

## **CURRICULUM OF THE ENGLISH CLASSES OF HYVINKÄÄ**

In the English Classes of Hyvinkää instruction is given mainly in English. Pupils study Finnish in separate Finnish lessons either as the mother tongue (äidinkieli) or as a second language (S2). When learning through English the pupils are learning content and language at the same time. Main definitions in each subjects are taught in both languages (English and Finnish). In the sixth grade the amount of Finnish instruction increases in order to take the possibility of the pupils transferring to a Finnish speaking seventh grade into consideration.

Learning groups can be very heterogeneous in their linguistic backgrounds. In the starting first grade there can be pupils whose mother tongue or home language is English and at the same time there are pupils with only few experiences of the language. The general goal of the instruction is to narrow down the differences in the language skills as much as possible.

The Curriculum of the English Classes of Hyvinkää follows the contents of the Hyvinkää City Curriculum with some differences. The largest differences are found in the English subject. In the English Classes the subject is taught already from the grade 1, which means that the objectives and contents are divided between grades 1-6 when in the Finnish speaking classes they are divided from grade 3 to grade 6.

At the end of the sixth grade in all subjects the pupils should have achieved the same objectives as the pupils in the Finnish classes with stronger language skills in the English language.

## Tuntijako

<b>AINE/vuosiluokka</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>yhteensä</b>
Äidinkieli ja kirjallisuus	4	4	4	5	4	4	25
A1-kieli	3	3	4	3	4	3	20
B1-kieli						2	2
Matematiikka	4	4	4	4	4	3	23
Ympäristöoppi	2	2	2	2	3	3	14
Uskonto/Elämäkatsomustieto	1	1	2	1	1	1	7
Historia				1	2	2	5
Musiikki	1	1	2	2	1	1	8
Kuvataide	1	1	1	2	2	1	8
Käsityö	2	2	2	2	2	2	12
Liikunta	2	2	2	2	2	3	13
A2-kieli				2	2	2	6
<b>yhteensä</b>	<b>20</b>	<b>20</b>	<b>23</b>	<b>24/26</b>	<b>25/27</b>	<b>25/27</b>	<b>143</b>

<b>ENGLISH A1, GRADES 1-2</b>			
<b>OBJECTIVES</b>	<b>CONTENTS</b>	<b>EXTENSIVE KNOWLEDGE</b>	<b>GOOD PERFORMANCE</b>
<b>Growth into cultural diversity and language awareness</b>			
1 Ohjata oppilasta havaitsemaan lähiympäristön ja maailman kielellinen ja kulttuurinen runsaus sekä englannin asema globaalin viestinnän välineenä	S1 Familiarization to the mother tongues of one's own class. Discussions about the spread of English language. Different cultural festivals e.g. Christmas, Easter, Halloween, Valentine's Day	L2 Cultural skills, communication and expression	Is not assessed as such. The pupil is guided to use his/her experiences as part of self assessment.
2 Motivoida oppilasta arvostamaan oma kieli- ja kulttuuritaustansa sekä maailman kielellistä ja kulttuurista moninaisuutta ja kohtaamaan ihmisiä ilman arvottavia ennakko-oletuksia.	S1 Teaching students to make links between what they read and their own lives.	L1 Thinking and learning to learn L2 Cultural skills, communication and expression	Is not assessed as such. The pupil is guided to use his/her experiences as part of self assessment.
3 Ohjata oppilasta havaitsemaan kieliä yhdistäviä ja erottavia ilmiöitä sekä tukea oppilaan kielellisen päättelykyvyn kehittymistä.	S1 Studying the loan words of the English and other languages. The differences between pronunciation and writing in English.	L1 Thinking and learning to learn L2 Cultural skills, communication and expression	Is not assessed as such. The pupil is guided to use his/her experiences as part of self assessment.
4 Ohjata oppilasta ymmärtämään, että englanniksi on saatavilla runsaasti aineistoa ja valitsemaan niistä omaa oppimistaan edistävää, sisällöltään ja vaikeustasoltaan sopivaa aineistoa.	S1 Observing the English language in the immediate environment (TV, games, computer, grocery stores) Introducing net-based learning material.	L2 Cultural skills, communication and expression L3 Taking care of oneself and everyday skills	Is not assessed as such. The pupil is guided to use his/her experiences as part of self assessment.

