**Long-term plan**

**Grade 5 “Tiger Time 5” (102 hours)**

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| **Units** | **№** | **Theme** | **Hours** | **Learning objectives** | **Date** | **Correction** |
| **Unit 1: Home and away****(12 hours)** | 1 | Diagnostic test | 1 |  | **04.09** |  |
| 2 | Homes  | 1 | 5.C9 use imagination to express thoughts, ideas, experiences and feelings5.L1understand a sequence of supported classroom instructions 5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.UE11 use *be/look/sound/feel/taste/smell like* and use *bemade* of on a limited range of familiar general and curricular topics5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics5.C8 develop intercultural awareness through reading and discussion5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics5.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups | **06.09** |  |
| 3 | Different houses | 1 | 5.C9 use imagination to express thoughts, ideas, experiences and feelings5.L1understand a sequence of supported classroom instructions 5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.UE11 use *be/look/sound/feel/taste/smell like* and use *bemade* of on a limited range of familiar general and curricular topics5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics5.C8 develop intercultural awareness through reading and discussion5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics5.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups | **07.09** |  |
| 4 | Homes in Kazakhstan | 1 | 5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics5.S2 ask simple questions to get information about a limited range of general topics5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics5.C6 organise and present information clearly to others 5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.UE4 use determiners including *any, no each, every* on a limited range of familiar general and curricular topics5.UE6 use basic personal and demonstrative pronouns and quantitative pronouns *some, any, something, nothing anything* on a limited range of familiar general and curricular topics5.UE14 use prepositions to talk about time and location; use prepositions *like* to describe things and *about* to denote topic;use prepositions of direction *to, into, out of, from, towards*on a limited range of familiar general and curricular topics | **11.09** |  |
| 5 | Cities | 1 | 5.L1understand a sequence of supported classroom instructions 5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics5.S2 ask simple questions to get information about a limited range of general topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics5.UE4 use determiners including *any, no each, every* on a limited range of familiar general and curricular topics | **13.09** |  |
| 6 | Countries | 1 | 5.L1understand a sequence of supported classroom instructions 5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics5.S2 ask simple questions to get information about a limited range of general topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics5.UE4 use determiners including *any, no each, every* on a limited range of familiar general and curricular topics | **14.09** |  |
| 7 | Cities in Kazakhstan | 1 | 5.L1understand a sequence of supported classroom instructions 5.UE8 use future forms  *will*  for predictions and *be going to*to talk about already decided plans on a limited range of familiar general and curricular topics5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics5.S2 ask simple questions to get information about a limited range of general topics5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.S6take turns when speaking with others in a growing range of short, basic exchanges5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics5.R5deduce meaning from context in short texts on a limited range of familiar general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics5.UE14 use prepositions to talk about time and location; use prepositions *like* to describe things and *about* to denote topic;use prepositions of direction *to, into, out of, from, towards*on a limited range of familiar general and curricular topics | **18.09** |  |
| 8 | Weather and climate  | 1 | 5.L1understand a sequence of supported classroom instructions 5.L3 understand an increasing range of unsupported basic questions on general and curricular topics5.S2 ask simple questions to get information about a limited range of general topics5.R5deduce meaning from context in short texts on a limited range of familiar general and curricular topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.R1 understand the main points in a limited range of short simple texts on general and curricular topics5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics5.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general | **20.09** |  |
| 9 | Weather and climate in Kazakhstan | 1 | 5.L1understand a sequence of supported classroom instructions 5.L3 understand an increasing range of unsupported basic questions on general and curricular topics5.S2 ask simple questions to get information about a limited range of general topics5.R5deduce meaning from context in short texts on a limited range of familiar general and curricular topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.R1 understand the main points in a limited range of short simple texts on general and curricular topics5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics5.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general | **21.09** |  |
| 10 | Project work | 1 | 5.C9 use imagination to express thoughts, ideas, experiences and feelings5.L1understand a sequence of supported classroom instructions 5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.UE11 use *be/look/sound/feel/taste/smell like* and use *bemade* of on a limited range of familiar general and curricular topics5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics5.C8 develop intercultural awareness through reading and discussion5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics5.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups | **25.09** |  |
