**Calendar Thematic Plan for Grade 5th**

**2020-2021 academic years**

**3 hours a week, 102 hours a year**

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| **№** | **Lesson №** | **Units** | **Topics** | **Learning objectives** | **Hours** | **Date** | | **Notes** |
| **1** | **1** | **Starter** | Describing home | 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 *be made* 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 | **1** |  |  |  |
| **2** | **2** | **Home and Away** | Rooms and Furniture ( page 9 ) | **1** |  |  |  |
| **3** | **3** | **Home and Away** | Unusual buildings (page10) | **1** |  |  |  |
| **4** | **4** | **Home and Away** | Furniture and Appliances (page 11) | 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 | **1** |  |  |  |
| **5** | **5** | **Home and Away** | There is|are (page 12)  a|an - some|any | **1** |  |  |  |
| **6** | **6** | **Home and Away** | Prepositions of place (page13) | 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.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 and curricular topics | **1** |  |  |  |
| **7** | **7** | **Home and Away** | Are you home alone?  (page 14) | **1** |  |  |  |
| **8** | **8** | **Home and Away** | Are you home alone?  (page 15) | **1** |  |  |  |
| **9** | **9** | **Home and Away** | Talking about your room (page 16) | 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.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 | **1** |  |  |  |
| **10** | **10** | **Home and Away** | Across cultures  ( page 17) | **1** |  |  |  |
| **11** | **11** | **Home and Away** | Design and technology ( page 18) | 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.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.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 | **1** |  |  |  |
| **12** | **12** | **Home and Away** | Design and technology  ( page 19) |  |  |  |  |
| **13** | **13** | **Home and Away** | Home  ( page20) | **1** |  |  |  |
| **14** | **14** | **Home and Away** | Home 2  ( page20) | 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.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 | **1** |  |  |  |
| **15** | **15** | **Living things** | Living things  (page21) | 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 | **1** |  |  |  |
| **16** | **16** | **Living things** | Amazing Iron man  (page22 ) | **1** |  |  |  |
| **17** | **17** | **Living things** | Parts of the body ( p23 )  **Summative assessment for unit 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.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 | **1** |  |  |  |
| **18** | **18** | **Living things** | Have got (page 24) | **1** |  |  |  |
| **19** | **19** | **Living things** | Possessive adjectives pronouns (page 25) | 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  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 | **1** |  |  |  |
| **20** | **20** | **Living things** | Damir`s blog ( p26) | **1** |  |  |  |
| **21** | **21** | **Living things** | Nationalities  ( p 27) | 5.R4 read with some support a limited range of short fiction and non-fiction texts  5.R6 recognize 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 | **1** |  |  |  |
| **22** | **22** | **Living things** | Greeting introductions  ( p28 ) | 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.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 recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  5.R9 recognize 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 | **1** |  |  |  |
| **23** | **23** | **Living things** | Flags of the world  ( p 29 ) | **1** |  |  |  |
| **24** | **24** | **Living things** | Science (p30) | 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 organize and present information clearly to others | **1** |  |  |  |
| **25** | **25** | **Living things** | National Pride  (p 32) | 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.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.UE 13 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 | **1** |  |  |  |
| **26** | **26** | **Living things** | **Summative control for term 1** | **1** |  |  |  |
| **27** | **27** | **Living things** | REVISION | **1** |  |  |  |
| **28** | **1** | **Values** | The family  ( p33 ) | 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 organize 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 recognize 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 organize 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 | **1** |  |  |  |
| **29** | **2** | **Values** | Character adjectives ( p 35) | 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.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 | **1** |  |  |  |
| **30** | **3** | **Values** | P. Simple \ Talking about daily routines (p36) | **1** |  |  |  |
| **31** | **4** | **Values** | P. Simple (p37) Asking about your family | 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 recognize 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  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 recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  5.R9 recognize 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 | **1** |  |  |  |
| **32** | **5** | **Values** | Qualities of friend ( p38) | **1** |  |  |  |
| **33** | **6** | **Values** | Talking about friends (p 39) | 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 | **1** |  |  |  |