<b>Language learning skills</b>			
5 Tutustua yhdessä opetuksen tavoitteisiin ja luoda salliva opiskeluilmapiiri, jossa tärkeintä on viestin välittyminen sekä kannustava yhdessä oppiminen.	S2 Motivating and engaging students with dynamic themes and classroom activities both individually and in groups. Students should understand how to take turns.	L1 Thinking and learning to learn  L3 Taking care of oneself and everyday skills	
6 Ohjata oppilasta ottamaan vastuuta omasta kielenopiskelustaan ja kannustaa harjaannuttamaan kielitaitoaan rohkeasti ja myös tieto- ja viestintäteknologiaa käyttäen.	S2 Encouraging students to use English in daily routines and taking responsibility of their materials	L1 Thinking and learning to learn  L4 Multiliteracy  L5 ICT knowledge	
<b>Developing language ability, communication skills</b>			
7 Ohjata oppilasta harjoittelemaan vuorovaikutusta aihepiiriltään monenlaisissa tilanteissa rohkaisten viestinnän jatkumiseen mahdollisista katkoksista huolimatta.	S3 Encouraging students to use English in daily routines: greetings, morning calendar. Teaching them to listen and respond appropriately to adults and their peers.	L2 Cultural skills, communication and expression  L4 Multiliteracy  L5 ICT knowledge	
8 Rohkaista oppilasta pitämään yllä viestintätilannetta käyttäen monenlaisia viestinnän jatkamisen keinoja.	S3 Extending communication through facial expressions and gestures. Teaching them to show some awareness of the non-verbal communication.	L4 Multiliteracy	
9 Tukea oppilaan viestinnän kulttuurista sopivuutta tarjoamalla mahdollisuuksia harjoitella monipuolisia sosiaalisia tilanteita.	S3 Helping students to note that people speak in different ways for different purposes and meanings.	L2 Cultural skills, communication and expression  L4 Multiliteracy	

Developing language ability, skills of interpreting texts			
<p>10 Ohjata oppilasta työskentelemään vaativuudeltaan monitasoisten puhuttujen ja kirjoitettujen tekstien parissa käyttäen erilaisia ymmärtämisstrategioita.</p>	<p>S3 Grade 1: Learning the letter sounds while also learning to sound out and blend words with regular sounds and alternative spellings, and reading tricky words. The students are guided to progress from reading words to decoding simple texts. Teaching students to listen and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Grade 2: The students' phonics decoding skills are strengthened. Students learn to recognise and read different types of texts: fiction, non-fiction and poetry suitable for the age. The comprehension of meaning is an essential goal.</p>	<p>L4 Multiliteracy</p>	
Developing language ability, skills of producing texts			
<p>11 Tarjota oppilaalle mahdollisuuksia tuottaa puhetta ja kirjoitusta aihepiirejä laajentaen sekä kiinnittäen huomiota myös keskeisiin rakenteisiin ja ääntämisen perussääntöihin.</p>	<p>S3 Grade 1: Practicing the correct letter formation along learning the letter sounds. Developing the skill of segmenting and identifying the individual sounds in words and of visually remembering the spelling of tricky words. Writing words and short sentences.</p> <p>Grade 2: The students' understanding of graphemes (the written letter or letter groups that represent a separate sound) is strengthened. The students are also encouraged to write short sentences, eg. speech bubbles, instructions and captions. Sentence punctuation (full stops and capital letters) is practiced.</p>	<p>L3 Taking care of oneself and everyday skills</p> <p>L4 Multiliteracy</p> <p>L5 ICT knowledge</p>	

