop		there is no singing.
	jazz	it makes me feel happy.	
	indie	it makes me feel calm.	
		it makes me feel better.	
		it makes me feel angry.	

## ME AS AN ARTIST

# History of art – Different periods and their characteristics

### Content outcomes

You can:

- name the main periods of Western art history
- compare Western art to art made in different cultures
- identify the most important pieces of Western art.

### Language outcomes

You can:

- speak and write about differences between art made in different cultures and periods
- describe a piece of art with a variety of adjectives and adverbs
- explore websites in your 2nd or 3rd language
- take part actively in classroom discussions and group work
- analyse texts others have written on a similar topic looking for phraseology you might be able to use
- create a well-organised presentation on your chosen topic
- build an argument using a writing frame
- disagree and negotiate politely and effectively with others.

### **Key words**

ancient, classical, medieval, renaissance, romanticism, modern, contemporary

### **Key phrases**

- This painting is called The Mona Lisa and it was created by Leonardo da Vinci.  
The Scream is a painting by Edvard Munch.  
Vincent van Gogh's most famous painting is called The Starry Night.



## THIS IS ME

# Sustainable development

### Content outcomes

You can:

- name and describe the three factors of sustainable development
- define what a natural ecosystem is
- name some of the UN's sustainable development goals
- understand how an individual can have an impact on a sustainable future
- justify why buying a product is
  - ecological
  - not ecological.

### Language outcomes

You can:

- use conditional sentences when describing the factors of sustainable development
- justify why buying a product is ecological/not ecological
- teach how/persuade to use less energy/resources
- take part actively in classroom discussion and group work
- [create an info board of a sustainable way of living](#)
- [read a long English text and summarise/paraphrase its main points.](#)

### Key words

social progress, economic development, climate and environment, climate system atmosphere, greenhouse effect, CO2 emissions, reuse, recycle, reduce, resources of energy, natural resources, system, sustainable future, equal opportunities, dedication, safety, food, medicine, co-operate, UN, sustainable development goal

### Internet resources:

What is sustainable development? (video)  
[bit.ly/HB-008](http://bit.ly/HB-008)

Sustainable Development Goals, United Nations (webpage)  
[bit.ly/HB-009](http://bit.ly/HB-009)

### Speaking frames:

If you	- don't	throw food away waste water recycle use energy efficiently use public transportations avoid plastic bags	you will have	a positive impact on a negative impact on	a sustainable future climate change global warming the environment
--------	---------	---	---------------	--	---

In my opinion I think	eating meat using public transportation throwing food away recycling	is	cool crazy stupid irresponsible ok	because	...
-----------------------	---	----	--	---------	-----

### Key phrases

- Buying local food is ecological because....  
 Shopping in flea markets is ecological because....  
 Shopping online from abroad is not ecological because....

## ME AS A SCIENTIST

# Climate change

### Content outcomes

You can:

- explain the terms
  - climate
  - climate change
- explain what the consequences of climate change are
- understand how you can help to slow down climate change
- describe the content of the Paris Agreement.

### Language outcomes

You can:

- use the conditional when describing the effects of our actions on climate change
- explain the terms
  - climate
  - climate change
- explain the consequences of climate change
- [write a short text about climate change](#)
- [build an argument using a speaking/writing frame.](#)

### **Key words**

temperature, greenhouse gases, ozone layer, fossil fuels, effects, melting glaciers, extreme weather, natural disasters, rising sea levels, rising sea temperature, Paris Agreement,

weather types, climates, atmosphere, global warming, CO2 emissions, carbon dioxide, carbon cycle, coal, oil, natural gas, drought, environment, endangered animals, extinct species

### **Internet resource:**

CAFOD: Climate Change Animation for Primary Schools (video)  
[bit.ly/HB-010](https://bit.ly/HB-010)

### **Speaking frame:**

			using fossil fuels	the sea level/temperature		
	I	keep on	using public transport	the temperature	will	rise.
If	you	continue	recycling	the ozone layer		thicken.
	people	don't stop	flying regularly	glaciers		melt.
	we		eating meat			

## ME AS A SCIENTIST

# Democracy in Ancient Greece

### Content outcomes

You can:

- talk about how Ancient Greek people lived
- compare Ancient Greece with modern day Finland's
  - political parties
  - elections
  - men / women
  - police
- explain how the Athenian system shaped modern politics
- explain the strengths of democracy.

### Language outcomes

You can:

- explain political terms using examples
- use the passive voice and timelines in explaining the historical context
- ask and answer questions about Ancient Greece and democracy
- use passive voice and years in explaining the historical context
- write a short text where you compare and contrast Ancient Greece with modern day Finland.

