Level 1 Scope and Sequence

	Vocabulary	Language Structures	Phonics and Literacy	CLIL	Numeracy and Math	Value and SEL	🌐 ESDC
Welcome Unit	*happy, sad, angry, scared* *red, blue, yellow, green* *circle, triangle, square*	*Hello. What's your name? I'm (Lisa). How are you? I'm (happy).* *A (blue) (circle).*					
Unit 1 *School Days*	*chair, table, book, crayon* *friend, teacher*	*What is this? It's a (crayon).* *This is my (friend).*	Alphabet *Ss /s/ - sit, sip, school* Recalling the events of a story	Cultural Awareness: *Ready for School*	1, 2 Finding shapes in everyday objects	**Value:** *I follow the class routine.* **SEL:** Self-Management: Self-control to follow rules and instructions	**GCE:** Recognize self as part of one or more wider networks. **SDG:** Goal 4: Quality Education
Unit 2 *Let's Move!*	*walk, run, stand up, sit down* *dance, jump*	*Don't (run). Sorry. (Walk), please. OK.* *Let's (dance)! OK!*	*Aa /a/ - alligator, ant, astronaut* *Tt /t/ - tap, toes, tired* Identifying characters and their feelings	Physical Education: *Let's Try It!*	1, 2, 3 Patterns with colors	**Value:** *I move my body.* **SEL:** Self-Management: Gross motor skills and focus	**GCE:** Recognize the importance of exercise. **SDG:** Goal 3: Good Health and Well-being
Unit 3 *Family Time*	*mommy, daddy, brother, sister* *grandma, grandpa*	*Who is this? This is my (daddy).* *Who is this? This is my (grandma). I love my (grandma).*	*Ii /i/ - iguana, infant, igloo* *Pp /p/ - pandas, picnic, pictures* Identifying the beginning, middle, and end of a story	Social Studies: *Fun with My Family!*	4, 5 Big and small (families)	**Value:** *My family is special.* **SEL:** Self-Awareness: Integrating personal and social identities	**GCE:** Recognize self as part of one or more wider networks.
Unit 4 *My Toy Box*	*ball, doll, teddy bear, scooter* *car, train*	*Look at my (ball). What color is it? It's (yellow).* *What is this? It's a (car). What are these? They're (trains).*	*Nn /n/ - numbers, nap, noise* *Cc /k/ - color, cactus, computer* Identifying characters and their feelings	Social Studies: *Old and New*	1-5 Fast and slow	**Value:** *I learn to share.* **SEL:** Relationship Skills: Learning to share	**GCE:** Behave in a considerate and respectful way.

Level 1 Scope and Sequence

	Vocabulary	Language Structures	Phonics and Literacy	CLIL	Numeracy and Math	Value and SEL	ESDC
Unit 5 *Here I Am*	body, head, arms, legs hands, feet	I have (1) (head). I have (2) (arms). Here are my (hands).	Kk /k/ - koala, kangaroo, kites Ee /e/ - enter, exercise, elbows Recalling the events of a story	Science: *Legs!*	6-7 Counting animals' legs and arms	**Value:** *I love my body.* **SEL:** Social Awareness: Appreciating differences	**GCE:** Compare and contrast own identity with that of others. **SDG:** Goal 3: Good Health and Well-being
Unit 6 *Nice T-Shirt!*	shorts, sweater, pants, T-shirt hot, cold	Where is my (T-shirt)? Here it is. Where are my (shorts)? Here they are. It's (cold). (Put on) your (sweater). It's (hot). (Take off) your (sweater).	Mm /m/ - mountain, moose, map Dd /d/ - dream, dancer, dress Identifying the problem and solution in a story	Cultural Awareness: *Hot and Cold!*	8-9 Big and small (clothes)	**Value:** *I ask for help.* **SEL:** Self-Management: Asking for help	**GCE:** Identify a problem and provide at least one solution.
Unit 7 *Yummy!*	apples, bananas, sandwiches, cookies water, milk	I like (bananas). I'm (thirsty). Can I have (some water) please? Here you are. Thank you.	Rr /r/ - restaurant, rice, raisins Sequencing the events of a story	Health and Nutrition: *My Sandwich*	10 Sorting by color	**Value:** *I wash my hands.* **SEL:** Responsible Decision-Making: Learning about responsibility	**GCE:** GCE: Behave in a considerate and respectful way. **SDG:** Goal 3: Good Health and Well-being
Unit 8 *Pets, Pets, Pets*	cat, dog, hamster, fish rabbit, bird	I have a (fish). I have (2) (hamsters). I don't have a (pet). Is it (small)? (No), it (isn't). Is it a (rabbit)? (Yes), it (is).	Gg /g/ - gold, glitter, garden Oo /o/ - octopus, otter, olives Identifying the setting of a story	Social Studies: *Caring for Our Pets*	1-10 Patterns with size	**Value:** *I'm kind to animals.* **SEL:** Social Awareness: Learning about empathy and compassion	**GCE:** Behave in a considerate and respectful way.
Unit 9 *Look Outside!*	flower, tree, frog, butterfly quiet, loud	What can you see? I can see a (butterfly). Can you hear the (frog)? Yes, I can. It's loud. No, I can't. It's quiet.	Uu /u/ - up, uncle, umbrella Phonics review Identifying characters and their feelings	Science: *Tiny Helpers!*	1-10 Count by 2s	**Value:** *I learn to take care of nature.* **SEL:** Social Awareness: Learning how we affect the environment	**GCE:** Recognize self as part of one or more wider networks. Recognize that personal behavior can have a positive or negative impact on others. **SDG:** Goal 15: Life on Land