| 11 | Home and away **Summative Assessment 1** | 1 | 5.C9 use imagination to express thoughts, ideas, experiences and feelings5.L1understand a sequence of supported classroom instructions 5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.UE11 use *be/look/sound/feel/taste/smell like* and use *bemade* of on a limited range of familiar general and curricular topics5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics5.C8 develop intercultural awareness through reading and discussion5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics5.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups | **27.09** |  |
| 12 | Unit Revision | 1 |  | **28.09** |  |
| **Unit 2: Living things****(12 hours)** | 1 | Plants | 1 | 5.L3 understand an increasing range of unsupported basic questions on general and curricular topics5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics5.C4 evaluate and respond constructively to feedback from others5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.R1 understand the main points in a limited range of short simple texts on general and curricular topics5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics5.W9 punctuate written work at text level on a limited range of familiar general with some accuracy 5.C4 evaluate and respond constructively to feedback from others5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.C7 develop and sustain a consistent argument when speaking or writing | **02.10** |  |
| 2 | Plants and flowers | 1 | 5.L3 understand an increasing range of unsupported basic questions on general and curricular topics5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics5.W8 spell most high-frequency words accurately for a limited range of general topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics5.C5use feedback to set personal learning objectives | **04.10** |  |
| 3 | Plants in Kazakhstan | 1 | 5.L3 understand an increasing range of unsupported basic questions on general and curricular topics5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics5.W8 spell most high-frequency words accurately for a limited range of general topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics5.C5use feedback to set personal learning objectives | **05.10** |  |
| 4 | Wild animals | 1 | 5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics5.R4 read with some support a limited range of short fiction and non-fiction texts5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.UE9 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics 5.C4 evaluate and respond constructively to feedback from others | **09.10** |  |
| 5 | Domestic animals | 1 | 5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics5.R4 read with some support a limited range of short fiction and non-fiction texts5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.UE9 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics 5.C4 evaluate and respond constructively to feedback from others | **11.10** |  |
| 6 | Animals in Kazakhstan | 1 | 5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics5.R9 recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics | **12.10** |  |
| 7 | Human Beings | 1 | 5.L3 understand an increasing range of unsupported basic questions on general and curricular topics5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.W8 spell most high-frequency words accurately for a limited range of general topics5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics5.W9 punctuate written work at text level on a limited range of familiar general with some accuracy 5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.UE9 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics 5.C6 organise and present information clearly to others | **16.10** |  |
| 8 | Project work | 1 | 5.L3 understand an increasing range of unsupported basic questions on general and curricular topics5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.W8 spell most high-frequency words accurately for a limited range of general topics5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics5.W9 punctuate written work at text level on a limited range of familiar general with some accuracy 5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.UE9 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics 5.C6 organise and present information clearly to others | **18.10** |  |
| 9 | Living things **Summative Assessment 2** | 1 | 5.L3 understand an increasing range of unsupported basic questions on general and curricular topics5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics5.C4 evaluate and respond constructively to feedback from others5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.R1 understand the main points in a limited range of short simple texts on general and curricular topics5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics5.W9 punctuate written work at text level on a limited range of familiar general with some accuracy 5.C4 evaluate and respond constructively to feedback from others5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.C7 develop and sustain a consistent argument when speaking or writing | **19.10** |  |
| 10 | Unit revision | 1 |  | **23.10** |  |
| 11 | **Summative Assessment for term 1** | 1 | 5.L3 understand an increasing range of unsupported basic questions on general and curricular topics5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics5.W8 spell most high-frequency words accurately for a limited range of general topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics5.C5use feedback to set personal learning objectives | **25.10** |  |
| 12 | Revision | 1 |  | **26.10** |  |
| **Unit 3: Values** **(12 hours)** | 1 | Family  | 1 | 5.L1understand a sequence of supported classroom instructions 5.L2 understand an increasing range of unsupported basic questions which ask for personal information5.C6 organise and present information clearly to others5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics5.R3 understand the detail of an argument on a limited range of familiar general and curricular topics5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information5.C6 organise and present information clearly to others5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics5.W8 spell most high-frequency words accurately for a limited range of general topics 5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.UE6 use basic personal and demonstrative pronouns and quantitative pronouns *some, any, something, nothing anything* on a limited range of familiar general and curricular topics5.C2 use speaking and listening skills to provide sensitive feedback to peers | **06.11** |  |