### **Key words**

the Greek empire, Olympic games, Greek gods, Zeus, Athens, democracy, theatre, Hippocrates, soldier, Ancient Greece, political system, democracy, party, vote, make decisions, elections, citizens, men/women/adults/children

### **Comparison chart:**

Democracy in Ancient Greece	Democracy in Finland/ Europe
The group of men who make daily decisions are chosen randomly.	MPs are voted for and come together to make a parliament.
Only men are allowed to vote.	All citizens, regardless of gender, over the age of 18 can vote.
There are no police; a group of 500 jurors decide the punishment.	Voters can choose from different political parties. Each party has a different set of ideas.
Any male citizen can join the assembly, which meets regularly to make decisions about how the state is run.	The elected party will stay in power for four years.

## ME AS A SCIENTIST

# Ancient Roman society

### Content outcomes

You can:

- describe how the Romans lived in Ancient Rome
  - clothing
  - food
  - housing
  - work (including slavery)
- explain some features of Roman society
  - culture
  - government
  - leisure
- list things that made Roman civilisation powerful/successful
- explain how Ancient Rome is still influencing today's Europe
- compare Roman and Modern/western societies.

### Language outcomes

You can:

- use the passive voice and a timeline to explain key features of Roman society
- ask and answer questions about Ancient Rome
- use the passive voice and years in explaining the similarities and differences in Roman and modern society
- examine and compare Latin and other languages.

### **Key words**

republic, elected officials, senators, (Caesar's) invasion, infrastructure (aqueducts), conquer, gladiators, the Roman Empire, civilisation, taxes, (geographical) location, roads, road network, street pavement, forms of transport, hypocaust, the River Tiber, mountain ranges, government, law, senate, legacy / impact, architecture, structures, concrete, Latin

### **Similarities and differences:**

	Roman society	Modern/western society
structures in society	senators, elected officials	parliament
technical innovations	aqueducts, sewers, socks	canalisation
arts/ entertainment	gladiators	sports events (less violent)
language	Latin	Latin is still used in ... ... derives from Latin

# Mathematics – Volume

## Content outcomes

You can:

- convert between different volumes in the metric system
- measure using the right unit of measure
- calculate the volume of rectangular prisms.

## Language outcomes

You can:

- explain which unit of measure you use in different situations
- read an equation using the correct mathematical terminology.

## **Key words**

millilitre, centilitre, decilitre, litre

## **Key phrases**

- Ten decilitres equals one litre.  
When I fill up a glass I use decilitres.  
If I'm sick I need to take cough syrup measured in millilitres.
- One hundred and fifty centilitres equals fifteen decilitres.

# Mathematics – Perimeter

## Content outcomes

You can:

- understand what perimeter is
- calculate the perimeter of a shape.

## Language outcomes

You can:

- explain the concept of perimeter
- explain how you work out the perimeter
- use examples in your explanations.

## **Key words**

perimeter, shape, distance, length

## **Key phrases**

- What is perimeter?  
Perimeter is the distance around the edge of a shape.

- The perimeter of this square is calculated by adding together all the lengths of the sides.  
→  $3\text{cm} + 4\text{cm} + 3\text{cm} + 4\text{cm} = 14\text{cm}$

Farmer Green wants to put a fence up for his ferret enclosure. What is the length of chicken wire he needs to go around the whole perimeter of the enclosure?

## ME AS AN ARTIST

# Designing and documenting ideas

### Content outcomes

You can:

- plan your own
  - learning process
  - outcomes
- create your own design
- document different phases of your
  - learning
  - working process
- reflect on/analyse your learning process
- name the tools/materials you need.

### Language outcomes

You can:

- identify and name the tools/materials you need
- use ordinal numbers when describing your learning or working process
- reflect on your own learning needs
- plan for when and how to use newly acquired words and phrases
- [write a description of you working/ learning process](#)
- [use the correct verb tense when describing your working process](#)
- [develop a work schedule that includes clear targets and measuring progress in meeting those](#)
- [ask more proficient speakers of the language to correct your language errors and to thank them when they do.](#)

### **Key words**

plan, portfolio, materials, tools, design, blueprints, draft

### **Speaking frame:**

Firstly					
Secondly					
Thirdly		did	a draft		
Fourthly	I	will	blueprints	of	my design.
	we	made	the material	for	the product.
First		chose	tools		
Next					
Then					
Finally					



Literature

**Uncovering CLIL: Content and Language Integrated Learning in Bilingual and Multilingual Education.** Mehistö, P. & Marsh D. & M J. Frigols 2008. MacMillan Books for Teachers.

**Excellence in Bilingual Education: A Guide for School Principals.** Mehistö P. 2012. Cambridge International Examinations.

**Perusopetuksen opetussuunnitelman perusteet 2014**

**Building Bilingual education Systems Forces, Mechanisms and Counterweights.** Mehistö, P. & F. Genesee 2015. Cambridge University Press.



