**Long-term plan**

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Units** | **№** | **Theme** | **Hours** | **Learning objectives** | **Date** | **Correction** |
| **Unit 1: Home and away**  **(12)** | 1 | Diagnostic test | 1 | 5.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups  5.C6 organise and present information clearly to others  5.C8 develop intercultural awareness through reading and discussion  5.C9 use imagination to express thoughts, ideas, experiences and feelings  5.L1understand a sequence of supported classroom instructions  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.L7recognise the opinion of the speaker(s) in basic, 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.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.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.R5 deduce meaning from context in short texts on a limited range of familiar 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.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.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.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  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.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.UE11 use be/look/sound/feel/taste/smell like and use be made of 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 topics5.C9 use imagination to express thoughts, ideas, experiences and feelings | **05.09** |  |
| 2 | Homes | 1 | **08.09** |  |
| 3 | Different houses | 1 | **08.09** |  |
| 4 | Homes in Kazakhstan | 1 | **12.09** |  |
| 5 | Cities | 1 | **15.09** |  |
| 6 | Countries | 1 | **15.09** |  |
| 7 | Cities in Kazakhstan | 1 | **19.09** |  |
| 8 | Weather and climate | 1 | **22.09** |  |
| 9 | Weather and climate in Kazakhstan | 1 | **22.09** |  |
| 10 | Project work | 1 | **26.09** |  |
| 11 | Home and away  **Summative Assessment 1** | 1 | **29.09** |  |
| 12 | Unit Revision | 1 | **29.09** |  |
| **Unit 2: Living things**  (12) | **1** | Plants | 1 | 5.C4 evaluate and respond constructively to feedback from others  5.C5 use feedback to set personal learning objectives  5.C6 organise and present information clearly to others  5.C7 develop and sustain a consistent argument when speaking or writing  5.L1understand a sequence of supported classroom instructions  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.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.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.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.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.R9recognise the difference between fact and opinion in short, simple texts on an increasing 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.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.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.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.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.UE13 use might may could to express possibility 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 | **03.10** |  |
| **2** | Plants and flowers | 1 | **06.10** |  |
| **3** | Plants in Kazakhstan | 1 | **06.10** |  |
| **4** | Wild animals | 1 | **10.10** |  |
| **5** | Domestic animals | 1 | **13.10** |  |
| **6** | Animals in Kazakhstan | 1 | **13.10** |  |
| **7** | Human Beings | 1 | **17.10** |  |
| **8** | Project work | 1 | **20.10** |  |
| **9** | Living things  **Summative Assessment 2** | 1 | **20.10** |  |
| **10** | Unit revision | 1 | **24.10** |  |
| **11** | **Summative Assessment for term 1** | 1 | **27.10** |  |
| **12** | Revision | 1 | **27.10** |  |
| **Unit 3: Values (12)** | **1** | Family | 1 | 5.C2 use speaking and listening skills to provide sensitive feedback to peers  5.C5 use feedback to set personal learning objectives  5.C6 organise and present information clearly to others  5.C9 use imagination to express thoughts,ideas, experiences and feelings  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.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics  47  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.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.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.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.R9 recognise the difference between fact and opinion in short, simple texts on an increasing 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  5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information  5.W5 link without support sentences using basic coordinating connectors  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.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.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.UE5 use questions, including tag questions to seek agreement, and clarify meaning 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.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.UE13 use might may could to express possibility 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.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 | **07.11** |  |
|  | **2** | Family relationships | 1 | **10.11** |  |
|  | **3** | Weekend with your family | 1 | **10.11** |  |
|  | **4** | Friendship | 1 | **14.11** |  |
|  | **5** | What is a good friend? | 1 | **17.11** |  |
|  | **6** | A friend in need is a friend indeed | 1 | **17.11** |  |
|  | **7** | The value of friendship | 1 | **21.11** |  |
|  | **8** | What we value | 1 | **24.11** |  |
|  | **9** | Wealth or Health | 1 | **24.11** | **Объединение с 01.12** |
|  | **10** | Project work | 1 | **28.11** | **Объединение** |
|  | **11** | Values  **Summative Assessment 3** | 1 | **01.12** |
|  | **12** | Unit revision | 1 | **01.12** | **Объединение с 24.11** |