## ENGLISH A1, GRADES 3-4

OBJECTIVES	CONTENTS	EXTENSIVE KNOWLEDGE	GOOD PERFORMANCE
<b>Growth into cultural diversity and language awareness</b>			
1 Ohjata oppilasta havaitsemaan lähiympäristön ja maailman kielellinen ja kulttuurinen runsaus sekä englannin asema globaalin viestinnän välineenä	S1 Broadening the contents of grades 1-2: Discussions about the riches of cultural diversity in the immediate environment. Different cultural festivals (arising from the cultural backgrounds of the pupils).	L2 Cultural skills, communication and expression	The pupil can  describe different languages in his/her immediate environment discuss his/her experiences as part of self assessment observe the differences between English and Finnish/the mother tongue (if not Finnish) name available learning material in English
2 Motivoida oppilasta arvostamaan oma kieli- ja kulttuuritaustansa sekä maailman kielellistä ja kulttuurista moninaisuutta ja kohtaamaan ihmisiä ilman arvottavia ennakko-oletuksia.	S2 Teaching students to make links between what they read and the wider world.	L1 Thinking and learning to learn  L2 Cultural skills, communication and expression	The pupil can  describe different languages in his/her immediate environment discuss his/her experiences as part of self assessment observe the differences between English and Finnish/the mother tongue (if not Finnish) name available learning material in English
3 Ohjata oppilasta havaitsemaan kieliä yhdistäviä ja erottavia ilmiöitä sekä tukea oppilaan kielellisen päättelykyvyn kehittymistä.	S1 Guiding the pupil to draw conclusions from different kinds of texts.	L1 Thinking and learning to learn  L2 Cultural skills, communication and expression	The pupil can  describe different languages in his/her immediate environment discuss his/her experiences as part of self assessment observe the differences between English and Finnish/the mother tongue (if not Finnish) name available learning material in English

<p>4 Ohjata oppilasta ymmärtämään, että englanniksi on saatavilla runsaasti aineistoa ja valitsemaan niistä omaa oppimistaan edistävää, sisällöltään ja vaikeustasoltaan sopivaa aineistoa.</p>	<p>S1 Learning to look for material outside the classes (webpages, games).</p>	<p>L2 Cultural skills, communication and expression</p> <p>L3 Taking care of oneself and everyday skills</p>	<p>The pupil can</p> <p>describe different languages in his/her immediate environment discuss his/her experiences as part of self assessment observe the differences between English and Finnish/the mother tongue (if not Finnish) name available learning material in English</p>
<p><b>Language learning skills</b></p>			
<p>5 Tutustua yhdessä opetuksen tavoitteisiin ja luoda salliva opiskeluilmapiiri, jossa tärkeintä on viestin välittyminen sekä kannustava yhdessä oppiminen.</p>	<p>S2 Students should understand how to take turns and when and how to participate in conversations and group works. Students work effectively and willingly in collaboration with others.</p>	<p>L1 Thinking and learning to learn</p> <p>L3 Taking care of oneself and everyday skills</p>	<p>The pupil can</p> <p>describe different languages in his/her immediate environment discuss his/her experiences as part of self assessment observe the differences between English and Finnish/the mother tongue (if not Finnish) name available learning material in English</p>
<p>6 Ohjata oppilasta ottamaan vastuuta omasta kielenopiskelustaan ja kannustaa harjaannuttamaan kielitaitoaan rohkeasti ja myös tieto- ja viestintäteknologiaa käyttäen.</p>	<p>S3 Showing some independence in learning.</p>	<p>L1 Thinking and learning to learn</p> <p>L4 Multiliteracy</p> <p>L5 ICT knowledge</p>	

