**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 feelings5.L1understand a sequence of supported classroom instructions 5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.UE11 use *be/look/sound/feel/taste/smell like* and use *be made* of on a limited range of familiar general and curricular topics5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics5.C8 develop intercultural awareness through reading and discussion5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics5.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups | **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 topics5.S2 ask simple questions to get information about a limited range of general topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics5.UE4 use determiners including *any, no each, every* on a limited range of familiar general and curricular topics | **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 topics5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics5.R5deduce meaning from context in short texts on a limited range of familiar general and curricular topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.R1 understand the main points in a limited range of short simple texts on general and curricular topics5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics5.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general 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 topics5.L7 recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics5.S2 ask simple questions to get information about a limited range of general topics5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.S6take turns when speaking with others in a growing range of short, basic exchanges5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics5.R5deduce meaning from context in short texts on a limited range of familiar general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics5.UE14 use prepositions to talk about time and location; use prepositions *like* to describe things and *about* to denote topic; use prepositions of direction *to, into, out of, from, towards*on a limited range of familiar general and curricular topics | **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 topics5.S2 ask simple questions to get information about a limited range of general topics5.R5deduce meaning from context in short texts on a limited range of familiar general and curricular topics5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular 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 topics5.S2 ask simple questions to get information about a limited range of general topics5.R5deduce meaning from context in short texts on a limited range of familiar general and curricular topics5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics | **1** |  |  |  |
| **15** | **15** | **Living things** | Living things(page21) | 5.L3 understand an increasing range of unsupported basic questions on general and curricular topics5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics5.C4 evaluate and respond constructively to feedback from others5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.R1 understand the main points in a limited range of short simple texts on general and curricular topics5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics5.W9 punctuate written work at text level on a limited range of familiar general with some accuracy 5.C4 evaluate and respond constructively to feedback from others5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.C7 develop and sustain a consistent argument when speaking or writing | **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 topics5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.L3 understand an increasing range of unsupported basic questions on general and curricular topics5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular 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 objects5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics5.W8 spell most high-frequency words accurately for a limited range of general topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics5.C5use feedback to set personal learning objectives5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular 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 texts5.R6 recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.UE9 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics 5.C4 evaluate and respond constructively to feedback from others | **1** |  |  |  |
| **22** | **22** | **Living things** | Greeting introductions( p28 ) | 5.L3 understand an increasing range of unsupported basic questions on general and curricular topics5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.R6 recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics5.R9 recognize the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics | **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 exchanges5.W8 spell most high-frequency words accurately for a limited range of general topics5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics5.W9 punctuate written work at text level on a limited range of familiar general with some accuracy 5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.UE9 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics 5.C6 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 exchanges5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.UE 13 use *might may could* to express possibility on a limited range of familiar general and curricular topics5.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 information5.C6 organize and present information clearly to others5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics5.R3 understand the detail of an argument on a limited range of familiar general and curricular topics5.R6 recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information5.C6 organize and present information clearly to others5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics5.W8 spell most high-frequency words accurately for a limited range of general topics 5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.UE6 use basic personal and demonstrative pronouns and quantitative pronouns *some, any, something, nothing anything* on a limited range of familiar general and curricular topics5.C2 use speaking and listening skills to provide sensitive feedback to peers | **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 topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.L1understand a sequence of supported classroom instructions 5.L2 understand an increasing range of unsupported basic questions which ask for personal information5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics5.L1understand a sequence of supported classroom instructions 5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.R1 understand the main points in a limited range of short simple texts on general and curricular 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 topics5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics5.R1 understand the main points in a limited range of short simple texts on general and curricular topics5.R3 understand the detail of an argument on a limited range of familiar general and curricular topics5.R9 recognize the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics5.C5 use feedback to set personal learning objectives5.UE7 use simple perfect forms of common verbs to express what has happened [indefinite time] on a limited range of familiar general and curricular topics5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics5.