Level 2 Scope and Sequence

	Vocabulary	Language Structures	Phonics and Literacy	CLIL	Numeracy and Math	Value and SEL	ESDC
Welcome Unit	*happy, sad, angry, scared, proud red, blue, yellow, green, orange, pink, purple, brown, black, white, gray circle, triangle, square, star, rectangle, diamond*	*Hello! How are you? I'm (happy). I have new (crayons)! What shape is this? It's a (star). What color is it? It's (yellow).*					
Unit 1 *In My Pencil Case*	*pencil, paper, eraser, scissors paint, glue in, on, under*	*Do you have (an eraser)? Yes, I do. No, I don't. Where's the (paint)? It's (on) the (chair). Where are the (scissors)? They're (under) the (table).*	Alphabet Identifying the characters and setting of a story	Arts and Crafts: *Making Colors!*	1-5 Patterns with colors	**Value:** *I learn to help.* **SEL:** Responsible Decision-Making: Sharing responsibility	**GCE:** Behave in a considerate and respectful way. **SDG:** Goal 4: Quality Education
Unit 2 *My Happy Face*	*teeth, mouth, eyes, nose, ears, hair see, hear, smell*	*This is my (hair). These are my (eyes). I (see) with my (eyes).*	Ll /l/ - lizard, lemon, lollipop Ff /f/ - four, fox, feet Describing the characters of a story	Science: *Super Animals!*	6-10 Adding on to 5 with fingers	**Value:** *I am unique.* **SEL:** Social Awareness: Appreciating differences	**GCE:** Recognize the diversity of the world around them.
Unit 3 *Cool Clothes*	*scarf, hat, skirt, socks, shoes, jacket rainy, sunny, windy*	*What are you wearing? I'm wearing (green) (shoes). What's the weather like? It's (rainy).*	Bb /b/ - big, boots, boys Jj /j/ - jaguar, jewels, jungle Identifying the problem and solution in a story	Health and Nutrition: *Safe in the Sun!*	11-12 Long and short	**Value:** *I can dress myself.* **SEL:** Self-Management: Fine motor and gross motor skills, focus and planning for each step of getting dressed	**GCE:** Implement basic thinking skills, e.g. taking time to think, paying attention and recalling information. **SDG:** Goal 3: Good Health and Well-being.
Unit 4 *Jump!*	*catch, throw, climb, jump, hop, kick swings, slide, monkey bars*	*I can (throw). I can't (catch). Look at the (slide). Let's go on the (slide)!*	Vv /v/ - volcano, vultures, volleyball Ww /w/ - worm, walrus, wolf Sequencing the events of a story	Physical Education: *Hopscotch*	13-14 Measuring with hands	**Value:** *I try again.* **SEL:** Self-Management: Perseverance	**GCE:** Recognize the importance of exercise. Identify a problem and provide at least one solution. **SDG:** Goal 3: Good Health and Well-being

