



# Scope and sequence

	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2
<b>Welcome</b> <b>to the Rise and Shine Museum</b>	<b>People and things in a museum:</b> <i>app, camera, exhibit, museum, museum director, phone</i> <b>Dates:</b> <i>1st–31st</i> <b>Months:</b> <i>January–December</i>	<i>We have (cameras). We can (take pictures).</i>	<b>Important things:</b> <i>fun games, important pictures, popular books, special toys</i>	<i>We like/don't like (science books). Do you like (soccer)? Yes, I do./No, I don't.</i>
<b>1 Who are we?</b>	<b>Features:</b> <i>beard, big eyebrows, blond, curly, straight, wavy (hair), freckles, mustache, ponytail, smile</i>	<i>What does she look like? She has (curly hair). She doesn't have (a ponytail).</i>	<b>Special things:</b> <i>blanket, bracelet, coin, drum, earrings, necklace</i>	<i>What does he have? He has (a drum). Does he have (a drum)? Yes, he does./No, he doesn't.</i>
<b>2 Let's use it again!</b> <b>Review 1</b> <b>All about us</b> (Units 1 and 2)	<b>Everyday things:</b> <i>bowl, box, cup, flower pot, jacket, plate, purse, 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>amusement park, art gallery, hotel, mall, market, restaurant, skating rink, stadium, swimming pool, theater</i>	<i>I like/love going to the (market) because it's (fun). I don't like going to the (theater) because it's (boring).</i>	<b>Activities:</b> <i>go on a ride, go shopping/ to a restaurant, visit an exhibit, watch a game/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!</b> <b>Review 2</b> <b>Our community</b> (Units 3 and 4)	<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>Ocean 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 movie, pick up trash, tell people</i>	<i>What are they doing? They're (making a movie). Are they (picking up trash)? Yes, they are./No, they aren't.</i>
<b>6 Let's play together!</b> <b>Review 3</b> <b>Our world</b> (Units 5 and 6)	<b>Sports:</b> <i>do gymnastics/track and field, go snowboarding/swimming, play badminton/baseball/basketball/field hockey/ping-pong/volleyball</i>	<i>I'm going to (play ping-pong). 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 cafe, help in the store, plan an exhibit, welcome visitors, work as a tour guide</i> <b>World Food Day:</b> <i>choose brown food, don't eat a lot of sugar/junk food, drink water, eat a healthy diet/a lot of fruit and vegetables</i> <b>International Day of Forests:</b> <i>close gates, don't drop trash, don't pick flowers, don't touch animals, plant trees, stay on the paths</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 (soccer)?</i> <i>Yes, I do./No, I don't.</i>	<b>I appreciate history.</b>	Objects in a time capsule	<b>A museum trail card</b>
/k/ can, /g/ gray	<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 exhibit of upcycled things</b>
/ju:z/ excuse, /ɜ:r/ turn	<b>Asking for/giving directions</b> <i>Excuse me. Where's the (art gallery)? Turn right (at the restaurant). Continue straight ahead. 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, fries, 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), /wɑ:z/ 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 (at Sunny Beach).</i>	<b>I appreciate our oceans.</b> <i>dangerous, great, safe, terrible</i> Appreciate the diversity of ocean 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 track and field 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>
<b>Future skills</b>	<b>Future skills 1:</b> Work with others <b>Future skills 2:</b> Respect others <b>Future skills 3:</b> Oral communication		<b>Future skills 4:</b> Responsibility <b>Future skills 5:</b> Empathy <b>Future skills 6:</b> Being open-minded	