


**Муниципальное автономное дошкольное образовательное учреждение  
«Детский сад № 342 Приволжского района г. Казани»**

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УТВЕРЖДАЮ  
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комбинированного вида»  
Приволжского района г. Казани

 Никитина М.П.  
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**Программа дополнительной образовательной услуги  
«Английский язык»**

Возраст детей 3-4 лет

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## **Why teach English to young children?**

- The children find it easy to accept a new linguistic code because they are still learning their own.
- They find it easy to pronounce the new sounds for the same reason.
- They don't feel self-conscious about sounding different.
- If they have a good experience of learning a language at this age, they will remember it with fondness, so will find it easier to learn languages later in life.

## **Advice for teach Advice for teaching English to young children**

### **English to young children English to young children**

The emphasis should be on listening and speaking the language, see below for comments on reading and writing.

- Relate what you teach to what they already know in their own language; don't use the new language as the basis for teaching new concepts.
- Use as much English as possible, talk to them all the time, so that the children hear as much as possible. This gives them more opportunity to begin to understand the language and absorb its rhythm.
- Your first aim should be that the children understand the language they are being taught.
- Allow the children to respond in their first language, then repeat back to them in English what they said.
- Once they understand, then you should aim for them to produce the language.
- Start with simple vocabulary: just words, not sentences.
- Go slowly, with much repetition, to give the children as much opportunity as possible to really learn; there's no rush.
- Gradually introduce sentences, when the children are ready, always making sure the children understand the language.
- The lessons must be fun! The most important thing is that the children enjoy the lessons; the children will not learn if they do not enjoy the lessons and the children's motivation to learn is in order to participate in the lessons.
- Have a routine, so the children know what to expect and feel comfortable in the lessons.
- Start each lesson with a visual signal, to show the children that it's now the time when another language is spoken.
- Use body language, facial expressions and visual aids to make yourself understood; do not resort to translation!
- Use lots and lots of visual aids; the more visual the better, so the children have a chance to understand even before they know the words.
- Use games, to involve the children and make it fun.
- Use songs, because through these, the children learn vocabulary, grammar and the rhythm of the language without trying.
- Use stories, because the children love them and it gives them a real experience of the language.
- Use short activities, to keep the children attentive.
- Use active activities, to change the rhythm of the lesson, to keep them attentive, to stop them fidgeting.
- End the lesson with a quiet activity, to calm the children down for their next lesson.
- Speak in English as much as possible (all the time, if practical!). This allows the children to get used to the rhythm of the language and to pick up some words without really trying.
- Use the children's first language only when necessary, for example, to explain a game or for discipline purposes.

## **AIMS**

### **(What the teacher aims to do herself, in teaching the children English)**

- To teach each child as an object of God's love and therefore to teach with an attitude of love and acceptance
- To teach to the best of our ability, with the aim of glorifying God through our work
- To teach basic English vocab and simple grammar structures
  - To provide a positive, encouraging atmosphere
  - To build the children's self-esteem
- To use activities that the children enjoy, thereby making learning fun and giving the children motivation to learn
  - To provide fun activities which give the children a desire and a need to communicate
- To give the children some awareness of a different culture

## **Intended Outcomes**

### **(What the teacher wants the children to achieve as a result of the English lessons)**

- That the children would develop a positive attitude towards English and languages in general
  - That the children would increase their confidence in the lessons and be willing to have a go
  - That the children would learn some simple songs in English
  - That the children would understand spoken instructions, vocab and simple phrases
  - That the children would be able to say simple words and phrases, including asking simple questions and making simple requests

## **Possible Units**

- Animals
- Food
- Transport
- The House
- The World Around Us (tree, street, shop...)
- The Body
- The Weather
- The Family
- Clothes

- Holidays
- Size & Shape

## **Types Of Activities**

- Games
- Songs
- Stories
- Art activities
- Role-play

## **Everyday Language**

- In games; it's your turn, who's won?...
- Requests for help; please help me, please tie my laces, please open this...
- Greetings; hello, how are you? What's your name, good morning/good afternoon...
- Requests for things; please may I have..?
- Please may I go to the toilet?
- Colours • Numbers
- Actions (bend, wiggle, wave...)
- Emotions
- Instructions