4 Unit

Level 2 Scope and Sequence

	Vocabulary	Language Structures	Phonics and Literacy	CLIL	Numeracy and Math	Value and SEL	ESDC
Unit 5 *My Home*	bathroom, yard, living room, bedroom, kitchen, dining room, bed, sofa, shelf	There's a (bathroom). There are (2) (bedrooms). Where's (Mommy)? (She's) (in) the (bedroom). Where are the (shoes)? They're (under) the (sofa). Where's my (book)? It's (on) the (shelf).	Xx /ks/ - t-rex, box, mix Yy /y/, Zz /z/ - yak, zebra, zigzag Recalling the events of a story	Cultural Awareness: *Breakfast Time!*	15 Adding on to 10	**Value:** *I help at home.* **SEL:** Responsible Decision-Making: Sharing responsibility	**GCE:** Recognize that jobs and family roles are not gender specific. Perform a task that contributes to a group activity.
Unit 6 *Let's Eat!*	oranges, cucumbers, grapes, strawberries, tomatoes, carrots juice, smoothie, lemonade	What do you like? I like (tomatoes). I don't like (carrots). Do you like (smoothies)? Yes, I do. No, I don't.	Blending - bag, red, kid Blending - mom, hot, bug Sequencing the events of a story	Health and Nutrition: *They're Good for Me!*	16-17 Making a bar graph	**Value:** *I don't waste food.* **SEL:** Responsible Decision-Making: Impulse control and empathy	**GCE:** Demonstrate an understanding of cause and effect. **SDGs:** Goal 12: Responsible Consumption and Production Goal 3: Good Health and Well-being
Unit 7 *On the Farm*	goat, cow, duck, horse, sheep, hen eat, swim, sleep	How many (ducks) are there? There (are) (2) (ducks). There (is) (1) (cow). Look at the (goat). It's (eating)! Look at the (ducks). They're (swimming)!	ng /ng/ - sing, swing, wings Qq /kw/ - quack, quiet, question Identifying the problem and solution in a story	Science: *Ducklings!*	18-19 Sorting by color	**Value:** *We learn to work together.* **SEL:** Relationship Skills: Working together	**GCE:** Perform a task that contributes to a group activity. Behave in a considerate and respectful way.
Unit 8 *Splash!*	towel, crab, sandcastle, shovel, pail, shell wet, dry, sandy	What's that? It's a (crab). What are those? They're (shells). Is (it) (wet)? Yes, (it) is. No, (it) isn't.	ch /ch/ - cherries, cheese, chocolate sh /sh/ - shark, trash, brush Identifying characters' feelings and their causes	Environment: *We Love the Beach!*	20 Counting by 5s	**Value:** *I learn to say sorry.* **SEL:** Relationship Skills: Learning when and how to say sorry	**GCE:** Behave in a considerate and respectful way. Recognize that personal behavior can have a positive or negative impact on others. **SDG:** Goal 14: Life Below Water
Unit 9 *Up in the Sky*	rainbow, cloud, sun, planet, moon, star day, night, sky	I want to see (the moon). Me, too! What can you see (in the day/ at night)? I can see (the sun).	th /th/ - mother, father, Earth Phonics review Recalling details of a story	Science: *Our Solar System!*	0 Counting down from 10	**Value:** *I can use my imagination.* **SEL:** Self-Awareness: Exploring and building strengths and abilities	**GCE:** Participate in a creative task.

Unit 5

Level 3 Scope and Sequence

	Vocabulary	Language Structures	Phonics and Literacy	CLIL	Numeracy and Math	Value and SEL	🌐 ESDC
Welcome Unit	*happy, sad, angry, scared, proud, frustrated* *sunny, windy, snowy, rainy, cloudy* *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday*	*Good (morning/ afternoon). How do you feel today? I'm (happy) today. I like (school)!* *Today is (Monday). What's the weather like today? It's (windy).*					
Unit 1 *Lots to Do!*	*paint, sing, dance, draw, color, play* *have fun, read books, write my name, speak English*	*Do you want to (sing)? Yes, I do. No, I don't. I want to (dance).* *What do you do at school? I (read books).*	Alphabet s, a, t - *sun, ants, ten* Identifying cause and effect in a story	Arts and Crafts: *A Day Book*	1-10 Low and high	**Value:** *I learn to work with others.* **SEL:** Relationship Skills: Learning to be part of the group	**GCE:** Perform a task that contributes to a group activity. Behave in a considerate and respectful way. **SDG:** Goal 4: Quality Education
Unit 2 *Time to Get Up*	*get up, take a shower, get dressed, brush my teeth, wash my hands, go to bed* *breakfast, lunch, dinner, snacks*	*What do you do (every day / in the morning/afternoon / at night)? I (take a shower).* *When do we have (lunch)? (In the afternoon).*	i, p, n - *igloo, pink, nap* Blending - *sit, tap, pan* Sequencing the events of a story	Environment: *How Can We Save Water?*	1-10 Simple addition	**Value:** *I learn to take care of myself.* **SEL:** Self-Awareness: Using planning and organizational skills	**GCE:** Compare and contrast own identity with that of others. **SDGs:** Goal 3: Good Health and Well-being Goal 6: Clean Water and Sanitation
Unit 3 *Cozy Mittens*	*boots, sunglasses, mittens, raincoat, sandals, sneakers* *winter, spring, summer, fall*	*It's (snowy) today. I need my (boots and mittens).* *What's the weather like in the (spring)? It's (sunny and hot).*	c, k, e - *cold, kick, enter* m, d, h - *mom, dress, hat* Recalling details of a story	Physical Education: *Our Favorite Winter Sports*	1-20 Counting by 2s	**Value:** *I am a good helper.* **SEL:** Relationship Skills: Helping others	**GCE:** Behave in a considerate and respectful way.
Unit 4 *When I Grow Up*	*gardener, doctor, artist, vet, chef, pilot* *grow, help, cook, fly*	*What do you want to be? I want to be (an artist).* *She's (a gardener). She (grows vegetables). He's (a chef). He (cooks food).*	r, g, o - *red, garden, olives* Blending - *dog, cat, hen* Expressing an opinion about a story	Social Studies: *Animals with Jobs*	1-30 Counting double digit numbers	**Value:** *I can be anything!* **SEL:** Self-Awareness: Experiencing self-efficacy and having a growth mindset	**GCE:** Recognize that jobs and family roles are not gender specific. **SDG:** Goal 5: Gender Equality

