**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 feelings  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 topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.UE11 use *be/look/sound/feel/taste/smell like* and use *bemade* of on a limited range of familiar general and curricular topics  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.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  5.C8 develop intercultural awareness through reading and discussion  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 topics  5.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  5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics  5.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 feelings  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 topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.UE11 use *be/look/sound/feel/taste/smell like* and use *bemade* of on a limited range of familiar general and curricular topics  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.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  5.C8 develop intercultural awareness through reading and discussion  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 topics  5.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  5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics  5.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 topics  5.S2 ask simple questions to get information about a limited range of general topics  5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics  5.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 topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.UE4 use determiners including *any, no each, every* on a limited range of familiar general and curricular topics  5.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  5.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 topics  5.S2 ask simple questions to get information about a limited range of general topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  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 topics  5.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  5.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 topics  5.S2 ask simple questions to get information about a limited range of general topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  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 topics  5.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  5.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 topics  5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics  5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics  5.S2 ask simple questions to get information about a limited range of general topics  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.S6take turns when speaking with others in a growing range of short, basic exchanges  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.R5deduce meaning from context in short texts 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 objects  5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics  5.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 topics  5.S2 ask simple questions to get information about a limited range of general topics  5.R5deduce meaning from context in short texts on a limited range of familiar general and curricular topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.R1 understand the main points in a limited range of short simple texts on general and curricular topics  5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics  5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics  5.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics  5.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 topics  5.S2 ask simple questions to get information about a limited range of general topics  5.R5deduce meaning from context in short texts on a limited range of familiar general and curricular topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.R1 understand the main points in a limited range of short simple texts on general and curricular topics  5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics  5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics  5.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics  5.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 feelings  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 topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.UE11 use *be/look/sound/feel/taste/smell like* and use *bemade* of on a limited range of familiar general and curricular topics  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.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  5.C8 develop intercultural awareness through reading and discussion  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 topics  5.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  5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics  5.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 feelings  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 topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.UE11 use *be/look/sound/feel/taste/smell like* and use *bemade* of on a limited range of familiar general and curricular topics  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.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  5.C8 develop intercultural awareness through reading and discussion  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 topics  5.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  5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics  5.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 topics  5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics  5.C4 evaluate and respond constructively to feedback from others  5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.R1 understand the main points in a limited range of short simple texts on general and curricular topics  5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics  5.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  5.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 others  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 topics  5.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 topics  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.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  5.W8 spell most high-frequency words accurately for a limited range of general topics  5.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  5.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 topics  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.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  5.W8 spell most high-frequency words accurately for a limited range of general topics  5.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  5.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 topics  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.R4 read with some support a limited range of short fiction and non-fiction texts  5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  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 topics  5.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 topics  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.R4 read with some support a limited range of short fiction and non-fiction texts  5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  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 topics  5.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 topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  5.R9 recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics  5.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  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 topics  5.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 topics  5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.W8 spell most high-frequency words accurately for a limited range of general topics  5.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  5.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 topics  5.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 topics  5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.W8 spell most high-frequency words accurately for a limited range of general topics  5.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  5.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 topics  5.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 topics  5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics  5.C4 evaluate and respond constructively to feedback from others  5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.R1 understand the main points in a limited range of short simple texts on general and curricular topics  5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics  5.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  5.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 others  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 topics  5.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 topics  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.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  5.W8 spell most high-frequency words accurately for a limited range of general topics  5.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  5.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 information  5.C6 organise and present information clearly to others  5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics  5.R3 understand the detail of an argument on a limited range of familiar general and curricular topics  5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information  5.C6 organise and present information clearly to others  5.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  5.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 topics  5.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  5.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 information  5.C6 organise and present information clearly to others  5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics  5.R3 understand the detail of an argument on a limited range of familiar general and curricular topics  5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information  5.C6 organise and present information clearly to others  5.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  5.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 topics  5.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  5.