**5 сыныптарға арналған күнтізбелік-тақырыптық жоспар**

**Календарно-тематический план для 5 класса**

**Calendar Thematic Plan for the 5th grade**

**2017-2018 оқу жылы/учебный год/academic year**

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| **№** | **Мерзімі/**  **Дата/**  **Date** | **Тақырып/Тема/Theme** | **Сағат саны/**  **Кол-во часов/**  **Hours** | **Оқу мақсаты/Цели урока/Learning objectives** |
| **Unit 1: Home and away** | | | |  |
|  |  | Diagnostic test | 1 |  |
| 2 |  | *Homes 1*   * Describing and writing about traditional and contemporary Kazakh homes and rooms. | 1 | 5.C9 use imagination to express thoughts, ideas, experiences and feelings  5.L1understand a sequence of supported classroom instructions  5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.UE11 use *be/look/sound/feel/taste/smell like* and use *bemade* of on a limited range of familiar general and curricular topics  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics  5.C8 develop intercultural awareness through reading and discussion  5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics  5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics  5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics  5.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups |
|  |  | *Homes 2*   * Talking about and describing bedrooms.   Practising joined up writing | 2 | 5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics  5.S2 ask simple questions to get information about a limited range of general topics  5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics  5.C6 organise and present information clearly to others  5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.UE4 use determiners including *any, no each, every* on a limited range of familiar general and curricular topics  5.UE6 use basic personal and demonstrative pronouns and quantitative pronouns *some, any, something, nothing anything* on a limited range of familiar general and curricular topics  5.UE14 use prepositions to talk about time and location; use prepositions *like* to describe things and *about* to denote topic;use prepositions of direction *to, into, out of, from, towards*  on a limited range of familiar general and curricular topics |
| 3 |  | *Cities and countries 1*   * Taking about places in cities and writing about the location of cities in Kazakhstan. | 2 | 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 |
|  |  | *Cities and countries 2*   * Reading, listening and writing about cities in Scotland and Kazakhstan. | 2 | 5.L1understand a sequence of supported classroom instructions  5.UE8 use future forms  *will*  for predictions and *be going to*to talk about already decided plans on a limited range of familiar general and curricular topics  5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics  5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics  5.S2 ask simple questions to get information about a limited range of general topics  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.S6take turns when speaking with others in a growing range of short, basic exchanges  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.R5deduce meaning from context in short texts on a limited range of familiar general and curricular topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics  5.UE14 use prepositions to talk about time and location; use prepositions *like* to describe things and *about* to denote topic;use prepositions of direction *to, into, out of, from, towards*  on a limited range of familiar general and curricular topics |
| 4 |  | *Weather and climate 1*   * Listening, reading, writing and talking about the weather. | 2 | 5.L1understand a sequence of supported classroom instructions  5.L3 understand an increasing range of unsupported basic questions on general and curricular topics  5.S2 ask simple questions to get information about a limited range of general topics  5.R5deduce meaning from context in short texts on a limited range of familiar general and curricular topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.R1 understand the main points in a limited range of short simple texts on general and curricular topics  5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics  5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics  5.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics  5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics |
|  |  | *Weather and climate 2*   * Conducting two experiments and writing reports on them. | 1 | 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.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 |
| 6 |  | Unit Revision | 1 |  |
| **Unit 2: Living things** | | | |  |
| 7 |  | *Plants1*   * Finding out about plants through pictures and a chant and writing about plants. | 2 | 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 |
|  |  | *Plants2*   * Finding out and writing about parts of plants and trees. | 2 | 5.L3 understand an increasing range of unsupported basic questions on general and curricular topics  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics  5.W8 spell most high-frequency words accurately for a limited range of general topics  5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics  5.C5use feedback to set personal learning objectives |
|  |  | *Animals1*   * Finding out about and categorising animals, writing about them and recording information in a table. | 2 | 5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.R4 read with some support a limited range of short fiction and non-fiction texts  5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics  5.UE9 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics  5.C4 evaluate and respond constructively to feedback from others |
|  |  | *Animals2*   * Researching about animals and preparing fact files. | 1 | 5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  5.R9 recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics  5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics  5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics  5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics |
| 9 |  | *Human Beings1*   * Talking out about parts of the body inside and outside the skeleton.   . | 2 | 5.L3 understand an increasing range of unsupported basic questions on general and curricular topics  5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.W8 spell most high-frequency words accurately for a limited range of general topics  5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics  5.W9 punctuate written work at text level on a limited range of familiar general with some accuracy  5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics  5.UE9 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics  5.C6 organise and present information clearly to others |