|  | 2 | Family relationships | 1 | 5.L1understand a sequence of supported classroom instructions 5.L2 understand an increasing range of unsupported basic questions which ask for personal information5.C6 organise and present information clearly to others5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics5.R3 understand the detail of an argument on a limited range of familiar general and curricular topics5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information5.C6 organise and present information clearly to others5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics5.W8 spell most high-frequency words accurately for a limited range of general topics 5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.UE6 use basic personal and demonstrative pronouns and quantitative pronouns *some, any, something, nothing anything* on a limited range of familiar general and curricular topics5.C2 use speaking and listening skills to provide sensitive feedback to peers | **08.11** |  |
|  | 3 | Weekend with your family | 1 | 5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.L1understand a sequence of supported classroom instructions 5.L2 understand an increasing range of unsupported basic questions which ask for personal information5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics5.R1 understand the main points in a limited range of short simple texts on general and curricular topics5.R3 understand the detail of an argument on a limited range of familiar general and curricular topics5.R9 recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics5.C5 use feedback to set personal learning objectives5.UE7 use simple perfect forms of common verbs to express what has happened [indefinite time] on a limited range of familiar general and curricular topics | **09.11** |  |
|  | 4 | Friendship | 1 | 5.L1understand a sequence of supported classroom instructions 5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.R1 understand the main points in a limited range of short simple texts on general and curricular topics5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics5.UE6 use basic personal and demonstrative pronouns and quantitative pronouns *some, any, something, nothing anything* on a limited range of familiar general and curricular topics | **13.11** |  |
|  | 5 | What is a good friend? | 1 | 5.L1understand a sequence of supported classroom instructions 5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.R1 understand the main points in a limited range of short simple texts on general and curricular topics5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics5.UE6 use basic personal and demonstrative pronouns and quantitative pronouns *some, any, something, nothing anything* on a limited range of familiar general and curricular topics | **15.11** |  |
|  | 6 | A friend in need is a friend indeed | 1 | 5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics5.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.C9 use imagination to express thoughts,ideas, experiences and feelings5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics5.R1 understand the main points in a limited range of short simple texts on general and curricular topics5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics5.R9 recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics5.UE 13 use *might may could* to express possibility on a limited range of familiar general and curricular topics | **16.11** |  |
|  | 7 | The value of friendship | 1 | 5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics5.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.C9 use imagination to express thoughts,ideas, experiences and feelings5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics5.R1 understand the main points in a limited range of short simple texts on general and curricular topics5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics5.R9 recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics5.UE 13 use *might may could* to express possibility on a limited range of familiar general and curricular topics | **20.11** |  |
|  | 8 | What we value  | 1 | 5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics5.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics5.UE2 use quantifiers *many* , *much , a lot of ,a few*  on a limited range of familiar general and curricular topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics5.UE6 use basic personal and demonstrative pronouns and quantitative pronouns *some, any, something, nothing anything* on a limited range of familiar general and curricular topics5.UE16 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics 5.UE5 use questions, including tag questions to seek agreement, and clarify meaning on a limited range of familiar general and curricular topics | **22.11** |  |
|  | 9 | Wealth or Health  | 1 | 5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics5.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics5.UE2 use quantifiers *many* , *much , a lot of ,a few*  on a limited range of familiar general and curricular topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics5.UE6 use basic personal and demonstrative pronouns and quantitative pronouns *some, any, something, nothing anything* on a limited range of familiar general and curricular topics5.UE16 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics 5.UE5 use questions, including tag questions to seek agreement, and clarify meaning on a limited range of familiar general and curricular topics | **23.11** |  |
