

ӘБ ОТЫРЫСЫНДА ҚАРАЛДЫ:

ӘБ жетекшісі:

Самарбаева Б.М

Б.М. Самарбаева

Хаттама №

« 28 » 08 2024 жыл

КЕЛІСЕМІН:

Оқу ісінің меңгерушісі:

Шакен Ғ. С.

Шакен Ғ. С.

« 28 » 08 2024 жыл

БЕКІТЕМІН:

Мектеп директоры: м.а

Өтетенов А.Е.

Өтетенов А.Е.

« 28 » 08 2024 жыл



КҮНТІЗБЕЛІК-ТАҚЫРЫПТЫҚ ЖОСПАР

МУҒАЛІМ	Шакен Гүлжян Сибагатқызы
ОБЛЫС, ҚАЛА, АУДАН, АУЫЛ	Ақтөбе облысы, Байғанин ауданы, Баршақұм ауылы
МЕКТЕП, ГИМНАЗИЯ, ЛИЦЕЙ	Баршақұм орта мектебі КММ
ПӘН	Ағылшын тілі
СЫНЫП	3, 4, 5, 6, 7, 8, 9

Түсінік хат 5-сынып

2024-2025 оқу жылында Қазақстан Республикасының жалпы орта білім беретін ұйымдарында оқу процесін ұйымдастырудың ерекшеліктері туралы» әдістемелік нұсқау хат, Астана 2024 жыл;

ҚР Үкіметінің 31.10.2023 жылғы №328 қаулысымен бекітілген Негізгі орта білім берудің мемлекеттік жалпыға міндетті стандарты;

Қазақстан Республикасы Білім және ғылым министрінің 2022 жылғы 16 қыркүйек № 399 бұйрығымен бекітілген жалпы білім беретін пәндерінің үлгілік оқу бағдарламалары;

Оқыту қазақ және орыс тілдерінде жүргізілетін сыныптар үшін "Ағылшын тілі" оқу пәні бойынша оқу жүктемесінің жоғары шекті көлемі: 5-сыныпта аптасына 3 сағат, оқу жылында 102 сағат;

Негізгі орта білім беруге арналған «**Ағылшын тілі**» пәнінің деңгейлік курсы білім алушыларды жалпыеуропалық тілді меңгеру деңгейлеріне сәйкес дайындауға арналған. 5-сынып – A2 (ортадан төмен);

Негізгі орта білім беруге арналған шет тілін деңгейлеп оқытудың мақсаты білім алушылардың негізгі мектепті аяқтағанда B1 деңгейінде тілдік дағдыларын дамытуға бағытталған:

- 1) шығармашылық ойлауы мен бағалауын, талдау дағдыларын дамытуды қалыптастыратын әртүрлі тапсырмалар;
- 2) кең ауқымды ауызша және жазбаша дереккөздермен жұмыс жасау.

Оқу бағдарламасы шиыршық принципін негізделіп жасалған. Бұл тәсілдің негізгі мақсаты оқу барысында белгілі бір уақыт өткен соң қайталап отыруды қарастырады (оқу жылы немесе келесі сынып), алған білімдері мен дағдыларының тереңдігі, көлемі мен күрделілігі бойынша біртіндеп кеңейіп отырады. Сөйлеу әрекеті бойынша мақсатқа жетуі ойлау іс-әрекетінің дамуындағы «біледі, түсінеді» «ажыратады, салыстырады» алға басуын жобалайды. Қарапайымнан бастап жоғары ойлау дағдыларына дейін ойлану арқылы білім, білік және ойлау дағдылары дамиды және қалыптасады (Блум таксономиясы бойынша). 5-сынып – Creativity (Art, Music, Stories and poems);

5-сыныптардағы бағдарлама мазмұны 6 бағыттан тұрады: Strand 1: Content, Strand 2: Listening, Strand 3: Speaking, Strand 4: Reading, Strand 5: Writing, Strand 6: Use of English, әрқайсысы оңайдан қиынға қарай даму қағидаты бойынша қойылған оқу мақсаттарына бөлінеді. Дағдыларының дамуына қарай сыныптан сыныпқа, бір деңгейден екінші бір деңгейге көшкен сайын мақсаттар күрделене түседі.