# **Units**

## **MY BODY**

Unit no. 1

Duration: 4 weeks

Lesson time: 15 minutes every day

### **AIMS INTENDED OUTCOMES VOCABULARY**

- To introduce the names of different parts of the body
- To introduce the English lesson as a fun time
- To introduce simple greetings
- To introduce numbers 1- 5
- To be able to point to the part of the body when they hear the word
- To begin to be able to say the names of some parts of the body
- To be able to do the action when they hear the instruction
- To enjoy the English lessons
- To be able to say “hello”
- To be able to say their name in response to “What’s your name?”
- To begin to be able to count along with the teacher, up to 5
- head • shoulders • knees • toes • eyes • ears • mouth • nose • arm • leg • hand • fingers
- feet • shake your head • bend your knees • clap your hands • stamp your feet • wiggle your fingers • shrug your shoulders
- numbers 1-5
- stand up, sit down

### **GRAMMAR EVERYDAY LANGUAGE ACTIVITIES**

- possessive; your
- questions; where’s ...?
- commands; point to, shake, stamp etc
- numbers 1-5 • what’s your name?
- hello • goodbye
- how many?

# ANIMALS

Unit no. 2

Duration: 4 weeks

Lesson time: 15 minutes every day

## AIMS INTENDED OUTCOMES VOCABULARY

- To introduce the names of different animals
- To practise greetings
- To introduce colours
- To introduce numbers 6-10
- To be able to point to the picture of the animal when they hear its name
- To begin to be able to say the names of some animals
- To begin to be able to count up to 10 with the teacher
- To begin to recognise the numerals 1-5
- To be able to correctly identify objects of a particular colour
- To be able to associate animal noises with particular animals
- hippo • lion • monkey • bear • crocodile • bird • dog • cat • cow • snake • pig • chicken • horse • duck • tortoise • elephant
- red • yellow • blue • green • brown • colour
- numbers 6- 10

## GRAMMAR EVERYDAY LANGUAGE ACTIVITIES Questions:

- What's this? It's a ...
- How many ...?
- Who...?
- What colour is...?
- Whose turn is it? It's your turn
- Who's won?
- Point to...
- Numbers 6-10
- Practise the sounds of different animals Games:



- Pointing to flashcards on walls, putting flashcards into hoops
- Swapping places
- Running game • “red, red, blue”
- Guessing game
- Jumping into hoops of different colours
- What’s missing?
- Memory matching Songs:
- I’m a happy, happy hippo
- Old McDonald had a Farm
- God made cats to ‘miaow’ like that Stories:
- Where’s Spot?

## **THE WEATHER**

Unit no. 3

Duration: 2 weeks

Lesson time: 15 minutes every day

### **AIMS INTENDED OUTCOMES VOCABULARY**

- To introduce vocabulary related to the weather
- To introduce vocabulary of emotions
- To be able to point to the correct picture when they hear the word
- To begin to be able to say what the weather is like on that day
- To be able to act an emotion in response to the teacher saying the word
- To begin to be able to say how they feel
- sky • sun • cloud • rain • storm • cold • hot • sunny • cloudy • raining • windy • happy
- sad • angry • tired

### **GRAMMAR EVERYDAY LANGUAGE ACTIVITIES**

- It’s...(sunny etc)
- Are you hot or cold?
- How are you feeling?

- I'm...(hot/happy etc)
- What's the weather like today?
- What colour is the sky today?
- Pointing to flashcards on walls, putting flashcards into hoops
- Swapping places
- Running game
- Guessing game
- What's missing?
- Memory matching Songs:
- The sky is blue today...
- I like the rain
- If you're happy and you know it

## **TRANSPORT**

Unit no. 4

Duration: 4 weeks

Lesson time: 15 minutes every day

### **AIMS INTENDED OUTCOMES VOCABULARY**

- To introduce the names of different vehicles
- To introduce the verbs related to the different vehicles
- To emphasise the order of adjective-noun
- To provide a "reallife" situation through role play of a bus ride
- To be able to point to the correct vehicle when asked
- To begin to be able to say the names of the vehicles
- To begin to be able to count, along with the teacher, up to 10
- To recognise the order of adjective-noun
- To use the language associated with a bus ride in a role play • bike/bicycle • car • lorry/truck • bus • aeroplane • boat • fire engine • ambulance • wheels • ticket • drive • ride • fly • sail

## **GRAMMAR EVERYDAY EXPRESSIONS ACTIVITIES**

- adjective + noun (colours, e.g. red bus, blue car etc)
- Please • Thank you • sit down • be quiet • We're here • Bus ride role-play (put chairs in rows, have bus driver, passengers get on, ask for a ticket, driver makes sure all are sitting down and being quiet, then announces their arrival. Passengers get off the bus and thank the driver.) • Mime riding a bike, driving a car etc Games: • Pointing to flashcards on walls, putting flashcards into hoops • Swapping places • Running game • "red, red, blue" • Guessing game • What's missing? • Memory matching Songs: • The wheels on the bus • Look, I am a fire engine • Ten little teddy bears

