



# Scope and sequence



	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2
<b>Welcome to Rise and Shine Towers</b>	<b>Numbers 1–10; colours:</b> black, blue, brown, orange, pink, purple, red, white, yellow	Hi!/Hello! What's your name? I'm.../My name's...	<b>Classroom objects:</b> bag, book, chair, desk, door, pencil <b>Classroom language:</b> Be quiet, Listen, Look, Sit down	It's a (desk). It's (brown).
<b>1 Old toys, new toys</b>	<b>Toys:</b> ball, car, doll, elephant, robot, tablet, teddy bear, train	What's this? It's a (car).	<b>Adjectives:</b> big, small, new, old	It's (old).
<b>2 All kinds of families</b> <b>Review 1</b> <b>Important to me</b> (Units 1 and 2)	<b>Family:</b> auntie, brother, dad, grandad, granny, mum, sister, uncle	Who's this? This is my...	<b>Pets:</b> bird, cat, dog, fish	I've got a (fish). I've got (two) brothers.
<b>3 Amazing bodies</b>	<b>Body parts:</b> arms, ears, eyes, feet, hands, legs, mouth, nose	I've got (brown) eyes/two arms.	<b>Actions:</b> dance, hop, jump, run	I can/can't...
<b>4 Let's eat up</b> <b>Review 2</b> <b>All about me</b> (Units 3 and 4)	<b>Food:</b> bananas, bread, cheese, chicken, milk, olives, strawberries, tomatoes	I like (bananas). I don't like (chicken).	<b>More food:</b> ice cream, milkshake, pizza, sandwiches	Do you like (pizza)? Yes, I do./No, I don't.
<b>5 Nature around us</b>	<b>Animals:</b> duck, fox, frog, lizard, mouse, owl, rabbit, turtle	I can see a... , I can see (two) (frogs).	<b>Mini-beasts:</b> ant, bee, butterfly, ladybird	Is it a... ? Yes, it is./No, it isn't.
<b>6 Let's dress up</b> <b>Review 3</b> <b>Around me</b> (Units 5 and 6)	<b>Clothes:</b> dress, jumper, pyjamas, shirt, shoes, shorts, T-shirt, trousers	I'm wearing (a) (dress).	<b>Feelings:</b> cold, happy, hot, sad	I'm (cold/hot/happy/sad).
<b>Goodbye</b>	Happy holidays! Have a good time! Goodbye! See you soon!			
<b>Seasons</b>	<b>Autumn:</b> apple, chestnut, fire, leaf, pumpkin, tree; It's windy! <b>Winter:</b> boots, gloves, hat, light, scarf, snow; It's snowy! <b>Spring:</b> blossom, butterfly, chick, egg, flower, lamb, rabbit; It's cloudy! <b>Summer:</b> beach, ice-cream, picnic, sun hat, sunglasses, sunny, swimming costume; It's sunny!			

My sounds	Communicative outcome	Global citizenship	Functional language and real-world	Project
p, b	Describing favourite object	<b>Let's be friends</b> I care about my community.	<b>Rules of common courtesy</b> <i>How old are you?</i> <i>I'm six.</i>	A plant pot
t, d	Describing toys	<b>Sharing toys</b> <i>bike, kite, music box, plane</i> Old for me, new for you – I share and recycle my toys. See, value and appreciate old toys. Respect the toys of others.	<b>Polite requests</b> <i>Can I play, please?</i> <i>Yes, let's play./</i> <i>Here you are.</i>	A class toy swap
g, c	Presenting family and people around you	<b>Celebrating families</b> <i>cousin, friend, neighbour, pet</i> Love your family and pets. Respect and celebrate differences among people's families. Understand the importance of the wider community as a family.	<b>Expressing thanks</b> <i>This is for you!</i> <i>Thank you!</i>	A family circle
m, n	Describing abilities / what you can do	<b>Playing games together</b> <i>clap (your hands), close/open (your eyes), touch (your feet), move your body</i> Respect differences and different abilities. Self-worth: appreciate our bodies and abilities.	<b>Imperative instructions and paying a compliment</b> <i>Touch your nose!</i> <i>Well done!</i>	A talent show
h, ch	Asking about likes and dislikes	<b>Trying different foods</b> <i>pasta, rice, salad, soup</i> Find out about the food you eat. Developing personal identity through food.	<b>Asking for food</b> <i>Can I have a/an..., please?</i> <i>Here you are.</i>	A class lunch
s, f	Describing insects and animals	<b>Exploring nature</b> <i>flower, grass, pond, tree</i> Respect animals. Find out about living things. Share the world.	<b>Making plans/ suggestions</b> <i>Let's find (a) (butterfly)!</i>	A park collage
sh, j	Describing clothes; giving advice / making suggestions about what to wear	<b>Appreciating special clothes</b> <i>boots, hat, jeans, skirt</i> Appreciate and understand difference and diversity (cultures, clothing, traditions). Feel good in the clothes you wear.	<b>Inviting and giving advice</b> <i>Come to my party!</i> <i>Wear a (big) (hat)!</i>	A costume doll