|  | 10 | Project work | 1 | 5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics5.S3 give an opinion at sentence level on a limited range of general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.UE17use if clauses (in zero conditionals); use where clauses; use before/after clauses (with past reference);use defining relative clauses with which who that where to give details on a limited range of familiar general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.W5 link without support sentences using basic coordinating connectors | **27.11** |  |
|  | 11 | Values **Summative Assessment 3** | 1 | 5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics5.S3 give an opinion at sentence level on a limited range of general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.UE17use if clauses (in zero conditionals); use where clauses; use before/after clauses (with past reference);use defining relative clauses with which who that where to give details on a limited range of familiar general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.W5 link without support sentences using basic coordinating connectors | **29.11** |  |
|  | 12 | Unit revision | 1 |  | **30.11** |  |
| **Unit 4:The world of work****(11 hours)** | 1 | Professions  | 1 | 5.L1understand a sequence of supported classroom instructions 5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics5.C8 develop intercultural awareness through reading and discussion5.S3 give an opinion at sentence level on a limited range of general and curricular topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.C7 develop and sustain a consistent argument when speaking or writing5.UE10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics 5.UE16 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics  | **04.12** |  |
| 2 | Professions of my parents | 1 | 5.L1understand a sequence of supported classroom instructions 5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics5.C8 develop intercultural awareness through reading and discussion5.S3 give an opinion at sentence level on a limited range of general and curricular topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.C7 develop and sustain a consistent argument when speaking or writing5.UE10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics 5.UE16 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics  | **06.12** |  |
| 3 | Professions of future | 1 | 5.L1 understand a sequence of supported classroom instructions 5.S3 give an opinion at sentence level on a limited range of general and curricular topics5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics5.R7 recognise typical features at word, sentence and text level in a limited range of written genres5.C2 use speaking and listening skills to provide sensitive feedback to peers5.C8 develop intercultural awareness through reading and discussion5.W8 spell most high-frequency words accurately for a limited range of general topics5.W9 punctuate written work at text level on a limited range of familiar general with some accuracy5.UE10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics  | **07.12** |  |
| 4 | Outdoor, factory jobs  | 1 | 5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics5.S2 ask simple questions to get information about a limited range of general topics5.S3 give an opinion at sentence level on a limited range of general and curricular topics5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.R4 read with some support a limited range of short fiction and non-fiction texts5.R7 recognise typical features at word, sentence and text level in a limited range of written genres5.R9 recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.UE14 use prepositions to talk about time and location use prepositions *like* to describe things and *about* to denote topic;use prepositions of direction *to, into, out of, from, towards* on a limited range of familiar general and curricular topics5.UE16 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics  | **11.12** |  |
| 5 | Service jobs  | 1 | 5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics5.S2 ask simple questions to get information about a limited range of general topics5.S3 give an opinion at sentence level on a limited range of general and curricular topics5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.R4 read with some support a limited range of short fiction and non-fiction texts5.R7 recognise typical features at word, sentence and text level in a limited range of written genres5.R9 recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.UE14 use prepositions to talk about time and location use prepositions *like* to describe things and *about* to denote topic;use prepositions of direction *to, into, out of, from, towards* on a limited range of familiar general and curricular topics5.UE16 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics  | **13.12** |  |
| 6 | Work past and future  | 1 | 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.W3 write with support factual descriptions at text level which describe people, places and objects5.UE2 use quantifiers *many* , *much , a lot of ,a few*  on a limited range of familiar general and curricular topics5.UE9 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics 5.UE10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics 5.W9 punctuate written work at text level on a limited range of familiar general with some accuracy5.UE17use  *if* clauses (in zero conditionals); use where clauses use *before/after* clauses (with past reference); use defining relative clauses with *which who that where*  to give details on a limited range of familiar general and curricular topics | **14.12** |  |
| 7 | Project work | 1 | 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.W3 write with support factual descriptions at text level which describe people, places and objects5.UE2 use quantifiers *many* , *much , a lot of ,a few*  on a limited range of familiar general and curricular topics5.UE9 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics 5.UE10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics 5.W9 punctuate written work at text level on a limited range of familiar general with some accuracy5.UE17use  *if* clauses (in zero conditionals); use where clauses use *before/after* clauses (with past reference); use defining relative clauses with *which who that where*  to give details on a limited range of familiar general and curricular topics | **18.12** |  |