5-сыныпта жаңа лексика мен грамматиканы оқытуға көңіл бөлу ұсынылады. Тыңдалым мен оқылым тапсырмаларында мәтіндердің лексикасы мен грамматикасы таныс па, жоқ па дегенді алдын ала тексеру ұсынылады, сондай-ақ оқыту процесінде қосымша ресурстар мен ақпараттық-коммуникативтік технологияларды қолдануға болады.

Ағылшын тілінің оқу процесін ұйымдастыру коммуникативтік технологияларды (жобалар, сұхбат, рөлдік ойындар, пікірталас, дебат, конференциялар, конкурстар, сахналандыру және т.б.) жан-жақты қолдануды талап етеді. Сондай-ақ ақпараттық-коммуникациялық технологиялардың және сабақтан тыс іс-әрекеттердің кең мүмкіншіліктерін мақсатқа сай белсенді қолдану шет тілін оқытуға уәждемені арттыруға, білім алушылардың танымдық әрекеттерін белсендендіруге, олардың өзара тілдік қарым-қатынастарының белсенділігін арттыруға, шығармашылық әлеуетін дамытуға жағдай жасауға ықпал етеді.

Ағылшын тілі бойынша оқу жүктемесінің көлемі: 5-сыныптарда – аптасына 3 сағат, оқу жылында 102 сағатты құрайды

5 сыныптарға арналған күнтізбелік- тақырыптық жоспар
 Календарно -тематический план для 5 класса в рамках обновления содержания среднего образования
 Calendar Thematic Plan for the 5th grade within the framework of updating the secondary education content
 2024-2025 оқу жылы/учебный год/ academic year (на основе УМК EnglishPlus KZ)

№	Unit	Theme	Learning objectives	Hours	Date	Notes
I term – 24 hour						
Unit 1 Home and away						
1		Familiar Words	5.1.9.1 use imagination to express thoughts, ideas, experiences and feelings; 5.2.1.1 understand a sequence of supported classroom instructions; 5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics; 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics.	1	03.09	
2		Language Focus: to be (singular).	5.2.1.1 understand a sequence of supported classroom instructions; 5.6.11.1 use be on a limited range of familiar general and curricular topic; 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.5.2.1 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics.	1	05.09	
3		Countries	5.2.1.1 understand a sequence of supported classroom instructions; 5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics; 5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 5.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups.	1	06.09	
4		Subject pronouns; be: singular and plural Diagnostic test	5.2.1.1 understand a sequence of supported classroom instructions; 5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects; 5.1.8.1 develop intercultural awareness through reading and discussion; 5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics.	1	10.09	
5		Numbers 1 -20.	5.3.2.1 ask simple questions to get information about a limited range of general topics; 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics; 5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics.	1	12.09	
6		Language Focus: there is/ there are/ some/ a lot of	5.2.1.1 understand a sequence of supported classroom instructions; 5.1.2.1 use speaking and listening skills to provide sensitive feedback to peers; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects; 5.6.6.1 use basic personal and demonstrative pronouns and quantitative pronouns some, any, something, nothing anything on a limited range of familiar general and curricular topics;	1	13.09	
7		Review. Unit 1.	5.6.1.1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics; 5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics;	1	17.09	

No	Unit	Theme	Learning objectives	Hours	Date	Notes
			5.5.3.1 write with support factual descriptions at text level which describe people, places and objects.			
8		Reading for pleasure	5.2.7.1 recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics; 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics; 5.5.2.2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics; 5.6.9.1 use simple present simple of a verb "to be" and there is / there are to past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics.	1	19.09	
9		Prepositions of place. Summative assessment for the unit "Home and away"	5.2.3.1 Understand an increasing range of unsupported basic questions on general and curricular topics 5.3.1.1 Provide basic information about themselves and others at sentence level on an increasing range of general topics 5.3.2.1 Ask simple questions to get information about a limited range of general topics 5.2.1.1 understand a sequence of supported classroom instructions; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects;	1	20.09	
10		Reading for pleasure	5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics; 5.3.2.1 ask simple questions to get information about a limited range of general topics; 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics; 5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics.	1	24.09	
Unit 4 Living things						
11		Families	5.2.1.1 understand a sequence of supported classroom instructions; 5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics; 5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 5.1.4.1 evaluate and respond constructively to feedback from others; 5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics.	1	26.09	
12		A Festival	5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics; 5.5.2.1 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics; 5.5.7.1 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics; 5.1.4.1 evaluate and respond constructively to feedback from others.	1	27.09	
13		Language Focus: have got	5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics; 5.6.3.1 use a growing variety of adjectives on a limited range of familiar general and curricular topics;	1	01.10	

