



Scope and sequence



	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2
Welcome to The Rise and Shine Museum	People and things in a museum: <i>app, camera, exhibition, museum, museum director, phone</i> Dates: <i>1st–31st</i> Months: <i>January–December</i>	<i>We've got (cameras). We can (take photos).</i>	Important things: <i>fun games, important photos, popular books, special toys</i>	<i>We like / don't like (sciencebooks). Do you like (football)? Yes, I do. / No, I don't.</i>
1 Who are we?	Features: <i>beard, big eyebrows, blonde, curly, straight, wavy (hair), freckles, moustache, ponytail, smile</i>	<i>What does she look like? She's got (curly hair). She hasn't got (a ponytail).</i>	Special things: <i>blanket, bracelet, coin, drum, earrings, necklace</i>	<i>What has he got? He's got (a drum). Has he got (a drum)? Yes, he has. / No, he hasn't.</i>
2 Let's use it again! Review 1 All about us (Unit 1 and 2)	Everyday things: <i>bowl, box, cup, handbag, jacket, plate, pot, rug, shelf, sweater</i>	<i>I like / don't like this / that (bowl). I like / don't like these / those plates.</i>	Materials: <i>glass, metal, paper, plastic, rubber, wood</i>	<i>Whose are these / those? They're mine. / yours. / his. / hers.</i>
3 City of the future	Places in a city: <i>art gallery, funfair, hotel, ice rink, market, restaurant, shopping centre, stadium, swimming pool, theatre</i>	<i>I like / love going to the (market) because it's (fun). I don't like going to the (theatre) because it's (boring).</i>	Activities: <i>go on a ride, go shopping / to a restaurant, visit an exhibition, watch a match / a show</i>	<i>What do you like doing? Do you like (watching a show)? Yes, I do. / No, I don't.</i>
4 Food for everyone! Review 2 Our community (Unit 3 and 4)	Food: <i>apples, beans, flour, grapes, honey, lemons, pineapples, potatoes, rice, sugar</i>	<i>There's some (rice) and a lot of (honey). There isn't any (bread).</i>	Containers and quantities: <i>bag, bottle, box, cup, glass, piece</i>	<i>Are there any (apples)? Is there any (rice)? Yes, there is. / are. No, there isn't. / aren't.</i>
5 Help our oceans!	Sea animals: <i>crab, dolphin, jellyfish, octopus, seahorse, seal, shark, snail, starfish, whale</i>	<i>The sharks are (swimming). They aren't (jumping).</i>	Care for the ocean: <i>clean the oceans, have a beach clean up, make a film, pick up rubbish, tell people</i>	<i>What are they doing? They're (making a film). Are they (picking up rubbish)? Yes, they are. / No, they aren't.</i>
6 Let's play together! Review 3 Our world (Unit 5 and 6)	Sports: <i>do athletics / gymnastics, go swimming / snowboarding, play badminton / baseball / table tennis / basketball / hockey / volleyball</i>	<i>I'm going to (play table tennis). I'm not going to (do gymnastics).</i>	Sporting activities: <i>bounce / hit / throw a ball, jump hurdles, run / win a race</i>	<i>What are you going to do? Are you going to (do gymnastics)? Yes, I am. / No, I'm not.</i>
Goodbye	<i>Goodbye from The Rise and Shine Museum</i>			
Celebrations	Museum Takeover Day: <i>clean, cook in the café, help in the shop, plan an exhibition, welcome visitors, work as a tour guide</i> World Food Day: <i>eat a healthy diet / a lot of fruit and vegetables, choose brown food, drink water, don't eat a lot of sugar / junk food</i> International Day of Forests: <i>close gates, don't drop rubbish, don't pick flowers, don't touch animals, stay on the paths, plant trees</i> Museum Open Day: <i>do a tour, draw a picture, listen to a story, look at the objects, make a model, play a game</i>			

Pronunciation	Functional language	Global citizenship	Real-world writing	Project
	Likes and dislikes <i>Do you like (football)?</i> <i>Yes, I do. / No, I don't.</i>	I appreciate diversity.	Objects in a time capsule	A Museum Trail Card
/k/ can, /g/ grey	Asking for repetition <i>Sorry, I don't understand. Can you say that again, please? Yes, of course.</i>	I appreciate special things. <i>always, never, often, sometimes</i> Understand that everyone has things that are important to them.	Describe your special thing	A poster about a friend
/ʌ/ fun, /ɑːr/ party	Inviting, accepting / refusing <i>Would you like to come to (my upcycling party)? Yes, please. I'd love to. / No, thanks. Sorry, I can't.</i>	I learn how to upcycle. <i>huge, little, pretty, ugly</i> Appreciate reusing old things to make new, useful objects.	An invitation to a party	An exhibition of upcycled things
/juː/ excuse, /ɜːr/ turn	Asking for / giving directions <i>Excuse me. Where's the (art gallery)? Turn right (at the restaurant). Go straight on. Turn left at (the hotel).</i>	I appreciate my city. <i>boring, clean, dirty, lovely</i> Participate in city life and how our cities could be greener in future.	A message about a city visit	A new city
/aʊ/ how, /ɪ/ is	Asking / giving prices <i>How much is a bottle of juice? It's (£2.50). How much are (those apples)? They're (£4).</i>	I learn not to waste food. <i>cake, chips, lemonade, smoothie</i> Understand the importance of only buying the food we need.	A no-waste shopping list	A no-waste menu
/wəz/ was (weak form), /wɒz/ was (strong form)	Asking about an event <i>When is (the beach clean up)? It's on (Sunday). What time does it start? It starts at (ten o'clock.) Where is it? It's (on Sunny Beach).</i>	I appreciate our oceans. <i>brilliant, dangerous, terrible, safe</i> Appreciate the diversity of sea animals and our responsibility to keep the oceans clean.	A poster about a beach clean up	A play about helping the oceans
/θ/ think, /ð/ their	Inviting others <i>Are you free on (Thursday afternoon)? No, I'm not, sorry. / Yes, I am. Do you want to (do athletics with me)? Yes, please. See you then.</i>	I learn about unusual sports. <i>badly, quickly, slowly, well</i> Understand the importance of being part of a team and trying out new things.	A note about an unusual sport	A sports weekend
Future skills	Future skills 1: Work with others Future skills 2: Respect others Future skills 3: Oral communication	Future skills 4: Responsibility Future skills 5: Empathy Future skills 6: Being open-minded		