Primary Curriculum Box

Introduction

What is CLIL?

CLIL, or Content and Language Integrated Learning, is an umbrella term covering teaching contexts in which subject content is taught through another language. Teaching curriculum subjects in a non-native language is not a new idea in bilingual education. What is new is the way in which CLIL approaches are gathering momentum in primary schools across the world. *Primary Curriculum Box* provides teaching materials for these programmes and for English language teachers interested in teaching cross-curricular subjects through English.

Why teach curriculum subjects in English?

Pupils are usually more motivated to learn a new language when the new language challenges their thinking skills. Learning curriculum subjects in a new language provides that challenge. Understanding new concepts and curriculum subjects in another language makes demands on pupils and teachers, but these can be met with support strategies.

Another argument for content-based teaching is that curriculum activities taught in English often support teaching carried out in the first language curriculum. Pupils' understanding of science, for example, can be enriched and deepened when taught in another language.

By exploring different curriculum subjects in English, pupils can achieve more with the target language. Many say they learn more English than in the traditional English classes. In content-based teaching, teacher expectations are often higher and this leads to higher pupil motivation too.

What is *Primary Curriculum Box*?

Primary Curriculum Box is a resource book of photocopiable materials and activities for pupils aged between six/seven and eleven/twelve. It can be used with pupils from beginner to pre-intermediate level. The book is divided into five sections which correspond to five curriculum subjects: Science, The Environment, Maths, The Arts (Art and Drama) and Literacy.

Primary Curriculum Box includes more than 50 photocopiable activities to help teachers develop pupils' knowledge of content and language. All the activities have teachers' notes with ideas for follow-up activities for further practice. The five sections are divided so there are materials for three age ranges: six to eight, eight to ten and ten to twelve. The curriculum materials gradually progress in difficulty, both in terms of content, concepts and language level. In section 5, Literacy, the activities are cross-referenced to other activities in the book. Teachers using a page about grouping animals in the Science section, for example, can then easily also find a poem about animals from the Literacy section. The activities are of different lengths, ranging from 20–60 minutes. Longer activities can also be done in two shorter lessons.

The activities in *Primary Curriculum Box* are suitable for use with pupils who are learning other curriculum subjects in English. The activities can also be used for cross-curricular topic work with learners following traditional ELT courses. The activities can supplement course books or provide stand-alone curriculum lessons. The activities in each section have been designed to develop knowledge of subject vocabulary and language forms, as well as encouraging the development of communicative and cognitive skills.

Who is *Primary Curriculum Box* for?

Teachers

Primary Curriculum Box is suitable for Primary teachers of English, as well as for subject-specialist teachers who teach curriculum subjects through English on content-based programmes. It is also suitable for Primary EAL (English as an Additional Language) teachers in the UK.

Learners

Each of the five curriculum sections includes lessons for three age groups, suitable for pupils aged between six and twelve. The different needs of pupils in the three age groups are reflected in the types of activities and their cognitive demands. The lessons are planned around the knowledge that children learn best when activities engage and challenge them at the same cognitive level as tasks in their first-language classes. However, depending on their length of exposure to the target language, pupils in content-based learning contexts may be able to do activities for an older age group. Flexibility is built into the activities through the *Option* headings in the teacher's notes which provide suggestions for variations so that teachers can tailor activities to their particular classes. The age ranges and levels are therefore only a guide.

Language levels used in traditional young learner EFL contexts may not be appropriate in content-based curriculum teaching. They are a useful reference but pupils in CLIL contexts are exposed to a far wider range of vocabulary and functional language. The language produced in the activities in this resource arises from the topic content. Language is therefore integrated naturally in the topic or task. This may mean that learners hear and use language which is not usually included in a traditional English language syllabus for the same age group, but which is natural in this context. For example, it might be natural to use *will* for prediction when doing Science work. The structure can therefore be introduced in the context of the experiment. The activities are carefully designed to

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support learners in understanding and using new language.

Level 1 corresponds to the first two years of learning English. The starting age can be between six and eight.

Level 2 corresponds to the second two years of learning English (years 3 and 4).

Level 3 corresponds to the third two years of learning English (years 5 and 6).

Using *Primary Curriculum Box*

Developing communication

Meaningful communication is one of the main aims of content-based teaching. In *Primary Curriculum Box* each activity has ideas to encourage learners to talk. Classroom communication involves three different basic types of interaction: teachers and the whole class, teachers and individual learners, and learners with other learners.

Teacher to learners

- **Finding out** At the beginning of each activity, teachers are encouraged to find out what learners already know about the content of the curriculum subject. The teacher can then build on what is already known, and avoid repeating content knowledge.

