

Early Years English for Teachers

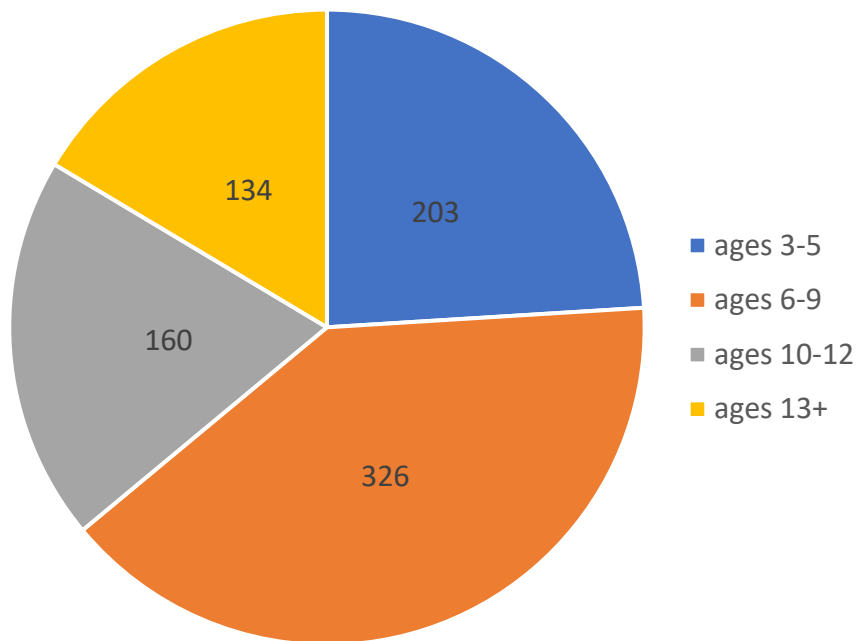
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Bell Switzerland

Introducing Bell Switzerland

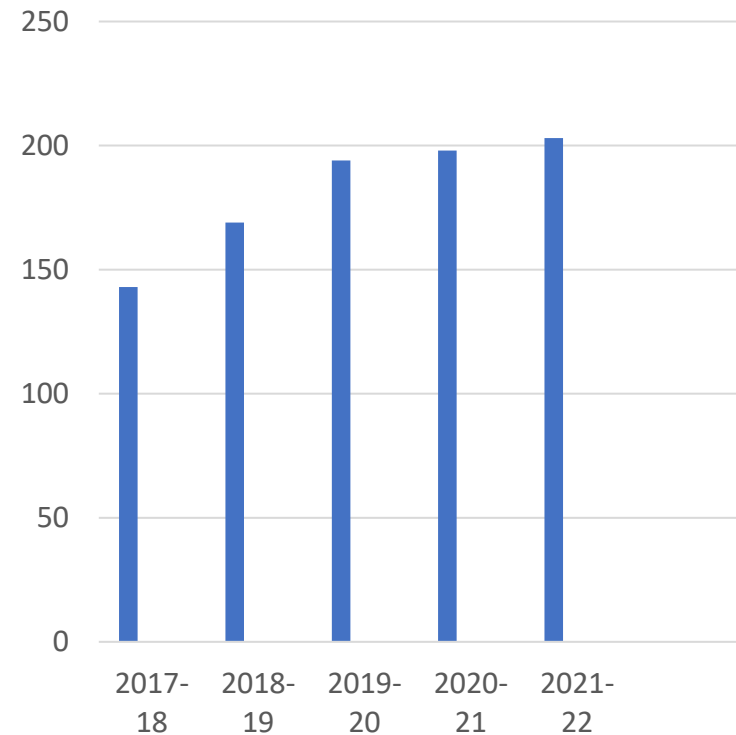
Pre-school to Professional



Our Young Learners



U-6s



Why the increase in U-6s?

- International community; NGOs, Int Orgs, Missions
- International language / Swiss 4th official language
- Population; Geneva 2nd biggest
- Expats
- Free Wednesday for U-8s
- Younger siblings
- Parents' experience / aspirations

Responding to market need

- Incorporate more classes in the YL programme;
 - increase in room requirement
- Staff: Use Nursery Staff to lead EYE classes

Pair YL Teachers alongside Nursery staff

- Develop training workshops / coaching for teachers

Constraints of EYE classes

- **To consider;**
- Curriculum; which one?
- Learning Outcomes
- Student progression

- Facilities;
- classroom size, furniture, toys & equipment
- Ability to meet needs of students
- Staff; experienced, trained, qualified?