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.C9 use imagination to express thoughts, ideas, experiences and feelings5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics5.R1 understand the main points in a limited range of short simple texts on general and curricular topics5.R6 recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics5.R9 recognize the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics5.UE 13 use *might may could* to express possibility on a limited range of familiar general and curricular topics | **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 topics5.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular 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 topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics5.UE6 use basic personal and demonstrative pronouns and quantitative pronouns *some, any, something, nothing anything* on a limited range of familiar general and curricular topics5.UE16 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics 5.UE5 use questions, including tag questions to seek agreement, and clarify meaning on a limited range of familiar general and curricular topics5.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 topics5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics5.UE6 use basic personal and demonstrative pronouns and quantitative pronouns *some, any, something, nothing anything* on a limited range of familiar general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.UE17use if clauses (in zero conditionals); use where clauses; use before/after clauses (with past reference);use defining relative clauses with which who that where to give details on a limited range of familiar general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.W5 link without support sentences using basic coordinating connectors | **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 topics5.C8 develop intercultural awareness through reading and discussion5.S3 give an opinion at sentence level on a limited range of general and curricular topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.C7 develop and sustain a consistent argument when speaking or writing5.UE10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics 5.UE16 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics | **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 topics5.S2 ask simple questions to get information about a limited range of general topics5.S3 give an opinion at sentence level on a limited range of general and curricular topics5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.R4 read with some support a limited range of short fiction and non-fiction texts5.R7 recognize typical features at word, sentence and text level in a limited range of written genres5.R9 recognize the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.UE14 use prepositions to talk about time and location use prepositions *like* to describe things and *about* to denote topic;use prepositions of direction *to, into, out of, from, towards* on a limited range of familiar general and curricular topics5.UE16 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics  | **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 topics5.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics5.R6 recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics5.R9 recognize the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics5.C4 evaluate and respond constructively to feedback from 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 topics5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics5.R6 recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics5.R7 recognize typical features at word, sentence and text level in a limited range of written genres5.C2 use speaking and listening skills to provide sensitive feedback to peers5.C8 develop intercultural awareness through reading and discussion5.W8 spell most high-frequency words accurately for a limited range of general topics5.W9 punctuate written work at text level on a limited range of familiar general with some accuracy5.UE10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics  | **1** |  |  |  |
| **44** | **17** | **World of Work** | Giving personal information(p52) | 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.W3 write with support factual descriptions at text level which describe people, places and objects5.UE2 use quantifiers *many* , *much , a lot of ,a few*  on a limited range of familiar general and curricular topics5.UE9 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics 5.UE10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics 5.W9 punctuate written work at text level on a limited range of familiar general with some accuracy5.UE17use  *if* clauses (in zero conditionals); use where clauses use *before/after* clauses (with past reference); use defining relative clauses with *which who that where*  to give details on a limited range of familiar general and curricular topics | **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 topics5.S2 ask simple questions to get information about a limited range of general topics5.L5 understand most specific information and detail of short, supported talk on a wide range of familiar topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.W8 spell most high-frequency words accurately for a limited range of general topics5.UE6 use basic personal and demonstrative pronouns and quantitative pronouns *some, any, something, nothing anything* on a limited range of familiar general and curricular topics5.UE16 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics  | **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 topics5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics5.C4 evaluate and respond constructively to feedback from others5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics5.UE6 use basic personal and demonstrative pronouns and quantitative pronouns *some, any, something, nothing anything* on a limited range of familiar general and curricular topics5.UE16 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics 5.C5 use feedback to set personal learning objectives | **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 exchanges5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.R3 understand the detail of an argument on a limited range of familiar general and curricular topics5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics5.C3 respect differing points of view5.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 topics5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics5.S8 recount basic stories and events on a range of general and curricular topics5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics5.R1 understand the main points in a limited range of short simple texts on general and curricular topics5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics5.UE16 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics 5.S8 recount basic stories and events on a range of general and curricular topics5.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 topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.R1 understand the main points in a limited range of short simple texts on general and curricular topics5.R6 recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics | **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 topics5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects | **1** |  |  |  |