| **34** | **7** | **Values** | Talking the time ( p 40) | 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  5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics | **1** |  |  |  |
| **35** | **8** | **Values** | Celebrations ( 41) | **1** |  |  |  |
| **36** | **9** | **Values** | A family (p42) | 5.S3 give an opinion at sentence level on a limited 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.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  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 | **1** |  |  |  |
| **37** | **10** | **Values** | An email about your best friend ( p43 )  True friends (p44) | **1** |  |  |  |
| **38** | **11** | **Values** | True friends (p44) **Summative control for unit 3** | **1** |  |  |  |
| **39** | **12** | **World of Work** | Jobs  (p45) | 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 | **1** |  |  |  |
| **40** | **13** | **World of Work** | Job qualities  (p47) | 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 recognize typical features at word, sentence and text level in a limited range of written genres  5.R9 recognize 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 | **1** |  |  |  |
| **41** | **14** | **World of Work** | Subject\ object pronouns (p48) | **1** |  |  |  |
| **42** | **15** | **World of Work** | Have to \ don’t have to  (p 49) | 5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics  5.R6 recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  5.R9 recognize the difference between fact and opinion in short, simple texts on an increasing 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.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 | **1** |  |  |  |
| **43** | **16** | **World of Work** | A professional look-alike (p50)  Talking about people jobs (p51) | 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 recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  5.R7 recognize 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 | **1** |  |  |  |
| **44** | **17** | **World of Work** | Giving personal information  (p52) | 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 | **1** |  |  |  |
| **45** | **18** | **World of Work** | Across culture (p53)  **Summative control for unit 4** | **1** |  |  |  |
| **46** | **19** | **World of Work** | Amazing ants  (p54) | 5.L7recognise 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.L5 understand most specific information and detail of short, supported talk on a wide range of familiar 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.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 | **1** |  |  |  |
| **47** | **20** | **World of Work** | **Summative control for term 2** | **1** |  |  |  |
| **48** | **21** | **World of Work** | Who’s your favourite singer?  (p55) | **1** |  |  |  |
| **49** | **1** | **Creativity** | Mythical creatures (p57) | 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 | **1** |  |  |  |
| **50** | **2** | **Creativity** | Types of films ( was| were) p59-60 | **1** |  |  |  |
| **51** | **3** | **Creativity** | Pronunciation p61 | 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.R3 understand the detail of an argument on a limited range of familiar general and curricular topics  5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information  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.C3 respect differing points of view  5.C10use talk or writing as a means of reflecting on and exploring a range of perspectives on the world | **1** |  |  |  |
| **52** | **4** | **Creativity** | The Samruk p62 | 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  5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics | **1** |  |  |  |
| **53** | **5** | **Creativity** | Past Simple p64 | **1** |  |  |  |
| **54** | **6** | **Creativity** | J.R.R. Tolkien p68 | 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 recognize 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 | **1** |  |  |  |
| **55** | **7** | **Creativity** | Describing a past event p70 | 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 | **1** |  |  |  |
| **56** | **8** | **Creativity** | Music p72 | 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 | **1** |  |  |  |
| **57** | **9** | **Creativity** | Appreciate art p 74 | **1** |  |  |  |
| **58** | **10** | **Creativity** | Appreciate art p 74 **Summative control for unit 5** | **1** |  |  |  |
| **59** | **11** | **Reading for pleasure** | Types of literature p75 | 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 | **1** |  |  |  |
| **60** | **12** | **Reading for pleasure** | The fisherman and the fish p76 | **1** |  |  |  |
| **61** | **13** | **Reading for pleasure** | Robin Hood p78 | **1** |  |  |  |
| **62** | **14** | **Reading for pleasure** | The Pearl of Kazakhstan p80 | **1** |  |  |  |
| **63** | **15** | **Reading for pleasure** | The Peal of Kazakhstan p81 | 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 recognize the attitude or opinion of the writer in short 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.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.C3 respect differing points of view  5.C10use talk or writing as a means of reflecting on and exploring a range of perspectives on the world | **1** |  |  |  |
| **64** | **16** | **Reading for pleasure** | The two Giants  p82 | **1** |  |  |  |
| **65** | **17** | **Reading for pleasure** | Complete the sentences p83 | **1** |  |  |  |
| **66** | **18** | **Reading for pleasure** | Why we should read? P84 | **1** |  |  |  |
