

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



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Unit 5 <i>Around Town</i>	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 <i>Get Cooking!</i>	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 <i>The Wild</i>	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 <i>Listen to the Music!</i>	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 <i>Special Days</i>	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.