| 8 | The world of work**Summative Assessment 4** | 1 | 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.W3 write with support factual descriptions at text level which describe people, places and objects5.UE2 use quantifiers *many* , *much , a lot of ,a few*  on a limited range of familiar general and curricular topics5.UE9 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics 5.UE10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics 5.W9 punctuate written work at text level on a limited range of familiar general with some accuracy5.UE17use  *if* clauses (in zero conditionals); use where clauses use *before/after* clauses (with past reference); use defining relative clauses with *which who that where*  to give details on a limited range of familiar general and curricular topics | **20.12** |  |
| 9 | Unit revision | 1 |  | **21.12** |  |
| 10 | **Summative Assessment for term 2** | 1 | 5.L1understand a sequence of supported classroom instructions 5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics5.C8 develop intercultural awareness through reading and discussion5.S3 give an opinion at sentence level on a limited range of general and curricular topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.C7 develop and sustain a consistent argument when speaking or writing5.UE10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics 5.UE16 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics  | **25.12** |  |
| 11 | Revision | 1 |  | **27.12** |  |
| **Unit 5:****Creativity****(10 hours)** | 1 | Art  | 1 | 5.L1understand a sequence of supported classroom instructions 5.L4 understand the main points of supported extended talk on a range of general and curricular topics5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics5.C4 evaluate and respond constructively to feedback from others5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics5.UE6 use basic personal and demonstrative pronouns and quantitative pronouns *some, any, something, nothing anything* on a limited range of familiar general and curricular topics5.UE16 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics 5.C5 use feedback to set personal learning objectives | **28.12** |  |
|  | 2 | Art in Kazakhstan | 1 | 5.L1understand a sequence of supported classroom instructions 5.L4 understand the main points of supported extended talk on a range of general and curricular topics5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics5.C4 evaluate and respond constructively to feedback from others5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics5.UE6 use basic personal and demonstrative pronouns and quantitative pronouns *some, any, something, nothing anything* on a limited range of familiar general and curricular topics5.UE16 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics 5.C5 use feedback to set personal learning objectives | **08.01** |  |
|  | 3 | Music helps us to be happy | 1 | 5.S3 give an opinion at sentence level on a limited range of general and curricular topics5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.UE10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics 5.W3 write with support factual descriptions at text level which describe people, places and objects5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics5.C9 use imagination to express thoughts, ideas, experiences and feelings | **10.01** |  |
|  | 4 | The world of music 1 | 1 | 5.S3 give an opinion at sentence level on a limited range of general and curricular topics5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.UE10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics 5.W3 write with support factual descriptions at text level which describe people, places and objects5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics5.C9 use imagination to express thoughts, ideas, experiences and feelings | **11.01** |  |
|  | 5 | My favourite singer | 1 | 5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.R1 understand the main points in a limited range of short simple texts on general and curricular topics5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics | **15.01** |  |
|  | 6 | Stories | 1 | 5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics5.S8 recount basic stories and events on a range of general and curricular topics5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics5.R1 understand the main points in a limited range of short simple texts on general and curricular topics5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics5.UE16 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics 5.S8 recount basic stories and events on a range of general and curricular topics | **17.01** |  |
|  | 7 | Poems | 1 | 5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics5.R1 understand the main points in a limited range of short simple texts on general and curricular topics5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects | **18.01** |  |
|  | 8 | Project work | 1 | 5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics5.R1 understand the main points in a limited range of short simple texts on general and curricular topics5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects | **22.01** |  |
|  | 9 | Creativity**Summative Assessment 5** | 1 | 5.L1understand a sequence of supported classroom instructions 5.L4 understand the main points of supported extended talk on a range of general and curricular topics5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics5.C4 evaluate and respond constructively to feedback from others5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics5.UE6 use basic personal and demonstrative pronouns and quantitative pronouns *some, any, something, nothing anything* on a limited range of familiar general and curricular topics5.UE16 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics 5.C5 use feedback to set personal learning objectives | **24.01** |  |
|  | 10 | Unit revision | 1 |  | **25.01** |  |