- Local authority regulations ;
- (ratios, age of students, hours in class, space)
- Safeguarding
- Ensuring best practice



Curriculum

Early Years English; 2 year programme (20 topics)

1. All about me (my body)
 2. Autumn
 3. Traditional Tales
 4. The Festive Season
 5. Winter (snow)
 6. On the Farm
 7. Spring
 8. Mini Beasts
 9. Transport
 10. Our Community
1. How do you feel today (emotions)
 2. Clothes
 3. Traditional Tales
 4. Celebrations
 5. Winter sports
 6. Water
 7. This is where I live
 8. Food
 9. Dinosaurs
 10. Under the Sea

Incorporating EYE student and teacher needs

Students :

- Play
- Have fun
- Social contact

- Change of activities
- Variety of activities / toys
- Relative learning

- Rest or quiet time
- Refreshment
- Safe and welcoming environment
- Security

Teachers:

- Experience being in a EYE classroom
- Observe children at play in class
- Recognise children's needs
- Know what can children do, like to do

- Have a basic understanding of child development and L2 acquisition
- Know how children learn through play

- Know how to manage a class of U-6s
- How to make language accessible and useable
- Have realistic expectations

Why an Early Years English for Teachers course?

- Growth in demand for 3-6s
- Lack of experienced teachers
- Stand alone workshops not enough
- VYL training provision
- No VYL / EYE practical experience or teacher observations
- Pilot course designed

Early Years English for Teachers

- **Course Modules;**
 - Child Development
 - Learning through Play
 - Language and Communication
 - Classroom management
 - How to plan for VYLs
 - Assessment of children's learning (Learning outcomes)
- **Classroom Observations**
 - Analysis of children's learning and play (what obs examples and how language links)
- **Reflection and research**
 - How to get the best out of the children
 - The impact of social and emotional development on learning
 - Implementing best practice

Types of Play



Early Years English for Teachers

Learning through Play;



Early Years English for Teachers

How to plan for VYLs



Early Years English : Healthy Eating (1 session out of 4 week cycle)

Project Theme: Healthy food

Teacher:

Age range : 3-4

Level: mixed native level and and EFL beginners (year 1 or 2)

Final Learning Outcomes:

By the end of the day students:

- Have met new vocabulary related to healthy and unhealthy eating
- Can identify some of the healthy and unhealthy food presented by the teacher
- have participated in song about food (to express likes and dislikes)
- have practised cutting their banana at snack time to encourage healthy eating

Storytime and pick-up 11:30-11.45

- Transition to carpet area
- Teacher reads the very hungry caterpillar and encourages sts to count, name the colours and identify healthy and unhealthy food.
- Teacher sings goodbye song and hands out stickers.

Snacktime 10:00-10:40

- Sts wash hands
- Teacher sings snack time song and explains banana cutting rules. (safety rules)
- Toilet and washing hands
- Transition; students in pairs for breaktime (jackets, hats , gloves)

Outside play

Welcome 8:30-9:00

- Teacher welcomes students and parents individually.
- Students use toilet and wash hands.
- Teachers guide students towards individual tasks or guided play

Related Supporting Activities;

Colouring and counting sheets, play kitchen/shopping basket, food jigsaw,

Individual activity 8:50:9:20

- Students will cut out different types of food (practice cutting skills) with T.
- Students will practice identifying healthy food, by doing a guided activity led by the teacher. (healthy lunchbox)
- Start with high ability students
- Transition to circle; tidy up

Circle time (focused learning): 9:30-10:00

- Students and teachers make circle
- Greet each other, practice names,
- Weather and counting
- Mystery box with healthy and unhealthy food
- Sts practice "It's healthy" and "it's unhealthy" target language.
- TPR with healthy and unhealthy food
- Song; Do you like broccoli
- Transition to snack time; sts chose an item from mystery box , present it to T. by identifying whether it's healthy or unhealthy.




Bell Switzerland Teaching Academy Early Years English for Teachers

- Blended learning solution
- Course / curriculum development externally
- Accreditation

Please contact us for more information;

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