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 topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.L1understand a sequence of supported classroom instructions  5.L2 understand an increasing range of unsupported basic questions which ask for personal information  5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics  5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics  5.R1 understand the main points in a limited range of short simple texts on general and curricular topics  5.R3 understand the detail of an argument on a limited range of familiar general and curricular topics  5.R9 recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics  5.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  5.C5 use feedback to set personal learning objectives  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 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 topics  5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.R1 understand the main points in a limited range of short simple texts on general and curricular topics  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.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  5.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  5.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 topics  5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.R1 understand the main points in a limited range of short simple texts on general and curricular topics  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.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  5.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  5.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 topics  5.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.C9 use imagination to express thoughts,ideas, experiences and feelings  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.R1 understand the main points in a limited range of short simple texts on general and curricular topics  5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  5.R9 recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics  5.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  5.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 topics  5.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.C9 use imagination to express thoughts,ideas, experiences and feelings  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.R1 understand the main points in a limited range of short simple texts on general and curricular topics  5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  5.R9 recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics  5.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  5.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 topics  5.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.UE2 use quantifiers *many* , *much , a lot of ,a few*  on a limited range of familiar general and curricular topics  5.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  5.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  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  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 topics  5.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.UE2 use quantifiers *many* , *much , a lot of ,a few*  on a limited range of familiar general and curricular topics  5.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  5.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  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  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 topics  5.S3 give an opinion at sentence level on a limited range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  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  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.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 topics  5.S3 give an opinion at sentence level on a limited range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  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  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.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 topics  5.C8 develop intercultural awareness through reading and discussion  5.S3 give an opinion at sentence level on a limited range of general and curricular topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  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 topics  5.C7 develop and sustain a consistent argument when speaking or writing  5.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 topics  5.C8 develop intercultural awareness through reading and discussion  5.S3 give an opinion at sentence level on a limited range of general and curricular topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  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 topics  5.C7 develop and sustain a consistent argument when speaking or writing  5.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 topics  5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics  5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  5.R7 recognise typical features at word, sentence and text level in a limited range of written genres  5.C2 use speaking and listening skills to provide sensitive feedback to peers  5.C8 develop intercultural awareness through reading and discussion  5.W8 spell most high-frequency words accurately for a limited range of general topics  5.W9 punctuate written work at text level on a limited range of familiar general with some accuracy  5.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 topics  5.S2 ask simple questions to get information about a limited range of general topics  5.S3 give an opinion at sentence level on a limited range of general and curricular topics  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.R4 read with some support a limited range of short fiction and non-fiction texts  5.R7 recognise typical features at word, sentence and text level in a limited range of written genres  5.R9 recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.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  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 topics  5.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  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 | **11.12** |  |
| 5 | Service jobs | 1 | 5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics  5.S2 ask simple questions to get information about a limited range of general topics  5.S3 give an opinion at sentence level on a limited range of general and curricular topics  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.R4 read with some support a limited range of short fiction and non-fiction texts  5.R7 recognise typical features at word, sentence and text level in a limited range of written genres  5.R9 recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.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  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 topics  5.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  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 | **13.12** |  |
| 6 | Work past and future | 1 | 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.UE2 use quantifiers *many* , *much , a lot of ,a few*  on a limited range of familiar general and curricular topics  5.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 accuracy  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 | **14.12** |  |
| 7 | Project work | 1 | 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.UE2 use quantifiers *many* , *much , a lot of ,a few*  on a limited range of familiar general and curricular topics  5.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 accuracy  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 | **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 exchanges  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.UE2 use quantifiers *many* , *much , a lot of ,a few*  on a limited range of familiar general and curricular topics  5.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 accuracy  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 | **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 topics  5.C8 develop intercultural awareness through reading and discussion  5.S3 give an opinion at sentence level on a limited range of general and curricular topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  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 topics  5.C7 develop and sustain a consistent argument when speaking or writing  5.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 topics  5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics  5.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  5.C4 evaluate and respond constructively to feedback from others  5.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  5.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  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  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 topics  5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics  5.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  5.C4 evaluate and respond constructively to feedback from others  5.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  5.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  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  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 topics  5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular 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 topics  5.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 objects  5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics  5.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 topics  5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular 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 topics  5.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 objects  5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics  5.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 topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.R1 understand the main points in a limited range of short simple texts on general and curricular topics  5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  5.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 topics  5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics  5.S8 recount basic stories and events on a range of general and curricular topics  5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information  5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics  5.R1 understand the main points in a limited range of short simple texts on general and curricular topics  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of 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  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 topics  5.R1 understand the main points in a limited range of short simple texts on general and curricular topics  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics  5.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 topics  5.R1 understand the main points in a limited range of short simple texts on general and curricular topics  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics  5.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 topics  5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics  5.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  5.C4 evaluate and respond constructively to feedback from others  5.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  5.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  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  5.C5 use feedback to set personal learning objectives | **24.01** |  |