| **Unit 4:The world of work**  **(11)** | **1** | Professions | 1 | 5.C2 use speaking and listening skills to provide sensitive feedback to peers  5.C4 evaluate and respond constructively to feedback from others  5.C7 develop and sustain a consistent argument when speaking or writing  5.C8 develop intercultural awareness through reading and discussion  5.L1understand a sequence of supported classroom instructions  5.L5 understand most specific information and detail of short, supported talk on a wide range of familiar topics  67  5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics  5.L7 recognise the opinion of the speaker(s) in basic, 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.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.R4 read with some support a limited range of short fiction and non-fiction texts  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  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.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.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.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.UE2 use quantifiers many , much , a lot of ,a few 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.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.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  5.UE17use ifclauses (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 topic | **05.12** |  |
| **2** | Professions of my parents | 1 | **08.12** |  |
| **3** | Professions of future | 1 | **08.12** |  |
| **4** | Outdoor, factory jobs | 1 | **12.12** |  |
| **5** | Service jobs | 1 | **15.12** |  |
| **6** | Work past and future | 1 | **15.12** |  |
| **7** | Project work | 1 | **19.12** | **Объединение с уроком №11** |
| **8** | The world of work  **Summative Assessment 4** | 1 | **22.12** |  |
| **9** | Unit revision | 1 | **22.12** |  |
| **10** | **Summative Assessment for term 2** | 1 | **26.12** |  |
| **11** | Revision | 1 | **19.12** | **Объединение** |
| **Unit 5:**  **Creativity**  **(10)** | **1** | Art | 1 | 5.C3 respect differing points of view  5.C4 evaluate and respond constructively to feedback from others  5.C5 use feedback to set personal learning objectives  5.C9 use imagination to express thoughts, ideas, experiences and feelings  5.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world  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  85  5.L5 understand most specific information and detail of short, supported talk on a wide range of familiar topics  5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics  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.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.S6communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.S7use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.S8 recount basic stories and events on a 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.R2understand 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.R6recognise the attitude or opinion of the writer in short 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  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.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  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.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 |  |  |
|  | **2** | Art in Kazakhstan | 1 |  |  |
|  | **3** | Music helps us to be happy | 1 |  |  |
|  | **4** | The world of music 1 | 1 |  |  |
|  | **5** | My favourite singer | 1 |  |  |
|  | **6** | Stories | 1 |  |  |
|  | **7** | Poems | 1 |  |  |
|  | **8** | Project work | 1 |  |  |
|  | **9** | Creativity  **Summative Assessment 5** | 1 |  |  |
|  | **10** | Unit revision | 1 |  |  |
| **Unit 6: Reading for Pleasure (9)** | **1** | Reading for Pleasure | 3 | 5.C4 evaluate and respond constructively to feedback from others  5.C5 use feedback to set personal learning objectives  5.C7 develop and sustain a consistent argument when speaking or writing  5.C8 develop intercultural awareness through reading and discussion  5.C9 use imagination to express thoughts, ideas, experiences and feelings  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.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics  5.L7recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics  5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics  105  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.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.S8 recount basic stories and events on a 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.R3 understand the detail of an argument 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  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  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.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.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 | **29.01**  **31.01**  **01.02** |  |
| **2** | Summarizing the chosen books | 2 | **05.02**  **07.02** |  |
| **3** | Famous writers | 1 | **08.02** |  |
| **4** | My favourite character | 1 | **12.02** |  |
| **5** | Project work | 1 | **14.02** |  |
| **6** | Unit revision | 1 | **15.02** |  |