| **56** | **8** | **Creativity** | Music p72 | 5.S3 give an opinion at sentence level on a limited range of general and curricular topics5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.UE10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics 5.W3 write with support factual descriptions at text level which describe people, places and objects5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics5.C9 use imagination to express thoughts, ideas, experiences and feelings | **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 topics5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics5.C4 evaluate and respond constructively to feedback from others5.C5 use feedback to set personal learning objectives5.L3 understand an increasing range of unsupported basic questions on general and curricular topics5.L4 understand the main points of supported extended talk on a range of general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information5.C7 develop and sustain a consistent argument when speaking or writing | **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 feelings5.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics5.R6 recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics5.R1 understand the main points in a limited range of short simple texts on general and curricular topics5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics5.C3 respect differing points of view5.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 Giantsp82 | **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 topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics5.C4 evaluate and respond constructively to feedback from others 5.W3 write with support factual descriptions at text level which describe people, places and objects5.C10use talk or writing as a means of reflecting on and exploring a range of perspectives on the world5.UE6 use basic personal and demonstrative pronouns and quantitative pronouns *some, any, something, nothing anything* on a limited range of familiar general and curricular topics5.UE5 use questions, including tag questions to seek agreement, and clarify meaning on a limited range of familiar general and curricular topics5.UE14 use prepositions to talk about time and location;use prepositions *like* to describe things and *about* to denote topic; use prepositions of direction to, into, out of, from, towardson a limited range of familiar general and curricular topics5.R1 understand the main points in a limited range of short simple texts on general and curricular topics | **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 topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.C8 develop intercultural awareness through reading and discussion5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics5.C10use talk or writing as a means of reflecting on and exploring a range of perspectives on the world5.W8 spell most high-frequency words accurately for a limited range of general topics5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.C7 develop and sustain a consistent argument when speaking or writing5.UE8 use future forms  *will*  for predictions and *be going to* to talk about already decided plans on a limited range of familiar general and curricular topics5.UE14 use prepositions to talk about time and location use prepositions *like* to describe things and *about* to denote 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 topics5.R3 understand the detail of an argument on a limited range of familiar general and curricular topics5.W8 spell most high-frequency words accurately for a limited range of general topics5.UE8 use future forms  *will*  for predictions and *be going to*to talk about already decided plans on a limited range of familiar general and curricular topics5.UE17use  *if* clauses (in zero conditionals); use where clauses use *before/after* clauses (with past reference);use defining relative clauses with *which who that where*  to give details on a limited range of familiar general and curricular topics | **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 topics5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics5.UE4 use determiners including *any, no each, every* on a limited range of familiar general and curricular topics5.UE8 use future forms  *will*  for predictions and *be going to* to talk about already decided plans on a limited range of familiar general and curricular topics5.UE9 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics  | **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 exchanges5.UE16 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics 5.UE17use *if* clauses (in zero conditionals); use where clauses; use *before/after* clauses (with past reference); use defining relative clauses with *which who that where*  to give details on a limited range of familiar general and curricular topics | **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 topics5.R6 recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics5.UE7 use simple perfect forms of common verbs to express what has happened [indefinite time] on a limited range of familiar general and curricular topics | **1** |  |  |  |
| **77** | **29** | **Fantasy world!** | **Summative control for term 3** | **1** |  |  |  |
| **78** | **30** | **Fantasy world!** | The Jungle book p95Why 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 information5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.C2 use speaking and listening skills to provide sensitive feedback to peers5S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.UE use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics5.UE4 use determiners including *any, no each, every* on a limited range of familiar general and curricular topics5.UE6 use basic personal and demonstrative pronouns and quantitative pronouns *some, any, something, nothing anything* on a limited range of familiar general and curricular topics5.UE6 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics  | **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 information5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.C2 use speaking and listening skills to provide sensitive feedback to peers5S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.UE use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics5.UE4 use determiners including *any, no each, every* on a limited range of familiar general and curricular topics5.UE6 use basic personal and demonstrative pronouns and quantitative pronouns *some, any, something, nothing anything* on a limited range of familiar general and curricular topics5.UE6 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics 5.L4 understand the main points of supported extended talk on a range of general and curricular topics5.S2 ask simple questions to get information about a limited range of general topics5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.R4 read with some support a limited range of short fiction and non-fiction texts5.UE6 use basic personal and demonstrative pronouns and quantitative pronouns *some, any, something, nothing anything* on a limited range of familiar general and curricular topics5.