|  | 10 | Unit revision | 1 |  | **25.01** |  |
| **Unit 6: Reading for Pleasure**  **(9 hours)** | 1  2  3 | 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 topics  5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics  5.C4 evaluate and respond constructively to feedback from others  5.C5 use feedback to set personal learning objectives  5.L3 understand an increasing range of unsupported basic questions on general and curricular topics  5.L4 understand the main points of supported extended talk on a range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information  5.C7 develop and sustain a consistent argument when speaking or writing | **29.01**  **31.01**  **01.02** |  |
| 4  5 | 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 feelings  5.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics  5.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 feelings  5.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics  5.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 feelings  5.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics  5.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 topics  5.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 topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics  5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics  5.C4 evaluate and respond constructively to feedback from others  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.C10use talk or writing as a means of reflecting on and exploring a range of perspectives on the world  5.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  5.UE5 use questions, including tag questions to seek agreement, and clarify meaning on a limited range of familiar general and curricular topics  5.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  5.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 topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics  5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics  5.C4 evaluate and respond constructively to feedback from others  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.C10use talk or writing as a means of reflecting on and exploring a range of perspectives on the world  5.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  5.UE5 use questions, including tag questions to seek agreement, and clarify meaning on a limited range of familiar general and curricular topics  5.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  5.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 topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.C8 develop intercultural awareness through reading and discussion  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics  5.C10use talk or writing as a means of reflecting on and exploring a range of perspectives on the world  5.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 topics  5.C7 develop and sustain a consistent argument when speaking or writing  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 topics  5.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 | **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 topics  5.R3 understand the detail of an argument on a limited range of familiar general and curricular topics  5.W8 spell most high-frequency words accurately for a limited range of general topics  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 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 | **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 topics  5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics  5.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  5.UE4 use determiners including *any, no each, every* on a limited range of familiar general and curricular topics  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 topics  5.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 exchanges  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  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 exchanges  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  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 topics  5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics  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 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 topics  5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics  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 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 topics  5.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 information  5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.C2 use speaking and listening skills to provide sensitive feedback to peers  5S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.UE use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics  5.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  5.UE4 use determiners including *any, no each, every* on a limited range of familiar general and curricular topics  5.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  5.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 information  5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.C2 use speaking and listening skills to provide sensitive feedback to peers  5S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.UE use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics  5.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  5.UE4 use determiners including *any, no each, every* on a limited range of familiar general and curricular topics  5.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  5.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 topics  5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics  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 topics  5.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  5.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 topics  5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics  5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics  5.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 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  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 topics  5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics  5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics  5.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 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  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 exchanges  5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information  5.UE2 use quantifiers *many* , *much , a lot of ,a few*  on a limited range of familiar general and curricular topics  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 topics  5.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 exchanges  5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information  5.UE2 use quantifiers *many* , *much , a lot of ,a few*  on a limited range of familiar general and curricular topics  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 topics  5.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 information  5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics  5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  5.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 information  5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics  5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  5.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 topics  5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.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  5.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 information  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.R4 read with some support a limited range of short fiction and non-fiction texts  5.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 topics  5.C3respect differing points of view  5.S3 give an opinion at sentence level on a limited range of general and curricular topics  5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information  5.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  5.C8develop intercultural awareness through reading and discussion  5.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 topics  5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics  5.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 topics  5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics  5.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 topics  5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics  5.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 objects  5.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  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  5.C1 use speaking and listening skills to solve problems creatively andcooperatively in groups  5.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 objects  5.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  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  5.C1 use speaking and listening skills to solve problems creatively andcooperatively in groups  5.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 topics  5.S3 give an opinion at sentence level on a limited range of general and curricular topics  5.R1 understand the main points in a limited range of short simple texts on general and curricular topics  5.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 exchanges  5.R1 understand the main points in a limited range of short simple texts on general and curricular topics  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information  5.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 topics  5.S3 give an opinion at sentence level on a limited range of general and curricular topics  5.R1 understand the main points in a limited range of short simple texts on general and curricular topics  5.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** |  |  |  |