<b>Developing language ability, communication skills</b>			
7 Ohjata oppilasta harjoittelemaan vuorovaikutusta aihepiiriltään monenlaisissa tilanteissa rohkaisten viestinnän jatkumiseen mahdollisista katkoksista huolimatta.	S3 Expressing feelings, opinions and ideas. Participating in discussions, presentations, performances, role play/improvisations and debates.	L2 Cultural skills, communication and expression  L4 Multiliteracy  L5 ICT knowledge	Level A1.1
8 Rohkaista oppilasta pitämään yllä viestintätilannetta käyttäen monenlaisia viestinnän jatkamisen keinoja.	S3 Students maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	L4 Multiliteracy	A1.1
9 Tukea oppilaan viestinnän kulttuurista sopivuutta tarjoamalla mahdollisuuksia harjoitella monipuolisia sosiaalisia tilanteita.	S3 Increasing the students' awareness that speakers use a variety of ways of speaking in different situations and they can try out different ways of speaking.	L2 Cultural skills, communication and expression  L4 Multiliteracy	A1.1
<b>Developing language ability, skills of interpreting texts</b>			
10 Ohjata oppilasta työskentelemään vaativuudeltaan monentasoisten puhuttujen ja kirjoitettujen tekstien parissa käyttäen erilaisia ymmärtämisstrategioita.	S3 Teaching students to develop positive attitudes to reading. The students will become familiar with various genres of texts and learn that they're structured in different ways. The students' phonics decoding skills (the ability to recognize and sound out letters and letter groups to form spoken words) and comprehension of meaning are strengthened.	L4 Multiliteracy	A1.1
<b>Developing language ability, skills of producing texts</b>			
11 Tarjota oppilaalle mahdollisuuksia tuottaa puhetta ja kirjoitusta aihepiirejä laajentaen sekä kiinnittäen huomiota myös keskeisiin rakenteisiin ja ääntämisen perussääntöihin.	S3 Composition (articulating ideas and structuring them in speech and writing) and the range of sentences are extended (statement, question, exclamation, command). The students are encouraged to write various texts, eg. stories, poems, explanations and reports.	L3 Taking care of oneself and everyday skills  L4 Multiliteracy  L5 ICT knowledge  L7 Taking part, influencing and building the sustainable future	A1.1



## ENGLISH A1, GRADE 5

OBJECTIVES	CONTENTS	EXTENSIVE KNOWLEDGE	GOOD PERFORMANCE
<b>Growth into cultural diversity and language awareness</b>			
1 Ohjata oppilasta havaitsemaan lähiympäristön ja maailman kielellinen ja kulttuurinen runsaus sekä englannin asema globaalin viestinnän välineenä	S1 Deepening the contents of grades 3-4: customs, traditions, festivals, languages, ways of living in different cultures.	L2 Cultural skills, communication and expression	The pupil can  describe different languages in his/her immediate environment and the area of spread of the English language discuss his/her experiences as part of self assessment observe the differences or similarities between English and Finnish/the mother tongue (if not Finnish) in structures and vocabulary name available learning material in English
2 Motivoida oppilasta arvostamaan oma kieli- ja kulttuuritaustansa sekä maailman kielellistä ja kulttuurista moninaisuutta ja kohtaamaan ihmisiä ilman arvottavia ennako-oletuksia.	S1 Teaching students to compare their culture and experience with culture or experience described in texts.	L1 Thinking and learning to learn  L2 Cultural skills, communication and expression	
3 Ohjata oppilasta havaitsemaan kieliä yhdistäviä ja erottavia ilmiöitä sekä tukea oppilaan kielellisen päättelykyvyn kehittymistä.	S1 Deepening the comparison of differences in English and Finnish languages (Grade 6 also Swedish)	L1 Thinking and learning to learn  L2 Cultural skills, communication and expression	
4 Ohjata oppilasta ymmärtämään, että englanniksi on saatavilla runsaasti aineistoa ja valitsemaan niistä omaa oppimistaan edistävää, sisällöltään ja vaikeustasoltaan sopivaa aineistoa.	S1 Learning to look for various material outside the classes. (internet and printed sources)	L2 Cultural skills, communication and expression  L3 Taking care of oneself and everyday skills	