№	Unit	Theme	Learning objectives	Hours	Date	Notes
			5.1.5.1 use feedback to set personal learning objectives; 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics; 5.6.1.1 use appropriate structure "Have got" describing people in a photo; 5.1.7.1 develop and sustain a consistent argument when speaking or writing.			
14		Describing people and families	5.1.5.1 use feedback to set personal learning objectives; 5.5.7.1 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics; 5.5.8.1 spell most high-frequency words accurately for a limited range of general topics; 5.6.3.1 use a growing variety of adjectives on a limited range of familiar general and curricular topics.	1	03.10	
15		Have got: affirmative, negative, questions and short answers.	5.6.3.1 use a growing variety of adjectives on a limited range of familiar general and curricular topics; 5.1.5.1 use feedback to set personal learning objectives; 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics; 5.6.1.1 use appropriate structure "Have got" describing people in a photo; 5.1.7.1 develop and sustain a consistent argument when speaking or writing.	1	04.10	
16		Describing people	5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics; 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.1.4.1 evaluate and respond constructively to feedback from others.	1	08.10	
17		Describing people for a blog Summative assessment for the unit "Living things"	5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics; 5.5.3.1 write with support factual descriptions at text level which describe people; 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.4.6.1 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics; 5.6.1.1 use appropriate conjunctions <i>and, or, but</i> describing people; 5.6.3.1 use a growing variety of adjectives and on a limited range of familiar general and curricular topics.	1	10.10	
18		My Country. Living things.	5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics; 5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics; 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.5.8.1 spell most high-frequency words accurately for a limited range of general topics; 5.6.1.1 use appropriate degree of comparison describing animals on a limited range of familiar general and curricular topics.	1	11.10	
19		Communication. Locations of items.	5.6.9.1 use prepositions of place and a structure there is / there are to describe where something is on a limited range of familiar general and curricular topics; 5.1.6.1 organise and present information clearly to others; 5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics; 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics.	1	15.10	
20		My Family.	5.3.1.1 provide basic information about a family and a family tree other at sentence level on an increasing range of general topics;	1	17.10	

№	Unit	Theme	Learning objectives	Hours	Date	Notes
		Project	5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics; 5.4.6.1 recognise the attitude or opinion of the writer in a song.			
21		Vocabulary puzzles: Family. Adjectives	5.3.1.1 provide basic information about a family and a family tree other at sentence level on an increasing range of general topics; 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics; 5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics.	1	18.10	
22		Summative control work for the 1 st term	5.2.6.1 Deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 5.4.1.1 Understand the main points in a limited range of short simple texts on general and curricular topics; 5.5.1.1 Plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics; 5.5.2.1 Write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics; 5.3.1.1 Provide basic information about themselves and others at sentence level on an increasing range of general topics; 5.3.3.1 Give an opinion at sentence level on a limited range of general and curricular topics;	1	22.10	
23		Review. Unit 4	5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 5.6.3.1 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	24.10	
24		Reading for pleasure.	5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics; 5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics.	1	25.10	кіріктірілді
II term – 24 hours						
Unit 5 Values						
25		Celebrations and special days	5.2.1.1 understand a sequence of supported classroom instructions 5.2.2.1 understand an increasing range of unsupported basic questions which ask for personal information 5.1.6.1 organise and present information clearly to others 5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 5.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics 5.5.4.1 write with support a sequence of extended sentences in a paragraph to give basic personal information	1	05.11	
26		International Festivals	5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects 5.2.2.1 understand an increasing range of unsupported basic questions which ask for personal information 5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics	1	07.11	

№	Unit	Theme	Learning objectives	Hours	Date	Notes
			5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics			
27		Language Focus: Present Simple (affirmative)	5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 5.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics 5.1.5.1 use feedback to set personal learning objectives 5.6.7.1 use simple present to express the activities on special days	1	08.11	
28		The months and seasons.	5.2.1.1 understand a sequence of supported classroom instructions 5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics	1	12.11	
29		Present Simple (negative)	5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects 5.5.7.1 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics 5.6.3.1 use Present Simple (negative) to speak about activities	1	14.11	
30		Making suggestions	5.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 5.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.4.6.1 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics 5.6.13.1 use numbers on a limited range of familiar general and curricular topics	1	15.11	
31		A composition about a special occasion.	5.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 5.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics 5.5.3.1 write with support an e - mail about a special day 5.6.16.1 use conjunctions <i>so, if, when, where, before, after</i> to link parts of sentences on a limited range of familiar general and curricular topics 5.4.6.1 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics	1	19.11	
32		My Country. Holidays.	5.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 5.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics	1	21.11	