| **Unit 6: Reading for Pleasure** **(9 hours)** | 123 | Reading for Pleasure  | 3 | All Reading learning objectives for Grade 5 Some of the Listening and Speaking learning objectives will be addressed when learners talk about reading.5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics5.C4 evaluate and respond constructively to feedback from others5.C5 use feedback to set personal learning objectives5.L3 understand an increasing range of unsupported basic questions on general and curricular topics5.L4 understand the main points of supported extended talk on a range of general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information5.C7 develop and sustain a consistent argument when speaking or writing | **29.01****31.01****01.02** |  |
| 45 | Summarizing the chosen books | 2 | All Reading learning objectives for Grade 6.Many of the Listening and Speaking learning objectives, and some of the Writing learning objectives, will be addressed when learners think about and discuss what they have read.5.C9 use imagination to express thoughts, ideas, experiences and feelings5.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics | **05.02****07.02** |  |
| 6 | Famous writers | 1 | All Reading learning objectives for Grade 6.Many of the Listening and Speaking learning objectives, and some of the Writing learning objectives, will be addressed when learners think about and discuss what they have read.5.C9 use imagination to express thoughts, ideas, experiences and feelings5.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics | **08.02** |  |
| 7 | My favourite character  | 1 | All Reading learning objectives for Grade 6.Many of the Listening and Speaking learning objectives, and some of the Writing learning objectives, will be addressed when learners think about and discuss what they have read.5.C9 use imagination to express thoughts, ideas, experiences and feelings5.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics | **12.02** |  |
| 8 | Project work | 1 | 5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects | **14.02** |  |
| 9 | Unit revision | 1 |  | **15.02** |  |
| **Unit7: Fantasy world** **(12 hours)** | 1 | Home  | 1 | 5.L1understand a sequence of supported classroom instructions 5.L4 understand the main points of supported extended talk on a range of general and curricular topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics5.C4 evaluate and respond constructively to feedback from others 5.W3 write with support factual descriptions at text level which describe people, places and objects5.C10use talk or writing as a means of reflecting on and exploring a range of perspectives on the world5.UE6 use basic personal and demonstrative pronouns and quantitative pronouns *some, any, something, nothing anything* on a limited range of familiar general and curricular topics5.UE5 use questions, including tag questions to seek agreement, and clarify meaning on a limited range of familiar general and curricular topics5.UE14 use prepositions to talk about time and location;use prepositions *like* to describe things and *about* to denote topic; use prepositions of direction to, into, out of, from, towardson a limited range of familiar general and curricular topics5.R1 understand the main points in a limited range of short simple texts on general and curricular topics | **19.02** |  |
| 2 | Homes in Kazakhstan | 1 | 5.L1understand a sequence of supported classroom instructions 5.L4 understand the main points of supported extended talk on a range of general and curricular topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics5.C4 evaluate and respond constructively to feedback from others 5.W3 write with support factual descriptions at text level which describe people, places and objects5.C10use talk or writing as a means of reflecting on and exploring a range of perspectives on the world5.UE6 use basic personal and demonstrative pronouns and quantitative pronouns *some, any, something, nothing anything* on a limited range of familiar general and curricular topics5.UE5 use questions, including tag questions to seek agreement, and clarify meaning on a limited range of familiar general and curricular topics5.UE14 use prepositions to talk about time and location;use prepositions *like* to describe things and *about* to denote topic; use prepositions of direction to, into, out of, from, towardson a limited range of familiar general and curricular topics5.R1 understand the main points in a limited range of short simple texts on general and curricular topics | **21.02** |  |
| 3 | Garden | 1 | 5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.C8 develop intercultural awareness through reading and discussion5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics5.C10use talk or writing as a means of reflecting on and exploring a range of perspectives on the world5.W8 spell most high-frequency words accurately for a limited range of general topics5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.C7 develop and sustain a consistent argument when speaking or writing5.UE8 use future forms  *will*  for predictions and *be going to*to talk about already decided plans on a limited range of familiar general and curricular topics5.UE14 use prepositions to talk about time and location use prepositions *like* to describe things and *about* to denote topicuse prepositions of direction *to, into, out of, from, towards*on a limited range of familiar general and curricular topics | **22.02** |  |
| 4 | City  | 1 | 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics5.R3 understand the detail of an argument on a limited range of familiar general and curricular topics5.W8 spell most high-frequency words accurately for a limited range of general topics5.UE8 use future forms  *will*  for predictions and *be going to*to talk about already decided plans on a limited range of familiar general and curricular topics5.UE17use  *if* clauses (in zero conditionals); use where clauses use *before/after* clauses (with past reference);use defining relative clauses with *which who that where*  to give details on a limited range of familiar general and curricular topics | **26.02** |  |
