

Scope and Sequence 2

Unit	Title	Theme	Communication Objectives
1	This Is My Class	school	to introduce oneself and exchange greetings; to count; to talk about classroom activities
2	In the Park	outdoor activities	to count in tens; to identify objects and actions in the park; to identify location
3	This Is Our House	home and family	to talk about one's family and home; to describe locations; to identify rooms and objects in a house
4	My Community	buildings and places	to name buildings in a community; to describe locations; to answer and make up riddles
5	Workers	workers and vehicles	to associate community workers, vehicles and places; to name the days of the week; to describe locations; to generate questions
6	My Day	daily routines	to describe daily routines; to tell the time and the time of day; to name actions; to identify articles of clothing
7	Food	food and drink	to name foods and drinks; to express likes and dislikes; to offer and order food; to use polite expressions
8	At the Zoo	animals and actions	to identify and describe animals; to say what actions animals can and cannot do; to answer questions with affirmative and negative statements; to name parts of animal bodies
9	Celebrations	months and parties	to name the months; to say how one celebrates; to discuss the frequency of actions; to plan a celebration

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Language Objectives	Learning Strategies/ Thinking Skills	Content Connections
to use the simple present and the present continuous tenses; to use <i>my</i> and <i>your</i>	to use prior knowledge; to classify; to compare and contrast; to identify details; to solve problems; to sequence; to use illustrations	Art; Language; Maths; Music; Science
to use the present continuous tense; to use <i>there is</i> and <i>there are</i> ; to use prepositions of place	to alphabetise; to compare and contrast; to cooperate with peers; to make connections to real life; to note details in illustrations; to preview and predict; to re-read and revise writing; to use rhyme; to use text features; to visualise; to write and follow instructions	Art; Language; Maths; Music; Physical Education; Science; Social Studies
to use <i>there isn't</i> and <i>there aren't</i> ; to use <i>our</i> ; to use prepositions of place	to classify; to compare and contrast; to identify details; to make connections to real life; to generalise; to self-assess; to sequence; to use prior knowledge; to visualise	Art; Language; Maths; Music; Social Studies
to use prepositions of place; to use the simple present tense of <i>be</i>	to compare and contrast; to draw conclusions; to make connections to real life; to reason deductively; to use music and rhyme; to visualise	Art; Language; Maths; Music; Social Studies
to answer questions with <i>what</i> , <i>when</i> , <i>where</i> and <i>who</i> ; to understand <i>does</i> in questions; to use the simple present tense; to use prepositions of place; to use <i>to be</i>	to classify; to compare and contrast; to compose a story plot; to cooperate with peers; to draw conclusions; to make connections to prior learning; to make connections to real life; to re-read for details and self-assessment; to set a purpose for reading	Art; Drama; Language; Maths; Music; Social Studies
to use the simple present tense	to use prior knowledge; to classify; to compare and contrast; to cooperate with peers; to draw conclusions; to identify with characters; to note details; to sequence	Art; Language; Maths; Music; Science; Social Studies
to use <i>a</i> , <i>an</i> and <i>some</i> ; to use the simple present tense in questions and answers	to compare and contrast; to classify; to use prior knowledge; to cooperate with peers; to reason deductively; to remember by visualising; to skim and scan	Art; Health; Language; Maths; Music; Science; Social Studies
to use <i>can/can't</i> ; to use the possessive adjectives <i>its</i> and <i>their</i> ; to use <i>have got</i>	to classify; to compare and contrast; to identify details; to identify realism and fantasy; to use prior knowledge; to draw conclusions; to predict by using key words; to visualise	Art; Health; Language; Music; Science; Social Studies
to use the frequency adverbs <i>always</i> and <i>never</i> ; to use the simple present tense	to compare and contrast; to cooperate with peers; to present information on a graph; to memorise for future reference; to predict; to reason deductively; to reflect and self-assess; to sequence; to use prior knowledge; to use illustrations	Language; Maths; Physical Education; Science; Social Studies