## **THE HOUSE**

Unit no. 5

Duration: 3 weeks

Lesson time: 15 minutes every day

### **AIMS INTENDED OUTCOMES VOCABULARY**

- To introduce vocabulary related to the house
- To revise furniture from "school" unit
- To reinforce prepositions on, under, in and introduce prepositions inside, outside
- To practise numbers 1- 10
- To be able to point to the correct room/piece of furniture when they hear the word
- To begin to be able to say the names of different rooms and pieces of furniture
- To be able to place objects in the correct positions in relation to furniture and house etc
- To be able to count, along with the teacher, up to 10
- To begin to be able to recognise the numbers 6-10
- house • room • bedroom • living room • bathroom • kitchen • cooker • fridge • sofa
- television • bed • toilet • bath • shower • stairs • upstairs • downstairs • roof • garden
- inside • outside • tree

### **GRAMMAR EVERYDAY LANGUAGE ACTIVITIES**

- Where's the...?
- In the... (room)

- Is it in the ... (room)? As appropriate for routine etc
- put different objects and characters into different rooms in a toy house or a large picture of one
- children to point to different rooms/ name rooms as teacher points to each one
- guessing game; where's ...?

Games: • swapping places • running game • Memory matching • What's missing?

Songs: • I've got a house

## **THE FAMILY**

Unit no. 6

Duration: 2 weeks

Lesson time: 15 minutes every day

### **AIMS INTENDED OUTCOMES VOCABULARY**

- To introduce the vocabulary of immediate members of a family
- To relate the vocabulary to the children's own lives
- To practise vocabulary from the "House" unit
- To be able to identify the correct member of the family when they hear the word
- To begin to be able to say the names of the members of the family
- To bring in a photograph of own family and, depending on ability, either point to the different family members when asked or name them
- Mum/my • Daddy • Brother • Sister • Baby • Family • Grandma • Grandpa

### **GRAMMAR EVERYDAY LANGUAGE ACTIVITIES**

- Possessive; my
- who As appropriate
- Using characters of family members and the house from the last unit, place the different family members in different rooms, etc
- Bring in a photograph of own family and talk about it to the class Games:
- Guessing game; where's (Mum)?
- Who's missing? Songs: • My mummy, my daddy and baby

## **FOOD**

Unit no. 7

Duration: 4 weeks

Lesson time: 15 minutes every day

### **AIMS INTENDED OUTCOMES VOCABULARY**

- To introduce the names of some fruit and vegetables and other food items
- To give the children a real experience of fruit, in which to use the language they're learning
- To introduce "like" and "don't like"
- To be able to point to the correct food item when they hear the word
- To begin to be able to say the names of the different food items
- To begin to be able to express likes and dislikes
- Apple • Pear • Plum • Strawberry • Orange • Lemon • Banana • Carrot • Potato • Tomato • Pepper • Grapes • Fruit • Vegetables • Hungry • Cake • Biscuit • Sandwich • Chocolate Other food items as appropriate for the children (eg what they bring at snack time)

### **GRAMMAR EVERYDAY LANGUAGE ACTIVITIES**

- I like • I don't like • Do you like...? As appropriate • Have a fruit tasting lesson • Make a fruit salad with the children Games: • Terry's game • What's missing? • Swapping places/ running game • "red, red, blue" Songs: • What is yellow? • 5 red apples, hanging in a tree • Who made apples? Story: • The Very Hungry Caterpillar

## **CLOTHES**

Unit no. 8

Duration: 4 weeks

Lesson time: 15 minutes every day

### **AIMS INTENDED OUTCOMES VOCABULARY**

- To introduce words for common items of clothing
- To introduce shapes and sizes
- To reinforce the order adjective-noun

- To be able to point to the correct item of clothing when asked
- To begin to be able to talk about what they're wearing • To identify the correct shape when asked
- To begin to be able to name shapes
- To be able to identify whether something is big or small
- t-shirt • skirt • trousers • shorts • trainers • (sandals) • shoes • socks • jumper • jacket/ coat • square • circle • triangle • rectangle • big • small • little

## GRAMMAR EVERYDAY LANGUAGE ACTIVITIES

- What are you wearing? • Are you wearing...? • I'm wearing... • What's this? • It's a... As appropriate Games: • Please Mr Crocodile • Running game • "red, red, blue"
- Guessing game • What's missing? • Memory matching Songs: • Are you wearing red today? • What's this?