|  |  | *Human Beings2*   * Comparing plants, animals and human beings and producing a Venn diagram. | 2 | 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.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 |
| 12 |  | Unit revision | 1 |  |
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| **Unit 3: Values** | | | |  |
| 1 |  | *Family relationships1*   * Talking about family members and relationships and reading and writing about a grandparent. | 1 | 5.L1understand a sequence of supported classroom instructions  5.L2 understand an increasing range of unsupported basic questions which ask for personal information  5.C6 organise and present information clearly to others  5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics  5.R3 understand the detail of an argument on a limited range of familiar general and curricular topics  5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information  5.C6 organise and present information clearly to others  5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics  5.W8 spell most high-frequency words accurately for a limited range of general topics  5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics  5.UE6 use basic personal and demonstrative pronouns and quantitative pronouns *some, any, something, nothing anything* on a limited range of familiar general and curricular topics  5.C2 use speaking and listening skills to provide sensitive feedback to peers |
|  |  | *Family relationships2*   * Listening and writing about a favourite family day and writing about why families are important | 2 | 5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.L1understand a sequence of supported classroom instructions  5.L2 understand an increasing range of unsupported basic questions which ask for personal information  5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics  5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics  5.R1 understand the main points in a limited range of short simple texts on general and curricular topics  5.R3 understand the detail of an argument on a limited range of familiar general and curricular topics  5.R9 recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics  5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics  5.C5 use feedback to set personal learning objectives  5.UE7 use simple perfect forms of common verbs to express what has happened [indefinite time] on a limited range of familiar general and curricular topics |
| 2 |  | *Friendship 1*   * Describing and writing about friends. * Talking about things you have to do at home and completing a graph. | 2 | 5.L1understand a sequence of supported classroom instructions  5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics  5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.R1 understand the main points in a limited range of short simple texts on general and curricular topics  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics  5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics  5.UE6 use basic personal and demonstrative pronouns and quantitative pronouns *some, any, something, nothing anything* on a limited range of familiar general and curricular topics |
|  |  | Friendship 2   * Listening and role-playing a story about friends. | 2 | 5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics  5.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.C9 use imagination to express thoughts,ideas, experiences and feelings  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.R1 understand the main points in a limited range of short simple texts on general and curricular topics  5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  5.R9 recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics  5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics  5.UE 13 use *might may could* to express possibility on a limited range of familiar general and curricular topics |
| 3 |  | *What we value 1*   * Comparing the value of different things and listening to a story.   . | 2 | 5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics  5.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.UE2 use quantifiers *many* , *much , a lot of ,a few*  on a limited range of familiar general and curricular topics  5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics  5.UE6 use basic personal and demonstrative pronouns and quantitative pronouns *some, any, something, nothing anything* on a limited range of familiar general and curricular topics  5.UE16 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics  5.UE5 use questions, including tag questions to seek agreement, and clarify meaning on a limited range of familiar general and curricular topics |
|  |  | *What we value 2*   * Talking and writing about actions they value in friends and learning a song about friends. | 2 | 5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics  5.S3 give an opinion at sentence level on a limited range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.UE17use if clauses (in zero conditionals); use where clauses; use before/after clauses (with past reference);  use defining relative clauses with which who that where to give details on a limited range of familiar general and curricular topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.W5 link without support sentences using basic coordinating connectors |
| 7 |  | Unit revision | 1 |  |
| **Unit 4: The world of work** | | | |  |
| 8 |  | *Professions 1*   * Finding out about jobs, talking and writing about jobs. | 1 | 5.L1understand a sequence of supported classroom instructions  5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics  5.C8 develop intercultural awareness through reading and discussion  5.S3 give an opinion at sentence level on a limited range of general and curricular topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics  5.C7 develop and sustain a consistent argument when speaking or writing  5.UE10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics  5.UE16 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics |
|  |  | *Professions 2*   * Preparing to interview two workers, interviewing them and writing about the interviews. | 2 | 5.L1 understand a sequence of supported classroom instructions  5.S3 give an opinion at sentence level on a limited range of general and curricular topics  5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics  5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  5.R7 recognise typical features at word, sentence and text level in a limited range of written genres  5.C2 use speaking and listening skills to provide sensitive feedback to peers  5.C8 develop intercultural awareness through reading and discussion  5.W8 spell most high-frequency words accurately for a limited range of general topics  5.W9 punctuate written work at text level on a limited range of familiar general with some accuracy  5.UE10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics |
| 9 |  | *Outdoor, factory and service jobs 1*   * Finding out about and writing about farmers and fisherman and locating where they work in Kazakhstan. | 2 | 5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics  5.S2 ask simple questions to get information about a limited range of general topics  5.S3 give an opinion at sentence level on a limited range of general and curricular topics  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.R4 read with some support a limited range of short fiction and non-fiction texts  5.R7 recognise typical features at word, sentence and text level in a limited range of written genres  5.R9 recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics  5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics  5.UE14 use prepositions to talk about time and location  use prepositions *like* to describe things and *about* to denote topic;use prepositions of direction *to, into, out of, from, towards* on a limited range of familiar general and curricular topics  5.UE16 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics |
|  |  | *Outdoor, factory and service jobs 2*   * Linking outdoor jobs with factory jobs and service jobs and finding out about jobs in Kazakhstan | 2 | 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 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  5.R9 recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics  5.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 |
| 10 |  | *Work past and future 1*   * Finding out and writing about jobs and working lives in the past. | 2 | 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 |
|  |  | *Work past and future2*   * Listening and making a questionnaire about jobs and talking about jobs they want to do in the future. | 1 | 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 |
| 13 |  | Unit revision | 1 |  |
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| **Unit 5: Creativity** | | | |  |
| 5 |  | *Art 1*   * Talking and writing about paintings and buildings and finding out about colours and shapes. | 2 | 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 |
|  |  | *Art 2*   * Finding out about and describing lines and symmetry in objects, portraits and their own faces. | 1 | 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 |
| 6 |  | *Music 1*   * Finding out about instruments and the sections of an orchestra. | 2 | 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 |
|  |  | *Music 2*   * Watching and listening to a part of Peer Gynt, creating an imaginary character and writing about it. * Making a musical instrument and playing it. | 1 | 5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.R1 understand the main points in a limited range of short simple texts on general and curricular topics  5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics |
| 7 |  | *Stories and poems 1*   * Reading and listening to stories and legends and writing about their Kazakh new year. | 2 | 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 |
|  |  | *Stories and poems 2*   * Reading and writing poems and haikus. | 1 | 5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics  5.R1 understand the main points in a limited range of short simple texts on general and curricular topics  5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics  5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics  5.W3 write with support factual descriptions at text level which describe people, places and objects |
| 10 |  | Unit revision | 1 |  |
|  | | | |  |
| **Unit 6: Reading for Pleasure** | | | |  |
| 1 |  | Learners read non-fiction books in Kazakh, English, Russian languages | 4 | 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 |
| 2 |  | Summarizing the chosen books  Different activities, based on the content of the books | 4 | All Reading learning objectives for Grade 6.  Many of the Listening and Speaking learning objectives, and some of the Writing learning objectives, will be addressed when learners think about and discuss what they have read.  5.C9 use imagination to express thoughts, ideas, experiences and feelings  5.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics  5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics |
| 4 |  | Unit revision | 1 |  |
| **Unit 7: Fantasy world** | | | |  |
| 1 |  | *Home and garden 1*   * Describing and designing rooms and furniture and talking and writing about them. | 1 | 5.L1understand a sequence of supported classroom instructions  5.L4 understand the main points of supported extended talk on a range of general and curricular topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics  5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics  5.C4 evaluate and respond constructively to feedback from others  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.C10use talk or writing as a means of reflecting on and exploring a range of perspectives on the world  5.UE6 use basic personal and demonstrative pronouns and quantitative pronouns *some, any, something, nothing anything* on a limited range of familiar general and curricular topics  5.UE5 use questions, including tag questions to seek agreement, and clarify meaning on a limited range of familiar general and curricular topics  5.UE14 use prepositions to talk about time and location;  use prepositions *like* to describe things and *about* to denote topic; use prepositions of direction to, into, out of, from, towards  on a limited range of familiar general and curricular topics  5.R1 understand the main points in a limited range of short simple texts on general and curricular topics |
|  |  | *Home and garden 2*   * Describing and designing gardens and talking and writing about them | 2 | 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 |
| 2 |  | *City 1*   * Describing fantasy cities and reading, writing and talking about them. | 2 | 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 |
|  |  | *City 2*   * Creating a map of a fantasy city and writing a persuasive text about it | 2 | 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 |
| 3 |  | *World 1*   * Finding out and talking about environmental problems and suggesting solutions. | 2 | 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 |
|  |  | *World 2*   * Learning a song about helping the environment and writing a recipe to make an ideal world. | 2 | 5.L7recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics  5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics  5.UE7 use simple perfect forms of common verbs to express what has happened [indefinite time] on a limited range of familiar general and curricular topics |
| 5 |  | Unit revision | 1 |  |
| **Unit 8: Sports** | | | |  |