<b>Language learning skills</b>			
5 Tutustua yhdessä opetuksen tavoitteisiin ja luoda salliva opiskeluilmapiiri, jossa tärkeintä on viestin välittyminen sekä kannustava yhdessä oppiminen.	S2 Students should understand how to take turns and when and how to participate constructively in conversations and debates. Students work effectively and willingly in collaboration with others.	L1 Thinking and learning to learn  L3 Taking care of oneself and everyday skills	
6 Ohjata oppilasta ottamaan vastuuta omasta kielenopiskelustaan ja kannustaa harjaannuttamaan kielitaitoaan rohkeasti ja myös tieto- ja viestintäteknologiaa käyttäen.	S3 Showing independence in learning. Students work with others and are willing to lead or follow as needed.	L1 Thinking and learning to learn  L4 Multiliteracy  L5 ICT knowledge  L6 Working skills and entrepreneurship	
<b>Developing language ability, communication skills</b>			
7 Ohjata oppilasta harjoittelemaan vuorovaikutusta aihepiiriltään monenlaisissa tilanteissa rohkaisten viestinnän jatkumiseen mahdollisista katkoksista huolimatta.	S3  Expressing feelings, opinions and ideas. Participating in discussions, presentations, performances, role play/improvisations and debates.	L2 Cultural skills, communication and expression  L4 Multiliteracy  L5 ICT knowledge  L7 Taking part, influencing and building the sustainable future	Level A1.3
8 Rohkaista oppilasta pitämään yllä viestintätilannetta käyttäen monenlaisia viestinnän jatkamisen keinoja.	S3 Learning to gain, maintain and monitor the interest of the listener(s). Selecting and using appropriate registers for effective communication. Students consider and evaluate different viewpoints, attending to and building on the contributions of others.	L4 Multiliteracy	A1.3
9 Tukea oppilaan viestinnän kulttuurista sopivuutta tarjoamalla mahdollisuuksia harjoitella monipuolisia	S3 Increasing students' awareness that speakers use a variety of ways of speaking in different situations and they can try out different ways of	L2 Cultural skills, communication and expression	A1.3

sosiaalisia tilanteita.	speaking.	L4 Multiliteracy	
<b>Developing language ability, skills of interpreting texts</b>			
10 Ohjata oppilasta työskentelemään vaativuudeltaan monentasoisten puhuttujen ja kirjoitettujen tekstien parissa käyttäen erilaisia ymmärtämisstrategioita.	<p>S3 Learning to ask relevant questions to extend their understanding and knowledge Students use relevant strategies to build their vocabulary. Articulating and justifying answers, arguments and opinions Learning to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Student continue to read various genres of fiction and non-fiction texts and elaborate on the texts on a higher level through taking part in various types of projects such as book presentations, reports, debates, theatre plays, dances etc. The student will be encouraged to use different type of media.</p>	L4 Multiliteracy	A1.3
<b>Developing language ability, skills of producing texts</b>			
11 Tarjota oppilaalle mahdollisuuksia tuottaa puhetta ja kirjoitusta aihepiirejä laajentaen sekä kiinnittäen huomiota myös keskeisiin rakenteisiin ja ääntämisen perussääntöihin.	<p>S3 The range of sentences are extended: subordination (using when, if, that, because) and co-ordination (using or, and, but).</p> <p>Students are encouraged to explore and collect ideas, drafting and re-reading to check their message is clear.</p> <p>Students will continue to write different genres of text by using models of which the structures have been unfolded after guided reading.</p>	<p>L3 Taking care of oneself and everyday skills</p> <p>L4 Multiliteracy</p> <p>L5 ICT knowledge</p> <p>L7 Taking part, influencing and building the sustainable future</p>	A1.3