- **Thinking skills** The teacher's notes include questions the teacher can ask to develop learners' thinking skills. They progress from low order questions which develop concrete thinking skills, to higher order questions which require more abstract thinking in order to develop reasoning and evaluative skills.

- **Round up** Many of the activities end with a task which rounds up the topic. Together, learners are encouraged to think about what they have learned and what they still have to understand about the subject.

Teacher to learner

- When teachers monitor work, it is important to use the target language to encourage and support the work of individual pupils. Learners may need more reassurance during content-based lessons, as the language and cognitive demands placed on them may be higher. As a teacher, remember to praise the English used to communicate their message. Similarly, if a pupil gives the correct answer but uses inaccurate English, praise the pupil for their understanding of the content. In order to take into account what pupils achieve in CLIL lessons, it's necessary to balance a focus on the content with a focus on the language needed to communicate it.

Learners to learners

- **Praise** Learners are encouraged to develop speaking skills by saying what they like about other pupils' work. They do this while they are involved in activities for pairs or small groups.

- **Friend feedback forms** Learners develop speaking skills after doing activities when they complete 'Friend feedback' forms and comment on their partner's work.

Using the pupils' L1 (first language)

It is acknowledged that pupils learning a second language in the early stages of Primary school need to develop concepts in both their first and the target language. It might therefore sometimes be appropriate for teachers to check concepts using both the L1 and the target language. Pupils can be encouraged to use the target language as much as possible. Exceptions where only L1 use is appropriate may occur in the introductory phase of lessons when teachers are finding out what pupils know about a topic. To encourage communication, you may need to allow pupils to use some L1. In content-based learning there is acceptance of some movement between target language to the first language and back again. This is often referred to as 'code-switching'. It is a natural stage in the development of partial bilingualism. Some use of both languages is useful when comparisons are made between words in the two, or sometimes more, languages represented by pupils in the classroom. This provides a rich linguistic experience.

Developing thinking skills

Developing thinking skills is an important aspect of primary education. In all curriculum subjects, teachers need to help learners move from lower order thinking skills (such as identifying, matching and sorting) to higher order thinking skills (such as evaluating, summarising and predicting). Providing tasks which challenge the pupils cognitively is also central to keeping them motivated and interested in the topic. In content-based learning, the thinking processes involved in a task are often made explicit. In the activities in *Primary Curriculum Box*, thinking skills are clearly featured in each activity. These are:

- identifying
- matching
- sorting
- applying known procedures
- sequencing
- comparing and contrasting
- classifying
- summarising
- finding solutions
- evaluating
- making deductions
- predicting results
- suggesting solutions

Introduction

Support for the teacher and the learner
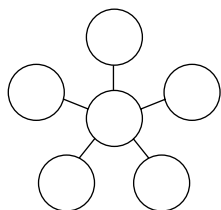
Word and Sentence boxes

Each activity has two language boxes: one is a *Word box*, the other a *Sentence box*. The *Word box* provides a useful reference for teachers as they can easily see which vocabulary is needed for the activity. The words from this box can be written on the board by the teacher before the lesson starts, during the lesson as the words are used, or at the end for revisiting content vocabulary. The *Sentence box* enables teachers to use the topic words in context.
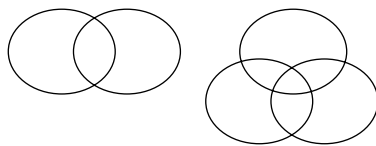
Learn about … boxes

These give teachers information about the ideas and concepts involved in the activities. For example, in the *Science: Inside us* lesson, the *Learn about …* box gives information about the purpose of the skeleton. The information in these boxes is primarily for the teacher but sometimes pupils may ask questions which need short explanations in English.

Diagrams and visual organisers

Many activities begin with brainstorming topic vocabulary or notes. Learners are encouraged to use mind maps for recording their ideas.

Mind map: see pages 22, 100, 129

Venn diagrams: see pages 18, 28, 91, 110

	land animals	water animals
mammals	lion	whale
birds	dove, penguin	penguin

Carroll diagram: see page 36

Time line: see pages 108 and 114

Game templates

Some of the games in the Science and Environment sections can be adapted for use with different topics and vocabulary. Blank templates for these games, together with instructions for their use, are included on pages 133–139.

Friend feedback forms

For many activities, a 'Friend feedback' form is provided as one of the photocopiable pages. These forms give learners the opportunity to reflect on the task they have completed and provide a framework enabling them to comment on the work of their peers.