| 6 |  | *Sport for all 1*   * Comparing different sports and talking and writing about them. * Interviewing a well-known sports person. * Talking about disabled children doing sport. | 1 | 5.L1understand a sequence of supported classroom instructions  5.L2 understand an increasing range of unsupported basic questions which ask for personal information  5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.C2 use speaking and listening skills to provide sensitive feedback to peers  5S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics  5.UE use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics  5.UE3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics  5.UE4 use determiners including *any, no each, every* on a limited range of familiar general and curricular topics  5.UE6 use basic personal and demonstrative pronouns and quantitative pronouns *some, any, something, nothing anything* on a limited range of familiar general and curricular topics  5.UE6 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics |
|  |  | *Sport for all 2*   * Comparing different sports and talking and writing about them. * Interviewing a well-known sports person. * Talking about disabled children doing sport. | 2 | 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 |
| 7 |  | *Rules and respect 1*   * Talking about and writing rules for sports. | 2 | 5.R1 understand the main points in a limited range of short simple texts on general and curricular topics  5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics  5.UE8 use future forms  *will*  for predictions and *be going to*to talk about already decided plans on a limited range of familiar general and curricular topics  5.UE 12 use common regular and irregular adverbs, simple and comparative forms, adverbs of frequency and adverbs of definite time : *last week, yesterday* on a limited range of familiar general and curricular topics  5.UE 13 use *might may could* to express possibility on a limited range of familiar general and curricular topics |
|  |  | *Rules and respect 2*   * Talking and writing about following rules, showing respect and being a ‘good sport’. | 2 | 5.L3 understand an increasing range of unsupported basic questions on general and curricular topics  5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics  5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics  5.UE10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics  5.UE15 use common verbs followed by infinitive verb / verb + ing patterns on a limited range of familiar general and curricular topics  5.UE16 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics  5.C6organise and present information clearly to others |
| 8 |  | *Human body and exercise 1*   * Talking and writing about healthy bodies and finding out about heartbeats and body movements. | 2 | 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information  5.UE2 use quantifiers *many* , *much , a lot of ,a few*  on a limited range of familiar general and curricular topics  5.UE8 use future forms  *will*  for predictions and *be going to*to talk about already decided plans on a limited range of familiar general and curricular topics  5.UE 12 use common regular and irregular adverbs, simple and comparative forms, adverbs of frequency and adverbs of definite time : *last week, yesterday* on a limited range of familiar general and curricular topics |
|  |  | *Human body and exercise 2*   * Listening and watch about sports and marathons and planning a video about sports in Kazakhstan. | 2 | 5.L2 understand an increasing range of unsupported basic questions which ask for personal information  5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics  5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics  5.UE2 use quantifiers *many* , *much , a lot of ,a few*  on a limited range of familiar general and curricular topics |
| 12 |  | Unit Revision | 1 |  |
| **Unit 9: Holidays** | | | |  |
| 13 |  | *Destinations1*   * Talking and writing about holidays and finding out about Kazakh holidays. | 1 | 5.L1understand a sequence of supported classroom instructions  5.L2 understand an increasing range of unsupported basic questions which ask for personal information  5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges  5.W3 write with support factual descriptions at text level which describe people, places and objects  5.R4 read with some support a limited range of short fiction and non-fiction texts  5.UE9 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics  5.UE16 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics |
|  |  | *Destinations2*   * Finding out about and writing a report of where learners in the class went on holiday the previous year. | 2 | 5.L3 understand an increasing range of unsupported basic questions on general and curricular topics  5.C3respect differing points of view  5.S3 give an opinion at sentence level on a limited range of general and curricular topics  5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information  5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics  5.C8develop intercultural awareness through reading and discussion  5.UE9 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics |
|  |  | *Holiday Activities 1*   * Talking and writing about holiday activities and creating a brochure for a beach holiday. | 2 | 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 |
|  |  | *Holiday Activities 2*   * Reading about what some children did on holiday and exchanging information. | 2 | 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 |
|  |  | *Transport*   * Talking about ways of travelling around and planning and writing information for tourists. * Playing two games which involve making questions to revise work done on holidays. | 2 | 5.W3 write with support factual descriptions at text level which describe people, places and objects  5.UE14 use prepositions to talk about time and location; use prepositions *like* to describe things and *about* to denote topic  use prepositions of direction to, into, out of, from, towards  5.UE16 use conjunctions  *so , if, when , where, before, after* to link parts of sentences on a limited range of familiar general and curricular topics  5.C1 use speaking and listening skills to solve problems creatively andcooperatively in groups  5.UE17 use *if*clauses (in zero conditionals); use where clauses ; use *before/after* clauses (with past reference)  use defining relative clauses with *which who that where*  to give details on a limited range of familiar general and curricular topics |
|  |  | **Unit Review** | 1 | 5.L1understand a sequence of supported classroom instructions  5.S2 ask simple questions to get information about a limited range of general topics  5.S3 give an opinion at sentence level on a limited range of general and curricular topics  5.R1 understand the main points in a limited range of short simple texts on general and curricular topics  5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics |
| 18 |  | Summative control work | 1 |  |
| 20 |  | Revision | 1 |  |
| **Total** | | | **102** |  |