

# Scope and Sequence

## Welcome Unit

### Language Objectives

**Vocabulary:** close, listen, open, sit down, stand up **Chunks:** What's your name? I'm ... Sit down! Don't stand up!  
**Bridging:** numbers, Hello! Goodbye! table, chair, door

### Learning Objectives

Greet friends.

<b>1 Time for School</b>	<b>Opener</b>	<b>Literacy-Where's Fox?</b>
<b>Language Objectives</b>	<b>Vocabulary:</b> bike, car, scooter <b>Chunks:</b> How do you go to school? I go to school by ...	<b>Vocabulary:</b> bus <b>Chunks:</b> Stop! There's a (car)! Cross the street and walk on. Bye! Bye! <b>Join in:</b> Stop! Look! Listen! And walk!
<b>Learning Objectives</b>	Familiarize children with types of vehicles.	Understand and join in with the story. Sequence places in order. Value: road safety.
<b>Developmental Areas</b>	Physical: TPR song. Socio-emotional: asking and answering about everyday routines.	Cognitive: following a route. Socio-emotional: identifying emotions and offering solutions.
<b>2 Animal World</b>	<b>Opener</b>	<b>Literacy-Noises in the Night</b>
<b>Language Objectives</b>	<b>Vocabulary:</b> cat, dog, horse, mouse <b>Bridging:</b> numbers; goat, hen, cow, duck	<b>Chunks:</b> It's outdoors. It's indoors. I'm scared. What's that? It's a ... <b>Join in:</b> Noises in the night give Ruby a fright!
<b>Learning Objectives</b>	Match animals to their sounds.	Understand and join in with the story. Sequence changing emotions. Value: expressing fear.
<b>Developmental Areas</b>	Cognitive: identifying animals by sounds. Socio-emotional: imitating animals' sounds.	Cognitive: understanding a shadow can look like something it isn't. Socio-emotional: recognizing emotions.
<b>3 Welcome, Baby!</b>	<b>Opener</b>	<b>Literacy-Please, don't cry!</b>
<b>Language Objectives</b>	<b>Vocabulary:</b> baby, blanket, brother, pacifier, rattle, sister <b>Chunks:</b> We're your family. We have gifts for you! <b>Bridging:</b> Mom, Dad, hat, Hello!	<b>Vocabulary:</b> cry, cuddle <b>Chunks:</b> Give Baby a ... <b>Join in:</b> Hush, Baby, hush! Please, don't cry!
<b>Learning Objectives</b>	Identify gifts for a baby.	Understand and join in with a story. Find a solution to a problem. Value: being patient, caring for a baby.
<b>Developmental Areas</b>	Socio-emotional: recognizing suitable gifts for a baby.	Socio-emotional: comforting the baby.
<b>4 Day and Night</b>	<b>Opener</b>	<b>Literacy-Let's find the Moon!</b>
<b>Language Objectives</b>	<b>Vocabulary:</b> Sun, Moon, stars, clouds, birds, day, night, sky <b>Chunks:</b> I can see ... / I can't see ...	<b>Vocabulary:</b> mountain, river, ocean, dark <b>Chunks:</b> Come on! Let's find the Moon. I think it's ... <b>Join in:</b> Where is the Moon? Let's find the Moon! <b>Bridging:</b> prepositions: behind, in, on