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 topics5.S2 ask simple questions to get information about a limited range of general topics5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics5.R4 read with some support a limited range of short fiction and non-fiction texts5.UE6 use basic personal and demonstrative pronouns and quantitative pronouns *some, any, something, nothing anything* on a limited range of familiar general and curricular topics5.C3 respect differing points of view5.R1 understand the main points in a limited range of short simple texts on general and curricular topics5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics5.UE10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics 5.UE15 use common verbs followed by infinitive verb / verb + ing patterns on a limited range of familiar general and curricular topics5.UE16 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics 5.C6organise and present information clearly to others5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular 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 topics5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics5.UE10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics 5.UE15 use common verbs followed by infinitive verb / verb + ing patterns on a limited range of familiar general and curricular topics5.UE16 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics 5.C6organise and present information clearly to others5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics5.UE8 use future forms  *will*  for predictions and *be going to* to talk about already decided plans on a limited range of familiar general and curricular topics5.UE 12 use common regular and irregular adverbs, simple and comparative forms, adverbs of frequency and adverbs of definite time : *last week, yesterday* on a limited range of familiar general and curricular topics5.UE 13 use *might may could* to express possibility on a limited range of familiar general and curricular topics | **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 topics5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information5.UE2 use quantifiers *many* , *much , a lot of ,a few*  on a limited range of familiar general and curricular topics5.UE8 use future forms  *will*  for predictions and *be going to* to talk about already decided plans on a limited range of familiar general and curricular topics5.UE 12 use common regular and irregular adverbs, simple and comparative forms, adverbs of frequency and adverbs of definite time : *last week, yesterday* on a limited range of familiar general and curricular topics | **1** |  |  |  |
| **88** | **10** | **Sports** | My favourite sport p107 | 5.L3 understand an increasing range of unsupported basic questions on general and curricular topics5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information5.UE2 use quantifiers *many* , *much , a lot of ,a few*  on a limited range of familiar general and curricular topics5.UE8 use future forms  *will*  for predictions and *be going to* to talk about already decided plans on a limited range of familiar general and curricular topics5.UE 12 use common regular and irregular adverbs, simple and comparative forms, adverbs of frequency and adverbs of definite time : *last week, yesterday* on a limited range of familiar general and curricular topics5.L2 understand an increasing range of unsupported basic questions which ask for personal information5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.R6 recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics5.UE2 use quantifiers *many* , *much , a lot of ,a few*  on a limited range of familiar general and curricular topics | **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 information5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.R6 recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics5.UE2 use quantifiers *many* , *much , a lot of ,a few*  on a limited range of familiar general and curricular topics5.L1understand a sequence of supported classroom instructions 5.L2 understand an increasing range of unsupported basic questions which ask for personal information5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.W3 write with support factual descriptions at text level which describe people, places and objects5.R4 read with some support a limited range of short fiction and non-fiction texts5.UE9 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics 5.UE16 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics  | **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 topics5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics5.UE10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics  | **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 exchanges5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics5.UE10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics  | **1** |  |  |  |
| **96** | **18** | **Holidays** | Buying souvenirs p116 | 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.R1 understand the main points in a limited range of short simple texts on general and curricular topics5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics | **1** |  |  |  |
| **97** | **19** | **Holidays** | Souvenirs around the world p117 | 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges5.R1 understand the main points in a limited range of short simple texts on general and curricular topics5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics5.W3 write with support factual descriptions at text level which describe people, places and objects5.UE14 use prepositions to talk about time and location; use prepositions *like* to describe things and *about* to denote topicuse 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 groups5.UE17 use *if* clauses (in zero conditionals); use where clauses ; use *before/after* clauses (with past reference)use defining relative clauses with *which who that where*  to give details on a limited range of familiar general and curricular topics | **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 topics5.S3 give an opinion at sentence level on a limited range of general and curricular topics5.R1 understand the main points in a limited range of short simple texts on general and curricular topics5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics | **1** |  |  |  |
| **101** | **23** | **Holidays** | **Summative control work for term 4** |  | **1** |  |  |  |
| **102** | **24** | **Holidays** | Revision |  | **1** |  |  |  |