| **67** | **19** | **Reading for pleasure** | Why we should read? 2. P84 | **1** |  |  |  |
| **68** | **20** | **Fantasy world!** | Animals p85 | 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 | **1** |  |  |  |
| **69** | **21** | **Fantasy world!** | The Ghost of the mountains p86 | **1** |  |  |  |
| **70** | **22** | **Fantasy world!** | Parts of animals p87 | 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 | **1** |  |  |  |
| **71** | **23** | **Fantasy world!** | Pink Dolphins p88 | **1** |  |  |  |
| **72** | **24** | **Fantasy world!** | Animal trainer p89 | 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 | **1** |  |  |  |
| **73** | **25** | **Fantasy world!** | Escape to Narnia p90 | 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 | **1** |  |  |  |
| **74** | **26** | **Fantasy world!** | Expressing fear p92 | **1** |  |  |  |
| **75** | **27** | **Fantasy world!** | Mythical Creatures p93  **Summative control for unit 7** | 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 | **1** |  |  |  |
| **76** | **28** | **Fantasy world!** | Science p94 | 5.L7recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics  5.R6 recognize 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 | **1** |  |  |  |
| **77** | **29** | **Fantasy world!** | **Summative control for term 3** | **1** |  |  |  |
| **78** | **30** | **Fantasy world!** | The Jungle book p95  Why we should love animals p96 | **1** |  |  |  |
| **79** | **1** | **Sports** | Sports| activities p97 | 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 | **1** |  |  |  |
| **80** | **2** | **Sports** | Sports and equipment p99 | 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  5.L4 understand the main points of supported extended talk on a range of general and curricular 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.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.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.C3 respect differing points of view | **1** |  |  |  |
| **81** | **3** | **Sports** | A| an – some| any p100 | **1** |  |  |  |
| **82** | **4** | **Sports** | The-zero article p101 | 5.L4 understand the main points of supported extended talk on a range of general and curricular 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.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.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.C3 respect differing points of view  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.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  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 | **1** |  |  |  |
| **83** | **5** | **Sports** | Sports in Kazakhstan p102 | **1** |  |  |  |
| **84** | **6** | **Sports** | World Series Boxing Final p103 | 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.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  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.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 | **1** |  |  |  |
| **85** | **7** | **Sports** | Making arrangements p104 | **1** |  |  |  |
| **86** | **8** | **Sports** | Sports days p105 | **1** |  |  |  |
| **87** | **9** | **Sports** | Safe splashing p106 | 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.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 | **1** |  |  |  |
| **88** | **10** | **Sports** | My favourite sport p107 | 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.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  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 recognize 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 | **1** |  |  |  |
| **89** | **11** | **Sports** | I love sports p108 | **1** |  |  |  |
| **90** | **12** | **Sports** | I love sports p108 **Summative control for unit 8** | 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 recognize 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  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 | **1** |  |  |  |
| **91** | **13** | **Holidays** | Seasons| months p109 | **1** |  |  |  |
| **92** | **14** | **Holidays** | In all weather p110-111 | 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 | **1** |  |  |  |
| **93** | **15** | **Holidays** | Present continuous | 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 | **1** |  |  |  |
| **94** | **16** | **Holidays** | Present Simple or Present continuous | 5.UE10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics | **1** |  |  |  |
| **95** | **17** | **Holidays** | Holydays in Kazakhstan p114 | 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 | **1** |  |  |  |
| **96** | **18** | **Holidays** | Buying souvenirs p116 | 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 | **1** |  |  |  |
| **97** | **19** | **Holidays** | Souvenirs around the world p117 | 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  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 | **1** |  |  |  |
| **98** | **20** | **Holidays** | The four seasons p118 | **1** |  |  |  |
| **99** | **21** | **Holidays** | Travel p120  **Summative control for unit 9** | 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 and cooperatively 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 | **1** |  |  |  |
| **100** | **22** | **Holidays** | Module Review | 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 | **1** |  |  |  |
| **101** | **23** | **Holidays** | **Summative control work for term 4** |  | **1** |  |  |  |
| **102** | **24** | **Holidays** | Revision |  | **1** |  |  |  |