Language ideas for classroom display

Some activities have ideas about how to display pupils' finished work in the classroom. Providing a language-rich environment while learning curriculum subjects is important. Suggestions for language which can be written beside the work are given in the teacher's notes.

Wordlists

There are two wordlists on pages 141 and 142 of *Primary Curriculum Box*. These are medium and high frequency words in English, taken from the English National Curriculum. Native-speaker pupils use the first list between the ages of five and seven; the second list is used between eight and eleven.

You can photocopy the lists for pupils as a form of writing support. They may be used as an alternative to dictionaries. Older pupils can learn to read the frequently used words and test themselves or each other on the spelling or meaning of them. As a learning strategy, pupils can highlight words they often spell wrongly and focus on those. They can concentrate on meaning by ticking the words they understand and use in English. In this way, lists can also encourage learner autonomy. Activities for using the words are on page 140.

Audio CD

The Audio CD which accompanies the book includes recordings of the *Word boxes* and *Sentence boxes* from each lesson. It can be used as a model for learners of the pronunciation of new curriculum vocabulary and allows them to hear the topic words in the context of natural language chunks.

SCIENCE

1.1

Primary Curriculum Box

Our senses

CONTENT FOCUS

learning about sense organs and senses

identifying living and non-living things

COMMUNICATION

stating facts

comparing with a partner

COGNITION

identifying

grouping

matching

classifying

LEVEL 1

AGE RANGE

6–8

TIME

45 minutes

LEARN ABOUT SCIENCE

All humans have five senses and five sense organs. They help us to be aware of our environment.

WORD BOX 🔊 T2

ear, eye, nose, sense, skin, tongue
hear, feel, see, smell, taste
living, non-living

SENTENCE BOX

We feel with our skin.
We hear with our ears.
We see with our eyes.
We smell with our noses.
We taste with our tongues.

Before class

Photocopy **worksheet 1.1**, one per pupil. Bring blue and red coloured pencils to class for each pupil.

In class

1 **Finding out** Ask pupils to say six parts of the body (e.g. *head, arm, leg, neck, foot, hand*). As they say the words tell the rest of the class to point to that part of their own body. Then ask the pupils to stand up and do the actions. Say *Wave your arms*, *Clap your hands three times*, *Shake your head*, *Stand on one leg*. Then say *Wave your head!*, *Clap your feet!* and ask the pupils to make more crazy suggestions.

2 Say *eyes, ears, nose, tongue, skin* and point to them on your own body. Say the words again and this time the pupils point to their eyes, ears, nose, tongue and skin. Draw an eye, an ear, a nose, a tongue and a hand on the board. Point to the pictures as you say *We see with our eyes, we hear with our ears, we smell with our noses, we taste with our tongues* and *we feel with our skin*. Tell them these are the five *senses*.

3 Tell pupils to look around the classroom and say something they can see, hear, smell, taste or feel. Write the suggestions on the board in a chart:

see	hear	smell	taste	feel

4 Give out worksheet 1.1 to each pupil. Say *Look at the five senses: see, hear, smell, feel and taste*. Read the first word, *plant*, and tell pupils to point to the senses they use. Ask for their ideas. Tell them they are all correct. Continue with some more examples, then tell pupils to draw lines matching the words and the senses. Tell them more than one sense is possible. When they finish, put the pupils into pairs and tell them to compare their answers. Ask *Are they the same? What's different?* Check answers with the class.
Key 1 see, smell, feel   2 see, feel, taste   3 see, hear, feel (smell also possible)   4 see 5 see, feel   6 see, feel, taste, smell   7 see, hear, feel (smell also possible)   8 see (feel also possible)   9 see, feel, taste, smell   10 see, hear (feel and taste also possible)   11 see, hear, feel, smell   12 see, feel, taste   13 see, feel, taste, smell   14 see, hear, feel, taste 15 see, feel, taste, smell   16 see, feel

5 Ask *Which are living things?* (*plant, tree, baby, cat, dog, butterfly, fish, bird*). Tell pupils to draw a red circle round them. Then ask *Which are non-living things?* (*water, cheese, stars, the sun, apple, bread, eggs, onion*). Tell pupils to draw a blue circle round them.

6 **Round up** Ask pupils to say more examples of living and non-living objects for each sense.

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Our senses

1 Match the pictures with the senses. Draw lines.

1 plant

2 eggs

3 cat

4 stars

5 tree

6 apple

7 dog

8 butterfly

see

hear

taste

9 onion

smell

feel

10 bird

11 baby

12 fish

13 bread

14 water

15 cheese

16 the sun

2 Circle the living things in red.

3 Circle the non-living things in blue.