<b>The World Around Us-Wheels</b>		<b>Artistic Expression-A Vehicle Design</b>	<b>Retell the Story</b>
<b>Vocabulary:</b> seat, wheel <b>Bridging:</b> window		<b>Vocabulary:</b> window <b>Chunks:</b> It's a (car) with a ... <b>Bridging:</b> door, toilet, umbrella, slide, shelf, wings	<b>Vocabulary:</b> from the unit <b>Bridging:</b> colors, numbers, other vocabulary for components
Identify the parts and numbers of parts of different vehicles.	Make a vehicle design.		Retell the story changing the vehicles.
Cognitive: identifying vehicles with wheels. Coding: using code to represent the components of a vehicle.	Physical: fine motor skills. Socio-emotional: creative and communicative skills.		Cognitive: associating sounds with types of vehicles.
<b>The World Around Us-Animal Bodies</b>		<b>Artistic Expression-Model Animals</b>	<b>Retell the Story</b>
<b>Vocabulary:</b> beak, claws, feathers, tail <b>Chunks:</b> The dog's tail. A dog has a tail. <b>Bridging:</b> wings, horn, leg; numbers, colors		<b>Chunks:</b> My horse has a black tail. <b>Bridging:</b> body parts	<b>Vocabulary:</b> from the unit <b>Chunks:</b> It has the (duck's wings).
Identify animals by their coverings and body features.	Make and decorate an animal.		Retell the story changing the animals and their noises.
Cognitive: interpreting symbols.	Cognitive: noticing differences in animals. Physical: fine motor skills.		Cognitive: recognizing mistakes in pictures of animals.
<b>The World Around Us-Abilities</b>		<b>Artistic Expression-A Blanket</b>	<b>Retell the Story</b>
<b>Vocabulary:</b> talk <b>Chunks:</b> Can you ...? I can ... / I can't ... <b>Bridging:</b> walk, sit, look, listen, move, touch; body parts		<b>Vocabulary:</b> rectangle <b>Chunks:</b> I can see a ... Can you see ...? <b>Bridging:</b> colors, animals, book, square, triangle	<b>Vocabulary:</b> from the unit <b>Chunks:</b> Give Baby a ... Can he / she ...? Yes, (he) can / No, (he) can't. <b>Bridging:</b> happy, angry, sit, stand, walk, touch, move; body parts
Contrast own abilities and baby's abilities.	Weave strips of paper to make a blanket.		Retell the story changing the things given to the baby.
Cognitive: classifying abilities in a chart.	Physical: weaving (up and under movement).		Socio-emotional: understanding changing abilities.
<b>The World Around Us-The Moon</b>		<b>Artistic Expression-A Mobile</b>	<b>Retell the Story</b>
<b>Vocabulary:</b> half Moon, new Moon, full Moon		<b>Chunks:</b> My mobile is ... <b>Bridging:</b> cloud, mountain, tree	<b>Vocabulary:</b> from the unit

<b>Learning Objectives</b>	Familiarize children with words for distinguishing day and night.	Understand and join in with the story. Choose the correct idea. Value: cooperating to find solutions.
<b>Developmental Areas</b>	Physical: TPR song. Cognitive: noticing features for distinguishing day and night.	Cognitive: understanding the difference between an object and its reflection. Socio-emotional: cooperative problem solving.
<b>5 Let's play games!</b>	<b>Opener</b>	<b>Literacy-Do you want to play?</b>
<b>Language Objectives</b>	<b>Vocabulary:</b> <i>hide and seek, hopscotch, races, tag</i> <b>Chunks:</b> <i>Let's play ...</i> <b>Bridging:</b> prepositions: <i>in, behind, under; tree, bush, flower, stones</i>	<b>Chunks:</b> <i>Do you want to play? I want to play ...</i> <b>Join in:</b> <i>Come on! Let's play, please!</i> <b>Bridging:</b> <i>park, tree, bush</i>
<b>Learning Objectives</b>	Familiarize children with common children's games and rules for games.	Create sequences of events: the games the children want and the games they actually play. Value: negotiating games with friends.
<b>Developmental Areas</b>	Physical: TPR song. Cognitive: understanding that games have rules.	Cognitive: understanding a sequence. Socio-emotional: conflict resolution.
<b>6 Minibeasts</b>	<b>Opener</b>	<b>Literacy-Where is my home?</b>
<b>Language Objectives</b>	<b>Vocabulary:</b> <i>butterfly, snail, ant, spider, worm, leaf</i> <b>Chunks:</b> <i>I can see ...</i> <b>Bridging:</b> numbers, colors; <i>flower, in, on, under, behind</i>	<b>Vocabulary:</b> <i>hole, nest, web, shell, snail, worm, ant, spider</i> <b>Chunks:</b> <i>Where is it? It is / isn't. Go away!</i> <b>Join in:</b> <i>It isn't here. Look over there!</i>
<b>Learning Objectives</b>	Find and count insects in a picture.	Understand and join in with the story. Match places with characters. Value: respecting nature and animals' habitats.
<b>Developmental Areas</b>	Physical: miming actions to represent insects. Math: counting elements in a picture.	Socio-emotional: empathizing with living creatures. Cognitive: matching creatures and habitats.
<b>7 Robots</b>	<b>Opener</b>	<b>Literacy-Jeff, the Robot</b>
<b>Language Objectives</b>	<b>Vocabulary:</b> <i>(do the) washing, shopping, cleaning, cooking</i> <b>Chunks:</b> <i>It's really good / bad. I love the ... I hate the ...</i>	<b>Chunks:</b> <i>Come on! Let's do the ... He's good at ...</i> <b>Join in:</b> <i>Forwards, backwards, sideways. I'm busy, busy, busy!</i> <b>Bridging:</b> <i>eye</i>
<b>Learning Objectives</b>	Recognize and express an opinion about daily chores.	Understand and act out a story. Value: helping out at home.
<b>Developmental Areas</b>	Physical: TPR song. Socio-emotional: expressing preferences for types of chores.	Cognitive: associating chores with rooms in the house. Socio-emotional: solving problems for others.
<b>8 The Class Band</b>	<b>Opener</b>	<b>Literacy-Graduation Day</b>
<b>Language Objectives</b>	<b>Vocabulary:</b> <i>drum, triangle, maracas, tambourine, shake, hit</i> <b>Chunks:</b> <i>I can play ...</i> <b>Bridging:</b> numbers	<b>Vocabulary:</b> <i>clap, stamp</i> <b>Chunks:</b> <i>I can play ... I have / don't have ... I can stamp / clap.</i> <b>Join in:</b> <i>What can you play on graduation day?</i> <b>Bridging:</b> <i>play, hands, feet</i>
<b>Learning Objectives</b>	Recognize the sound of musical instruments.	Understand and act out a story. Sequence the main events in the story. Value: being inventive and creative.
<b>Developmental Areas</b>	Physical: miming playing musical instruments. Cognitive: distinguishing instruments by sound.	Socio-emotional: performing with friends. Cognitive: solving a problem.

