

# Scope and sequence

	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2
<b>Welcome to the Rise and Shine Explorers Club</b>	<b>Numbers 11–20; days of the week</b>	<i>It's Monday! This is / That's (Stella).</i>	<b>School items:</b> notebook, pen, rubber, ruler	<i>This is my / That's your (pen). How many (pencils)?</i>
<b>1 Let's explore together</b>	<b>My things:</b> backpack, belt, cap, coat, glasses, scarf, trainers, watch	<i>Have you got...? Yes, I have. / No, I haven't.</i>	<b>Adjectives:</b> dark, fair, long, short	<i>He's / She's got...</i>
<b>2 Let's be happy at home</b> <b>Review 1 Important to me (Units 1 and 2)</b>	<b>Home:</b> bathroom, bedroom, garage, garden, hall, kitchen, living room, stairs	<i>Where's (Mum)? She's in the (kitchen).</i>	<b>Furniture and objects in a house:</b> bed, lamp, sofa, table	<i>Where's the (lamp)? It's on / next to the (desk).</i>
<b>3 Let's explore nature</b>	<b>Farm animals:</b> chicken, cow, donkey, goat, goose, horse, sheep, turkey	<i>There's a (chicken). There isn't a (cow).</i>	<b>On the farm:</b> bush, fence, rock, wall	<i>Where's...? It's (behind) (the wall).</i>
<b>4 Let's try new activities</b> <b>Review 2 All about me (Units 3 and 4)</b>	<b>Activities:</b> catch, climb, kick, ride, skate, skip, swim, swing	<i>Can you (skip)? Yes, I can. / No, I can't. But I can (swim).</i>	<b>Verbs with play:</b> play a board game, play football, play tennis, play the guitar	<i>Can he/she...? Yes, he/she can. / No, he/she can't.</i>
<b>5 Let's share our food</b>	<b>Food:</b> burger, biscuit, carrot, cereal, egg, fish, juice, orange	<i>What are you doing? I'm (cooking).</i>	<b>Meal prep:</b> cook, grow, make, wash	<i>Are you (making) (a salad)? Yes, I am. / No, I'm not.</i>
<b>6 Let's have holiday fun</b> <b>Review 3 Around me (Units 5 and 6)</b>	<b>Holiday activities:</b> build a sandcastle, collect shells, go on holiday, play on the beach, read comics, sleep	<i>I want to (play on the beach).</i>	<b>Time of day:</b> in the morning, in the afternoon, in the evening, at night	<i>Do you want to (play) (in the morning)? Yes, I do. / No, I don't.</i>
<b>Goodbye</b>	<i>Happy holidays!</i>			
<b>Celebrations</b>	<b>Let them shine!:</b> balloon, barbecue, cake, candle, present, sparkler <b>Beautiful world:</b> desert, hill, jungle, mountain, ocean, sky <b>Amazing oceans:</b> dolphin, octopus, seahorse, seal, shark, whale <b>Let them fly!:</b> cloud, day, moon, night, star, sun			

My sounds	Communicative outcome	Global Citizenship	Functional language and real-world	Project
th (voiced), th (voiceless)	Describing objects in a basic way	<b>I like numbers and maths.</b> <i>How many (pencils)?</i>	<b>Imparting personal information</b> <i>My favourite number is (fourteen).</i>	<b>My Explorers Club passport</b>
w, y	Describing people in a basic way	<b>I appreciate my community.</b> <i>builder, chef, explorer, teacher</i>  Celebrate real-life heroes. Appreciate people in your community.	<b>Commenting on a photo</b> <i>Look at this!</i> <i>What a great photo!</i>	<b>A club book</b>
r, l	Prepositions of place	<b>I learn about different homes.</b> <i>cave, igloo, tent, treehouse</i>  Appreciate and understand difference and diversity.	<b>Making suggestions</b> <i>Let's put (the lamp) here.</i> <i>Good/Great idea!</i>	<b>A perfect house</b>
oo, ee	Describing what there is / isn't	<b>I learn about the five senses.</b> <i>hear, see, smell, taste, touch</i>  Getting to know nature through the senses. Notice the details.	<b>Asking for and giving information</b> <i>Excuse me, where's (the garden)? It's (next to) (the café).</i>	<b>A five senses park</b>
a, i	Talking about what people can do	<b>I know how to enjoy music.</b> <i>drums, piano, recorder, violin</i>  What do you need to play these instruments? Discovering different sounds and how they make you feel.	<b>Accepting/declining an invitation</b> <i>Would you like to join my club? Yes, of course! / No, thanks.</i>	<b>A club</b>
i, o	Asking about what someone is doing	<b>I learn about different ingredients.</b> <i>butter, flour, fruit, vegetables</i>  What's our food made from?	<b>Going shopping</b> <i>What's on the shopping list? I need (carrots).</i> <i>Okay, let's go shopping!</i>	<b>A food truck</b>
u, e	Asking about holiday activities	<b>I stay safe on holiday.</b> <i>dangerous, flag, safe, sea</i>  Respecting nature. Being aware of dangers in water.	<b>Expressing preferences / likes and dislikes</b> <i>I like the sea.</i> <i>I don't. I like cold weather.</i>	<b>A holiday trip</b>