| 5 | The city of my dream | 1 | 5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics5.UE4 use determiners including *any, no each, every* on a limited range of familiar general and curricular topics5.UE8 use future forms  *will*  for predictions and *be going to*to talk about already decided plans on a limited range of familiar general and curricular topics5.UE9 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics  | **28.02** |  |
| 6 | World  | 1 | 5.L1understand a sequence of supported classroom instructions 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.UE16 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics 5.UE17use *if*clauses (in zero conditionals); use where clauses; use *before/after* clauses (with past reference); use defining relative clauses with *which who that where*  to give details on a limited range of familiar general and curricular topics | **01.03** |  |
| 7 | An ideal world  | 1 | 5.L1understand a sequence of supported classroom instructions 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.UE16 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics 5.UE17use *if*clauses (in zero conditionals); use where clauses; use *before/after* clauses (with past reference); use defining relative clauses with *which who that where*  to give details on a limited range of familiar general and curricular topics | **05.03** |  |
| 8 | Project work | 1 | 5.L7recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics5.UE7 use simple perfect forms of common verbs to express what has happened [indefinite time] on a limited range of familiar general and curricular topics | **07.03** |  |
| 9 | Fantasy world. **Summative Assessment 6** | 1 | 5.L7recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics5.UE7 use simple perfect forms of common verbs to express what has happened [indefinite time] on a limited range of familiar general and curricular topics | **08.03** |  |
| 10 | Unit revision | 1 |  | **12.03** |  |
| 11 | **Summative Assessment for term 3** | 1 | 5.UE7 use simple perfect forms of common verbs to express what has happened [indefinite time] on a limited range of familiar general and curricular topics5.L1understand a sequence of supported classroom instructions 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges | **14.03** |  |
| 12 | Revision | 1 |  | **15.03** |  |
| **Unit 8: Sports** **(12 hours)** | 1 | Diagnostic test | 1 |  | **19.03** |  |
| 2 | Sport for all | 1 | 5.L1understand a sequence of supported classroom instructions 5.L2 understand an increasing range of unsupported basic questions which ask for personal information5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.C2 use speaking and listening skills to provide sensitive feedback to peers5S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.UE use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics5.UE4 use determiners including *any, no each, every* on a limited range of familiar general and curricular topics5.UE6 use basic personal and demonstrative pronouns and quantitative pronouns *some, any, something, nothing anything* on a limited range of familiar general and curricular topics5.UE6 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics  | **04.04** |  |
| 3 | Sport in Kazakhstan | 1 | 5.L1understand a sequence of supported classroom instructions 5.L2 understand an increasing range of unsupported basic questions which ask for personal information5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.C2 use speaking and listening skills to provide sensitive feedback to peers5S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.UE use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics5.UE4 use determiners including *any, no each, every* on a limited range of familiar general and curricular topics5.UE6 use basic personal and demonstrative pronouns and quantitative pronouns *some, any, something, nothing anything* on a limited range of familiar general and curricular topics5.UE6 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics  | **05.04** |  |
| 4 | Rules  |  1 | 5.R1 understand the main points in a limited range of short simple texts on general and curricular topics5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics5.UE8 use future forms  *will*  for predictions and *be going to*to talk about already decided plans on a limited range of familiar general and curricular topics5.UE 12 use common regular and irregular adverbs, simple and comparative forms, adverbs of frequency and adverbs of definite time : *last week, yesterday* on a limited range of familiar general and curricular topics5.UE 13 use *might may could* to express possibility on a limited range of familiar general and curricular topics | **09.04** |  |
| 5 | Rules in sport games | 1 | 5.L3 understand an increasing range of unsupported basic questions on general and curricular topics5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics5.UE10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics 5.UE15 use common verbs followed by infinitive verb / verb + ing patterns on a limited range of familiar general and curricular topics5.UE16 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics 5.C6organise and present information clearly to others  | **11.04** |  |
| 6 | Sport clubs | 1 | 5.L3 understand an increasing range of unsupported basic questions on general and curricular topics5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics5.UE10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics 5.UE15 use common verbs followed by infinitive verb / verb + ing patterns on a limited range of familiar general and curricular topics5.UE16 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics 5.C6organise and present information clearly to others  | **12.04** |  |
| 7 | Human body | 1 | 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information5.UE2 use quantifiers *many* , *much , a lot of ,a few*  on a limited range of familiar general and curricular topics5.UE8 use future forms  *will*  for predictions and *be going to*to talk about already decided plans on a limited range of familiar general and curricular topics5.UE 12 use common regular and irregular adverbs, simple and comparative forms, adverbs of frequency and adverbs of definite time : *last week, yesterday* on a limited range of familiar general and curricular topics | **16.04** |  |