## GAMES

- Pointing to flashcards on walls: The teacher says a word and all the children point to the relevant picture on the wall.
- Running to flashcards: The teacher says a word and the children run to the relevant picture.
- Jumping into hoops: The teacher asks the children to jump into hoops laid out on the floor, saying, "jump into the (red) hoop"
- Putting flashcards into hoops or onto furniture: The teacher asks the children to put flashcards in different hoops or onto different furniture in the room, saying, "put the (car) in the (red) hoop"
- Swapping places: Children sit in a circle, each child has a picture card. When the teacher says their word, they stand up and swap places with another child who has the same word. Need: enough cards for every child to have one. At least 3 cards of each picture.
- Running game: As above, children sit in a circle, each with a card. When the teacher says their word, they run round, outside the circle until they get back to their place.
- Red, red, blue: Children sit in a circle. One walks around the outside, saying a colour or name of an object as he passes each child, touching them on the head. At one point, he says a different colour or object and the child he touches as he says the new word has to run around the circle and try to catch the first child. If he doesn't catch him, it's his turn to walk around.

- Heads down, thumbs up: The children sit at tables , with their heads down, eyes closed and their thumbs sticking up, on top of their head. 3 children at the front of the class then each touch one person (folding their thumbs down) and return to the front. They say “heads up” or “open your eyes” and the 3 children who have been touched stand up and guess who touched them. If correct, they swap places with their “toucher”. If wrong, they sit down again and the toucher has a second go.

- (numbers) on backs: 2 children stand at the front of the class, facing each other. The teacher puts a sticker on each child’s back. They have to find out what the other child’s sticker is and say the word.

**WITHOUT TOUCHING ONE ANOTHER!** The first one to say the correct word, wins.

- Guessing game 1: The teacher holds a flashcard so the children cannot see what it is. Ask the children, “What is it?” and the children guess the word. Whoever gets it right gets to be the teacher.

- Guessing game 2: For more advanced children! As above, the teacher holds a card, then asks the children “What colour is it?” The children then ask, “Is it (yellow)?” When they get the colour right, they then ask, “Is it a yellow (car)?”

- What’s missing?: Put a number of flashcards on the floor, face up. Children close their eyes and the teacher removes one card. “Open your eyes. What’s missing?”

- Terry’s game: The teacher holds the cards so that the children can’t see them. Ask one child, “is it a (lion) or a (hippo)?” If the child guesses right, he can keep the card. Go round the whole class, so that everyone gets a turn.

- Memory Matching Put two of each flashcard on the floor, face down. Children to have a go, one at a time, to choose one card, turn it over, say the word, then turn over a second card and say that word. Teacher asks, “Are they the same or different?” If they’re the same, the child keeps both cards. If they’re different, he puts both cards back where they were. The next child has a turn, until all the cards have gone.

- Please, Mr Crocodile The teacher is the crocodile, who stands in the river. The children have to try and get across the river without being caught by the crocodile. The crocodile allows some children to pass without being caught, but the ones that are caught then become helper crocodiles. The children stand behind a line against a wall, all facing the teacher. They call out, in unison, “Please, Mr Crocodile, can we cross the river?” The crocodile answers, “Only if you’re wearing (red)” Then, all the children run across the river and the crocodile tries to catch as many as possible who **ARE NOT** wearing (red). Those who are caught then become helper crocodiles.

## SONGS

This list is not exhaustive. You can also create your own songs by adapting familiar ones, changing the words or the tune to suit. They need to be simple, with a limited range of words. They are in the approximate order of the units in which they are mentioned. By Topic Greetings