Learn about the phases of the Moon.	Make a mobile.	Retell the story changing the places where the Moon is thought to be.
Cognitive: understanding that we see different parts of the Moon. Coding: using shade and light to represent the phases of the Moon in sequence.	Physical: fine motor skills. Cognitive: distinguishing elements for day and night.	Cognitive: identifying four different phases of the Moon.
<b>The World Around Us-What can you see?</b>	<b>Artistic Expression-A Flap Picture</b>	<b>Retell the Story</b>
<b>Vocabulary:</b> river, boy, girl, bus, children, flowers, dog, bushes, path, tree, bike, climbing frame <b>Chunks:</b> What can you see ...? I can see ...	<b>Chunks:</b> What's behind the (red) door? Is a cat behind the (blue) door? <b>Bridging:</b> bananas, star, Moon, Sun, car wheel, cat, hat, umbrella, ball, ice cream, door, colors	<b>Vocabulary:</b> from the unit
Understand visual perspective.	Make a flap picture.	Retell the story changing key elements (games).
Cognitive: understanding visual perspective. Socio-emotional: communicative skills.	Physical: fine motor skills. Math: measuring. Cognitive: tools for different purposes.	Cognitive: recognizing games by their rules.
<b>The World Around Us-A Butterfly's Life Cycle</b>	<b>Artistic Expression-A Spider's Web</b>	<b>Retell the Story</b>
<b>Vocabulary:</b> chrysalis, caterpillar, eggs <b>Chunks:</b> It has. It doesn't have. There it is! <b>Bridging:</b> body parts, shapes, colors	<b>Chunks:</b> There's a worm in my spider's web. <b>Bridging:</b> flower, There's a ...	<b>Vocabulary:</b> from the unit <b>Chunks:</b> It has / It doesn't have ... <b>Bridging:</b> numbers
Learn about a butterfly's life cycle.	Make a spider and its web.	Retell the story changing key elements (minibeasts and homes).
Math: understanding a circular cycle.	Physical: fine motor skills.	Math: counting. Cognitive: noticing differences in insects' bodies.
<b>The World Around Us-Forwards, Backwards, Sideways</b>	<b>Artistic Expression-A Robot</b>	<b>Retell the Story</b>
<b>Vocabulary:</b> backwards, forwards, sideways	<b>Chunks:</b> This robot has ... <b>Bridging:</b> colors; mouth, nose	<b>Vocabulary:</b> from the unit
Understand directions of movement: forwards, backwards, and sideways.	Make a robot.	Retell the story changing key elements (chores and rooms in the house).
Cognitive: understanding direction of movement. Socio-emotional: communicative skills.	Physical: fine motor skills. Cognitive: associating symbols with chores.	Cognitive: associating characters with actions.
<b>The World Around Us-Percussion</b>	<b>Artistic Expression-Drums and Maracas</b>	<b>Retell the Story</b>
<b>Vocabulary:</b> stick <b>Chunks:</b> Hit! Don't hit! <b>Bridging:</b> hand	<b>Chunks:</b> It has ... It's a ... That is / isn't. Hit it! <b>Bridging:</b> colors, shapes	<b>Vocabulary:</b> from the unit <b>Chunks:</b> Hit! I can play the ... I can stamp / clap. I have ...
Identify how to play musical instruments and create rhythms.	Make and use drums and maracas.	Retell the story changing key elements (musical instruments).
Cognitive: creating rhythms. Physical: following a rhythm by clapping and stamping.	Physical: fine motor skills. Socio-emotional: playing an instrument in a group.	Physical: miming musical instruments.