| 8 |  Body exercise  | 1 | 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information5.UE2 use quantifiers *many* , *much , a lot of ,a few*  on a limited range of familiar general and curricular topics5.UE8 use future forms  *will*  for predictions and *be going to*to talk about already decided plans on a limited range of familiar general and curricular topics5.UE 12 use common regular and irregular adverbs, simple and comparative forms, adverbs of frequency and adverbs of definite time : *last week, yesterday* on a limited range of familiar general and curricular topics | **18.04** |  |
| 9 | Healthy lifestyle | 1 | 5.L2 understand an increasing range of unsupported basic questions which ask for personal information5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics5.UE2 use quantifiers *many* , *much , a lot of ,a few*  on a limited range of familiar general and curricular topics | **19.04** |  |
| 10 | Project work | 1 | 5.L2 understand an increasing range of unsupported basic questions which ask for personal information5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics5.UE2 use quantifiers *many* , *much , a lot of ,a few*  on a limited range of familiar general and curricular topics | **23.04** |  |
| 11 | Sports. **Summative Assessment 7** | 1  | 5.S2 ask simple questions to get information about a limited range of general topics5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics5.R4 read with some support a limited range of short fiction and non-fiction texts | **25.04** |  |
| 12 | Unit revision | 1 |  | **26.04** |  |
| **Unit 9: Holidays****(12 hours)** | 1 | Destinations 1 | 1 | 5.L1understand a sequence of supported classroom instructions 5.L2 understand an increasing range of unsupported basic questions which ask for personal information5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.W3 write with support factual descriptions at text level which describe people, places and objects5.R4 read with some support a limited range of short fiction and non-fiction texts5.UE9 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics 5.UE16 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics  | **30.04** |  |
| 2 | The map of Kazakhstan | 1 | 5.L3 understand an increasing range of unsupported basic questions on general and curricular topics5.C3respect differing points of view5.S3 give an opinion at sentence level on a limited range of general and curricular topics5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics5.C8develop intercultural awareness through reading and discussion5.UE9 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics  | **02.05** |  |
| 3 | Holidays with my family | 1 | 5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics5.UE10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics  | **03.05** |  |
| 4 | Holiday Activities  | 1 | 5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics5.UE10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics  | **07.05** |  |
| 5 | Activities in free time | 1 | 5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics5.UE10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics  | **09.05** |  |
| 6 | Transport.  | 1 | 5.W3 write with support factual descriptions at text level which describe people, places and objects5.UE14 use prepositions to talk about time and location; use prepositions *like* to describe things and *about* to denote topic use prepositions of direction to, into, out of, from, towards5.UE16 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics 5.C1 use speaking and listening skills to solve problems creatively andcooperatively in groups5.UE17 use *if*clauses (in zero conditionals); use where clauses ; use *before/after* clauses (with past reference) use defining relative clauses with *which who that where*  to give details on a limited range of familiar general and curricular topics | **10.05** |  |
| 7 | Transport in Kazakhstan | 1 | 5.W3 write with support factual descriptions at text level which describe people, places and objects5.UE14 use prepositions to talk about time and location; use prepositions *like* to describe things and *about* to denote topic use prepositions of direction to, into, out of, from, towards5.UE16 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics 5.C1 use speaking and listening skills to solve problems creatively andcooperatively in groups5.UE17 use *if*clauses (in zero conditionals); use where clauses ; use *before/after* clauses (with past reference) use defining relative clauses with *which who that where*  to give details on a limited range of familiar general and curricular topics | **14.05** |  |
| 8 | Project work |  1 | 5.L1understand a sequence of supported classroom instructions 5.S2 ask simple questions to get information about a limited range of general topics5.S3 give an opinion at sentence level on a limited range of general and curricular topics5.R1 understand the main points in a limited range of short simple texts on general and curricular topics5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics | **16.05** |  |
| 9 | Holidays.  **Summative Assessment 8** | 1 | 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.R1 understand the main points in a limited range of short simple texts on general and curricular topics5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics | **17.05** |  |
| 10 | Unit revision | 1 |  | **21.05** |  |
| 11 | **Summative Assessment for term 4** | 1 | 5.L1understand a sequence of supported classroom instructions 5.S2 ask simple questions to get information about a limited range of general topics5.S3 give an opinion at sentence level on a limited range of general and curricular topics5.R1 understand the main points in a limited range of short simple texts on general and curricular topics5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics | **23.05** |  |
| 12 | Revision | 1 |  | **24.05** |  |
|  |  | **Total** | **102** |  |  |  |