

Scope and sequence

	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	My sounds	Communicative outcome	Global Citizenship	Functional language and real-world	Project
Welcome to Rise and Shine Towers	Numbers 1–10; colors: black, blue, brown, orange, pink, purple, red, white, yellow	Hi!/Hello! What's your name? I'm.../My name's...	Classroom objects: bag, book, chair, desk, door, pencil Classroom language: Be quiet, Listen, Look, Sit down	It's a (desk). It's (brown).	p, b	Describing favorite object	Let's be friends! I care about my community.	Rules of common courtesy How old are you? I'm six.	A plant pot
1 Old toys, new toys	Toys: ball, car, doll, elephant, robot, tablet, teddy bear, train	What's this? It's a (car).	Adjectives: big, new, old, small	It's (old).	t, d	Describing toys	I share toys! bike, kite, music box, plane Old for me, new for you – I share and recycle my toys. See value and appreciate old toys. Respect the toys of others.	Polite requests Can I play, please? Yes, let's play./There you go.	A class toy swap
2 All kinds of families Review 1 Important to me (Unit 1 and 2)	Family: aunt, brother, dad, grandma, grandpa, mom, sister, uncle	Who's this? This is my...	Pets: bird, cat, dog, fish	I have a (fish). I have (two) brothers.	g, c	Presenting family and people around you	I celebrate all families! cousin, friend, neighbor, pet Love your family and pets. Respect and celebrate differences among people's families. Understand the importance of the wider community as a family.	Expressing thanks This is for you! Thank you!	A family circle
3 Amazing bodies	Body parts: arms, ears, eyes, feet, hands, legs, mouth, nose	I have (brown) eyes/two arms.	Actions: dance, hop, jump, run	I can/can't...	m, n	Describing abilities/ what you can do	I play with friends clap (your hands), close/open (your eyes), touch (your feet), move your body Respect differences and different abilities. Self-worth: appreciate our bodies and abilities.	Imperative instructions and paying a compliment Touch your nose! Good job!	A talent show
4 Let's eat up Review 2 All about me (Unit 3 and 4)	Food: bananas, bread, cheese, chicken, milk, olives, strawberries, tomatoes	I like (bananas). I don't like (chicken).	More food: ice cream, milkshakes, pizza, sandwiches	Do you like (pizza)? Yes, I do./No, I don't.	ch, h	Asking about likes and dislikes	I like different foods pasta, rice, salad, soup Find out about the food you eat. Developing personal identity through food.	Asking for food Can I have a/an... , please? Here you go.	A class lunch
5 Nature around us	Animals: duck, fox, frog, lizard, mouse, owl, rabbit, turtle	I can see a... , I can see (two) (frogs).	Mini-beasts: ant, bee, butterfly, ladybug	Is it a... ? Yes, it is./No, it isn't.	s, f	Describing insects and animals	I explore nature! flower, grass, pond, tree Respect animals. Find out about living things. Share the world.	Making plans/ suggestions Let's find (a) (butterfly)!	A park collage
6 Let's dress up Review 3 Around me (Unit 5 and 6)	Clothes: dress, pajamas, pants, shirt, shoes, shorts, sweater, T-shirt	I'm wearing (a) (dress).	Feelings: cold, happy, hot, sad	I'm (cold/hot/ happy/sad)	j, sh	Describing clothes; giving advice/ making suggestions about what to wear	I appreciate special clothes! boots, hat, jeans, skirt Appreciate and understand difference and diversity (cultures, clothing, traditions). Feel good in the clothes you wear.	Inviting and giving advice Come to my party! Wear a (big) (hat)!	A special costume doll
Goodbye	Have a great vacation! Have a great time! Goodbye! See you soon!								
Seasons	Fall: apple, chestnut, fire, leaf, pumpkin, tree; It's windy! Winter: boots, gloves, hat, light, scarf, snow; It's snowy! Spring: blossom, butterfly, chick, egg, flower, lamb, rabbit; It's cloudy! Summer: beach, ice cream, picnic, sun hat, sunglasses, sunny, swimsuit; It's sunny!								