- I'm a little (dog), my name is (Chester), (Chester), (Chester), What's your name?
- Good morning, good morning, and how are you this morning? Good morning, good morning, and how are you today?
- Good afternoon, good afternoon and now it's time for English Good afternoon, good afternoon, we're happy to be here. The Body
- Head, shoulders, knees and toes, knees and toes, Head, shoulders, knees and toes, knees and toes, And eyes and ears and mouth and nose, Head, shoulders, knees and toes, knees and toes.
- Hand upon your head, hand upon your head, Up and down, up and down, hand upon your head. Hand upon your knee... etc...
- Clap hands, follow me, clap hands, follow me, Clap hands, follow me, what will we do the next time? Stamp feet, follow me, stamp feet, follow me, Stamp feet, follow me, what will we do the next time? Bend knees... Swing arms... etc...
- I've got 10 little fingers, I've got 10 little toes, I've got two ears, I've got two eyes, But just one little nose!
- Roly poly poly, up, up, up, Roly poly poly, down, down, down, Roly poly poly, clap, clap, clap, Fun English for Kids Fiona L Cooper 31 Roly poly poly, put your hands behind your back.
- I have two eyes, two ears, one nose, I have two hands, two feet. I have one mouth to smile and say, "God made me just this way." Animals
- I'm a happy, happy hippo, yes I am, I'm a happy, happy hippo, yes I am, I'm a happy, happy hippo, a happy, happy hippo, I'm a happy, happy hippo, yes I am! I'm a good, good bear, yes I am... I'm a bad, bad monkey, yes I am... I'm a grumpy, grumpy lion, yes I am...
- Old McDonald had a farm, E, I, E, I, O And on that farm, he had some sheep, E, I, E, I, O With a 'baa baa' here and a 'baa baa' there, Here a 'baa', there a 'baa', everywhere a 'baa baa' Old McDonald had a farm, E, I, E, I, O. Old McDonald had a farm, E, I, E, I, O And on that farm he had some cows, E, I, E, I, O With a 'moo moo' here and a 'moo moo' there, Here a 'moo', there a 'moo', everywhere a 'moo moo', Old McDonald had a farm, E, I, E, I, O. Continue with other animals The Weather



- The sky is blue today, the sky is blue today, Happy, happy, happy day, the sky is blue today. The sky is grey today, the sky is grey today, Sad, sad, sad day, the sky is grey today.

- If you're happy and you know it, clap your hands \*\* If you're happy and you know it, clap your hands \*\* If you're happy and you know it and you really want to show it If you're happy and you know it, clap your hands \*\* If you're happy and you know it, stamp your feet \*\* ... If you're happy and you know it, nod your head \*\* ... If you're happy and you know it, say "we are" (we are!) ...

- I'm sad, I'm sad, I'm sad all day long, I'm sad, I'm sad, I'm sad all day long Boo hoo hoo, boo hoo hoo (x3) I'm sad all day long I'm happy, I'm happy, I'm happy all day long, I'm happy, I'm happy, I'm happy all day long. Ha ha ha, hee hee hee (x3) I'm happy all day long Transport

- The wheels on the bus go round and round, Round and round, round and round. Fun English for Kids Fiona L Cooper 33 The wheels on the bus go round and round, All day long. The wipers on the bus go swish, swish, swish, Swish, swish, swish, swish, swish, swish. The wipers on the bus go swish, swish, swish, All day long. The children on the bus go chatter, chatter, chatter... The driver on the bus goes "please be quiet"... (the verses can be changed to suit the circumstances!)

- Look, I am a fire engine, fire engine, fire engine, Oh look, I am a fire engine, ding ding ding ding. Look I am a yellow car, yellow car, yellow car, Oh look I am a yellow car, beep beep beep beep. Look I am a big big bus, big big bus, big big bus, Oh look I am a big big bus, on my way to school. (continued ...) Look, I am a little bike, little bike, little bike, Oh look, I am a little bike, ring ring ring ring ring. Numbers

- One little, two little, three little teddy bears, Four little, five little, six little teddy bears, Seven little, eight little, nine little teddy bears, Ten little teddy bears. The House

- I've got a house in a big tree I live up there, happy and free I've got a chair, I've got a bed I've got a roof over my head The Family

- My mother, my father and baby My brother, my sister and me My mother, my father and baby How happy together we'll be.

- What is yellow? What is yellow? Can you see? Can you see? Melons and bananas, melons and bananas, One two three, one two three.

- Five red apples hanging in a tree, Five red apples hanging in a tree, And if one red apple should accidentally fall, There'll be 4 red apples hanging in a tree. Four red apples hanging in a tree... etc Three red apples hanging in a tree... etc Two red apples... etc One red apple hanging in a tree, One red apple hanging in a tree, And if

one red apple should accidentally fall, There'll be no red apples hanging in a tree. (the fruit and the starting number to be changed as appropriate)

- Are you wearing red today, red today, red today? Are you wearing red today, yes or no? (change the colour as appropriate) Other

- What's this, what's this? It's a cat, it's a cat. This cat is very fat. This cat is very fat. What's this, what's this? It's a pig, it's a pig. This pig is very big. This pig is very big. What's this, what's this? It's a ball, it's a ball. This ball is very small. This ball is very small. What's this? It's a cat, it's very fat. What's this? It's a pig, it's very big. What's this? It's a ball, it's very small. A cat, a pig, a ball.

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