Level 3 Scope and Sequence

	Vocabulary	Language Structures	Phonics and Literacy	CLIL	Numeracy and Math	Value and SEL	ESDC
Unit 5 *Around Town*	restaurant, museum, library, movie, theater, park, supermarket bike, bus, car, subway	Is there a (movie theater)? Yes, there is. No, there isn't. Are there (libraries)? Yes, there are. No, there aren't. Do you want to go to the (movie theater)? Yes, I do. Let's go by (bus). No, I don't.	u, l, f - *up, legs, fast* b, j, v - *big, jump, volcano* Recognizing the message of a story	Health and Nutrition: *Play Safe!*	30, 40, 50 Counting by 10s Long and short	**Value:** *I'm careful.* **SEL:** Self-Management: Exhibiting self-discipline and responsibility	**GCE:** Demonstrate an understanding of cause and effect. **SDG:** Goal 3: Good Health and Well-being
Unit 6 *Get Cooking!*	chicken, fish, soup, rice, pizza, pasta ice cream, cake, yogurt, fruit salad	What do you want for (dinner)? I want (pasta), please. Do you want (yogurt)? Yes, please. No, thank you.	w, x, y - *water, mix, yellow* Blending - *six, cups, yes* Recalling details of a story	Health and Nutrition: *My Yogurt Cup*	1-10 Subtracting from 10	**Value:** *I say please and thank you.* **SEL:** Social Awareness: Understanding and expressing gratitude	**GCE:** Recognize that personal behavior can have a positive or negative impact on others. Behave in a considerate and respectful way. **SDG:** Goal 3: Good Health and Well-being
Unit 7 *The Wild*	crocodile, lion, parrot, elephant, monkey, snake claws, wings, tail, scales	It's (yellow). It has (big teeth). It's (a lion). Does (an elephant) have (scales)? No, it doesn't. But it has (a tail). Does (a snake) have (scales)? Yes, it does.	z, ng, q - *zebras, sing, quiet* ch, sh, th - *lunch, sharks, three* Describing the characters of a story	Science: *Can You See It?*	60, 70, 80, 90 Counting by 10s Sorting by type	**Value:** *I care for others.* **SEL:** Relationship Skills: Showing empathy	**GCE:** Recognize that personal behavior can have a positive or negative impact on others. **SDG:** Goal 15: Life on Land
Unit 8 *Listen to the Music!*	drum, guitar, piano, recorder, maracas, tambourine fun, easy, relaxing, exciting	What are you doing? I'm playing the (guitar). Do you like playing the piano? Yes, I do. It's (relaxing) and (easy)!	a, e, i, o, u Blending - *hat, ten, kid, hop, run* Blending - *chat, math, shells* Recalling details of a story	Cultural Awareness: *Percussion Instruments of the World*	100 Counting by 10s	**Value:** *I can try new things.* **SEL:** Self-Management: Building self-confidence and trying new things	**GCE:** Participate in a creative task.
Unit 9 *Special Days*	graduation, party, concert, field day, play, family day celebrate, say a poem, show my work, take a bow	When is your (graduation)? It's (tomorrow). It's on (Saturday). I'm going to (say a poem).	Phonics review Identifying characters' feelings and their causes	Social Studies: *Let's Celebrate!*	1-100 Making a bar graph	**Value:** *I can do hard things.* **SEL:** Self-Management: Building self-confidence and goal-setting	**GCE:** Implement basic thinking skills, e.g. taking time to think, paying attention and recalling information.