| **Unit7: Fantasy world (12)** | **1** | Home | 1 | 5.C4 evaluate and respond constructively to feedback from others  5.C7 develop and sustain a consistent argument when speaking or writing  5.C8 develop intercultural awareness through reading and discussion  5.C10use talk or writing as a means of reflecting on and exploring a range of perspectives on the world  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.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics  111  5.L7recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics  5.S3give an opinion at sentence level on a limited 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.S7use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.R1understand the main points in a limited range of short simple texts on general and curricular topics  5.R2understand 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.R6recognise the attitude or opinion of the writer in short texts 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.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.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.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  5.UE5 use questions, including tag questions to seek agreement, and clarify meaning 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.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.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  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.UE16use 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 | **19.02** |  |
| **2** | Homes in Kazakhstan | 1 | **21.02** |  |
| **3** | Garden | 1 | **22.02** |  |
| **4** | City | 1 | **26.02** |  |
| **5** | The city of my dream | 1 | **28.02** |  |
| **6** | World | 1 | **01.03** |  |
| **7** | An ideal world | 1 | **05.03** |  |
| **8** | Project work | 1 | **07.03** |  |
| **9** | Fantasy world.  **Summative Assessment 6** | 1 | **08.03** |  |
| **10** | Unit revision | 1 | **12.03** |  |
| **11** | **Summative Assessment for term 3** | 1 | **14.03** |  |
| **12** | Revision | 1 | **15.03** |  |
| **Unit 8: Sports (12)** | 1 | Diagnostic test | 1 | 5.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups  5.C2 use speaking and listening skills to provide sensitive feedback to peers  5.C3 respect differing points of view  5.C6 organise and present information clearly to others  5.C7 develop and sustain a consistent argument when speaking or writing  129  5.L1understand a sequence of supported classroom instructions  5.L2 understand an increasing range of unsupported basic questions which ask for personal information  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.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.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.R1 understand the main points in a limited range of short simple texts on general and curricular topics  5.R2understand 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.R7recognise typical features at word, sentence and text level in a limited range of written genres  5.W1 plan, write, edit and proofread work at text level with support 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  5.W8spell most high-frequency words accurately for a limited range of general topics  5.UE1use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar 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.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.UE8 use future forms will for predictions and be going toto talk about already decided plans 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.UE 12use common regular and irregular adverbs, simple and comparative forms, adverbs of frequency and adverbs of definite time: last week,  130  yesterday on a limited range of familiar general and curricular topics  5.UE 13use might may could to express possibility on a limited range of familiar general and curricular topics  5.UE14 use prepositions to talk about time and locations, 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 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 | **19.03** |  |
| 2 | Sport for all | 1 | **04.04** |  |
| 3 | Sport in Kazakhstan | 1 | **05.04** |  |
| 4 | Rules | 1 | **09.04** |  |
| 5 | Rules in sport games | 1 | **11.04** |  |
| 6 | Sport clubs | 1 | **12.04** |  |
| 7 | Human body | 1 | **16.04** |  |
| 8 | Body exercise | 1 | **18.04** |  |
| 9 | Healthy lifestyle | 1 | **19.04** |  |
| 10 | Project work | 1 | **23.04** |  |
| 11 | Sports.  **Summative Assessment 7** | 1 | **25.04** |  |
| 12 | Unit revision | 1 | **26.04** |  |
| **Unit 9: Holidays**  **(12)** | 1 | Destinations 1 | 1 | 5.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups  5.C3 respect differing points of view  5.C4evaluate and respond constructively to feedback from others  5.C8 develop intercultural awareness through reading and discussion  5.L1understand a sequence of supported classroom instructions  5.L2 understand an increasing range of unsupported basic questions which ask for personal information  5.L3 understand an increasing range of unsupported basic questions on general and curricular topics  5.L8 understand supported narratives, including some extended 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.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.R2understand 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.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.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information  5.W6link, 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  149  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.UE13 use might may could to express possibility 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.UE16use 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 | **30.04** |  |
| 2 | The map of Kazakhstan | 1 | **02.05** |  |
| 3 | Holidays with my family | 1 | **03.05** |  |
| 4 | Holiday Activities | 1 | **07.05** |  |
| 5 | Activities in free time | 1 | **09.05** |  |
| 6 | Transport. | 1 | **10.05** |  |
| 7 | Transport in Kazakhstan | 1 | **14.05** |  |
| 8 | Project work | 1 | **16.05** |  |
| 9 | Holidays.  **Summative Assessment 8** | 1 | **17.05** |  |
| 10 | Unit revision | 1 | **21.05** |  |
| 11 | **Summative Assessment for term 4** | 1 | **23.05** |  |
| 12 | Revision | 1 | **24.05** |  |
|  |  | **Total** | **102** |  |  |  |