



# Scope and sequence



	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2
<b>Welcome to The Rise and Shine Library</b>	<b>Numbers 20–50; places in a library:</b> courtyard, gallery, information desk, multimedia room, reading corner, study area	<i>The (library) has / hasn't got (a gallery).</i>	<b>Items in a library:</b> beanbag, computer, poster, television	<i>Has the (library) got (computers)? Yes, it has. / No, it hasn't.</i>
<b>1 All about school!</b>	<b>School subjects:</b> Art, Drama, English, Geography, History, ICT, Maths, Music, PE, Science	<i>What have you got on (Monday)? I've got (Art) and (Geography) on (Monday).</i>	<b>Routine actions:</b> brush my teeth, go to bed, go to school, have breakfast, have a shower, wake up	<i>What time do you (wake up)? I (wake up) at (seven o'clock).</i>
<b>2 Explore our town!</b> <b>Review 1 All about us (Unit 1 and 2)</b>	<b>Places in a town:</b> bus stop, café, cinema, hospital, pharmacy, police station, shop, sports centre, supermarket, town square	<i>There are some (shops). There aren't any (schools).</i>	<b>Jobs:</b> bus driver, doctor, librarian, police officer, shop assistant, waiter	<i>Is there a...? Yes, there is. / No, there isn't. Are there any...? Yes, there are. / No, there aren't.</i>
<b>3 Let's tell stories!</b>	<b>Book characters:</b> astronaut, dragon, giant, monster, pirate, prince, princess, spy, storyteller, superhero	<i>The book is about (a giant). Is she (happy)? Yes, she is. / No, she isn't.</i>	<b>Adjectives:</b> brave, clever, cute, kind, scary, strong	<i>Are they (clever)? Yes, they are. / No, they aren't.</i>
<b>4 Party at the library!</b> <b>Review 2 Our community (Unit 3 and 4)</b>	<b>Hobbies:</b> acting, coding, having a party, juggling, learning an instrument, painting, playing chess, playing computer games, swapping cards, taking photos	<i>She likes (taking photos). He doesn't like (playing chess).</i>	<b>Activities:</b> being outside, doing crafts, doing sport, helping people, learning something new, using computers	<i>Does he / she like (being outside)? Yes, he / she does. / No, he / she doesn't.</i>
<b>5 Let's save our animals!</b>	<b>Animals:</b> leopards, lions, monkeys, pandas, parrots, penguins, rhinos, snakes, tigers, zebras	<i>Tigers can / can't (run). Can they (fly)? Yes, they can. / No, they can't.</i>	<b>Animal parts:</b> feathers, fur, spots, stripes, tail, wings	<i>They've got / haven't got (fur). Have they got (spots)? Yes, they have. / No, they haven't.</i>
<b>6 Come on an adventure!</b> <b>Review 3 Our world (Unit 5 and 6)</b>	<b>Outdoor activities:</b> building a den, cycling, doing a nature trail, drawing, fishing, having a picnic, reading a map, rock-climbing, sailing, skateboarding	<i>He / She's (fishing). He / She isn't (cycling).</i>	<b>Places in nature:</b> countryside, forest, island, lake, mountain, river	<i>What's he / she doing? He's / She's (skateboarding). Is she (cycling)? Yes, she is. / No, she isn't.</i>
<b>Goodbye</b>	<i>Have a good summer! See you soon!</i>			
<b>Celebrations</b>	<b>World Teachers' Day:</b> canteen, classroom, gym, ICT room, music room, science lab <b>World Kindness Day:</b> care about someone, give someone a gift, help someone, say thank you, smile, talk to a friend <b>World Book Day:</b> costume, dress up, inventor, king, queen, tell a story <b>World Environment Day:</b> grow vegetables, plant trees, turn off lights, recycle, walk to school, water the plants			

Pronunciation	Functional language	Global citizenship	Real-world writing	Project
	<b>Telling the time</b> <i>What time is it? It's (one o'clock / half past one).</i>	<b>I appreciate community spaces.</b>		<b>A library record</b>
/ɔɪ/ boy, /ɔː/ walk	<b>Asking and answering about travel to school</b> <i>How do you go to school? I go (to school) by (bus). / I walk (to school).</i>	<b>I appreciate different school days.</b> <i>classroom, homework, playground, timetable</i>  Learning to learn, being curious and motivated to learn something new.	A diary entry	<b>A photo diary</b>
/eə/ there, /ɑː/ pharmacy	<b>Talking about where you live</b> <i>Where do you live? I live on (Park Street).</i>	<b>I learn about different towns.</b> <i>bench, community, fountain, friendly</i>  Participate in community activities and enjoy community spaces.	A town leaflet	<b>A town map</b>
/b/ book, /v/ clever	<b>Giving opinions, agreeing and disagreeing:</b> <i>I think this book is great. So do I. / Oh, I do.</i>	<b>I enjoy storytelling.</b> <i>beautiful, exciting, fun, interesting</i>  Have interest in and enjoy books and stories.	A book review	<b>A story character</b>
/ɜː/ girl, /ɪŋ/ things	<b>Talking about what you're good at</b> <i>Are you good at (coding)? Yes, I am. / No, I'm not. I want to learn.</i>	<b>I learn new hobbies and crafts.</b> <i>cut, fold, knit, stick</i>  Understand the importance of trying new things.	Instructions	<b>A new hobby</b>
/s/ snake, /ʃ/ shall	<b>Making and responding to suggestions</b> <i>Shall we...? I'm not sure. / Yes, that sounds great!</i>	<b>I appreciate animal habitats.</b> <i>desert, grassland, jungle, ocean</i>  Appreciate the importance of animals for our planet and how we can coexist.	An animal fact file	<b>An animal project</b>
/ə/ weather, /əʊ/ snow	<b>Talking about the weather</b> <i>What's the weather like today? It's cloudy / rainy / snowy / sunny / windy.</i>	<b>I enjoy activities outside.</b> <i>kayaking, skiing, sledging, windsurfing</i>  How to have an adventure close to home, stay active and enjoy being outside.	A blog post	<b>An adventure park advert</b>

**Future skills**

**Future skills 1:** Encouraging others  
**Future skills 2:** Community spaces  
**Future skills 3:** Listening

**Future skills 4:** Learning to learn  
**Future skills 5:** Making decisions  
**Future skills 6:** Problem solving