

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 <i>In My Pencil Case</i>	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: <i>Making Colors!</i>	1-5 Patterns with colors	Value: <i>I learn to help.</i> SEL: Responsible Decision-Making: Sharing responsibility	GCE: Behave in a considerate and respectful way. SDG: Goal 4: Quality Education
Unit 2 <i>My Happy Face</i>	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: <i>Super Animals!</i>	6-10 Adding on to 5 with fingers	Value: <i>I am unique.</i> SEL: Social Awareness: Appreciating differences	GCE: Recognize the diversity of the world around them.
Unit 3 <i>Cool Clothes</i>	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: <i>Safe in the Sun!</i>	11-12 Long and short	Value: <i>I can dress myself.</i> 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 <i>Jump!</i>	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: <i>Hopscotch</i>	13-14 Measuring with hands	Value: <i>I try again.</i> 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



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Unit 5 <i>My Home</i>	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: <i>Breakfast Time!</i>	15 Adding on to 10	Value: <i>I help at home.</i> 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 <i>Let's Eat!</i>	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: <i>They're Good for Me!</i>	16-17 Making a bar graph	Value: <i>I don't waste food.</i> 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 <i>On the Farm</i>	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: <i>Ducklings!</i>	18-19 Sorting by color	Value: <i>We learn to work together.</i> SEL: Relationship Skills: Working together	GCE: Perform a task that contributes to a group activity. Behave in a considerate and respectful way.
Unit 8 <i>Splash!</i>	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: <i>We Love the Beach!</i>	20 Counting by 5s	Value: <i>I learn to say sorry.</i> 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 <i>Up in the Sky</i>	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: <i>Our Solar System!</i>	0 Counting down from 10	Value: <i>I can use my imagination.</i> SEL: Self-Awareness: Exploring and building strengths and abilities	GCE: Participate in a creative task.