



# Scope and sequence



	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2
<b>Welcome to The Rise and Shine Museum</b>	<b>People and things in a museum:</b> <i>app, camera, exhibition, museum, museum director, phone</i> <b>Dates:</b> <i>1st–31st</i> <b>Months:</b> <i>January–December</i>	<i>We've got (cameras). We can (take photos).</i>	<b>Important things:</b> <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>
<b>1 Who are we?</b>	<b>Features:</b> <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>	<b>Special things:</b> <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>
<b>2 Let's use it again! Review 1 All about us (Unit 1 and 2)</b>	<b>Everyday things:</b> <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>	<b>Materials:</b> <i>glass, metal, paper, plastic, rubber, wood</i>	<i>Whose are these / those? They're mine. / yours. / his. / hers.</i>
<b>3 City of the future</b>	<b>Places in a city:</b> <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>	<b>Activities:</b> <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>
<b>4 Food for everyone! Review 2 Our community (Unit 3 and 4)</b>	<b>Food:</b> <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>	<b>Containers and quantities:</b> <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>
<b>5 Help our oceans!</b>	<b>Sea animals:</b> <i>crab, dolphin, jellyfish, octopus, seahorse, seal, shark, snail, starfish, whale</i>	<i>The sharks are (swimming). They aren't (jumping).</i>	<b>Care for the ocean:</b> <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>
<b>6 Let's play together! Review 3 Our world (Unit 5 and 6)</b>	<b>Sports:</b> <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>	<b>Sporting activities:</b> <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>
<b>Goodbye</b>	<i>Goodbye from The Rise and Shine Museum</i>			
<b>Celebrations</b>	<b>Museum Takeover Day:</b> <i>clean, cook in the café, help in the shop, plan an exhibition, welcome visitors, work as a tour guide</i> <b>World Food Day:</b> <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> <b>International Day of Forests:</b> <i>close gates, don't drop rubbish, don't pick flowers, don't touch animals, stay on the paths, plant trees</i> <b>Museum Open Day:</b> <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
	<b>Likes and dislikes</b> <i>Do you like (football)?</i> <i>Yes, I do. / No, I don't.</i>	<b>I appreciate diversity.</b>	Objects in a time capsule	<b>A Museum Trail Card</b>
/k/ can, /g/ grey	<b>Asking for repetition</b> <i>Sorry, I don't understand. Can you say that again, please? Yes, of course.</i>	<b>I appreciate special things.</b> <i>always, never, often, sometimes</i> Understand that everyone has things that are important to them.	Describe your special thing	<b>A poster about a friend</b>
/ʌ/ fun, /ɑ:r/ party	<b>Inviting, accepting / refusing</b> <i>Would you like to come to (my upcycling party)? Yes, please. I'd love to. / No, thanks. Sorry, I can't.</i>	<b>I learn how to upcycle.</b> <i>huge, little, pretty, ugly</i> Appreciate reusing old things to make new, useful objects.	An invitation to a party	<b>An exhibition of upcycled things</b>
/ju:/ excuse, /ɜ:r/ turn	<b>Asking for / giving directions</b> <i>Excuse me. Where's the (art gallery)? Turn right (at the restaurant). Go straight on. Turn left at (the hotel).</i>	<b>I appreciate my city.</b> <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	<b>A new city</b>
/aʊ/ how, /ɪ/ is	<b>Asking / giving prices</b> <i>How much is a bottle of juice? It's (£2.50). How much are (those apples)? They're (£4).</i>	<b>I learn not to waste food.</b> <i>cake, chips, lemonade, smoothie</i> Understand the importance of only buying the food we need.	A no-waste shopping list	<b>A no-waste menu</b>
/wəz/ was (weak form), /wɒz/ was (strong form)	<b>Asking about an event</b> <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>	<b>I appreciate our oceans.</b> <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	<b>A play about helping the oceans</b>
/θ/ think, /ð/ their	<b>Inviting others</b> <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>	<b>I learn about unusual sports.</b> <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	<b>A sports weekend</b>

### 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