No	Unit	Theme	Learning objectives	Hours	Date	Notes
			5.6.6.1 use prepositions, basic personal and demonstrative pronouns, have to on a limited range of familiar general and curricular topics 5.6.5.1 use questions, including tag questions to seek agreement, and clarify meaning on a limited range of familiar general and curricular topics			
33		Asking about dates/ Summative assessment for the unit "Values"	5.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 5.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics 5.5.3.1 write with support factual descriptions at text level which describe a friendship relationship 5.5.5.1 link without support sentences using basic coordinating connectors	1	22.11	
34		Review Unit		1	26.11	
35						
36		Celebrations and special days Review of Unit 5. Reading for pleasure.	5.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 5.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.6.9.1 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	2	28.11 29.11	
Unit 6 The world of work						
37		Vocabulary: verbs learning	5.2.1.1 understand a sequence of supported classroom instructions 5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 5.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics (I think - I don't think) 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.6.1.1 use adverbs of frequency to describe studying habits 5.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics	1	03.12	
38		A day at school	5.2.1.1 understand a sequence of supported classroom instructions 5.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics 5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 5.4.6.1 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics 5.4.7.1 recognise typical features at word, sentence and text level in a limited range of written genres 5.1.2.1 use speaking and listening skills to provide sensitive feedback to peers	1	05.12	
39		A Language Focus: Object Pronouns/	5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 5.4.6.1 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics 5.4.7.1 recognise typical features at word, sentence and text level in a limited range of written genres	1	06.12	

№	Unit	Theme	Learning objectives	Hours	Date	Notes
46		Summative control work for the 2nd term	5.2.6.1 Deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 5.4.1.1 Understand the main points in a limited range of short simple texts on general and curricular topics; 5.5.2.1 Write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics; 5.3.3.1 Give an opinion at sentence level on a limited range of general and curricular topics; 5.3.7.1 Use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics.	1	24.12	
47		Asking about Timetable	5.2.7.1 recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics 5.3.2.1 ask simple questions to get information about a limited range of general topics 5.2.5.1 understand most specific information and detail of short, supported talk on a wide range of familiar topics 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.5.8.1 spell most high-frequency words accurately for a limited range of general topics 5.2.7.1 recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics 5.2.5.1 understand most specific information and detail of short, supported talk on a wide range of familiar topics 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.5.8.1 spell most high-frequency words accurately for a limited range of general topics	1	26.12	
48		Culture	5.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics; 5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics; 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects; 5.6.3.1 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives describing landmarks of Astana; 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics.	1	27.12	
			III term – 30 hours Unit 8 Creativity			
49		Making plans.	5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics 5.5.4.1 write with support a sequence of extended sentences in a paragraph to give basic information about Astana 5.6.3.1 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics; 5.1.3.1 respect differing points of view; 5.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world (I want to visit....)	1	09.01. 2025	
50		Language Focus: <i>be going to</i>	5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics; 5.6.1.1 use a structure to be going to to express intention and plan on a limited range of familiar general and curricular	1	10.01	

№	Unit	Theme	Learning objectives	Hours	Date	Notes
	40	Present Simple.	5.1.8.1 develop intercultural awareness through reading and discussion 5.5.8.1 spell most high-frequency words accurately for a limited range of general topics 5.5.9.1 punctuate written work at text level on a limited range of familiar general with some accuracy 5.6.10.1 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics			
40		Learning languages.	5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 5.3.2.1 ask simple questions to get information about a limited range of general topics; 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.4.4.1 read with some support a limited range of short fiction and non-fiction texts 5.1.8.1 develop intercultural awareness through reading and discussion	1	10.12	
41		Present Simple: question forms.	5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.4.4.1 read with some support a limited range of short fiction and non-fiction texts 5.4.7.1 recognise typical features at word, sentence and text level in a limited range of written genres	1	12.12	
42		Present Simple: question forms.	5.5.3.1 write with support factual descriptions at text level which describe people and animals 5.6.14.1 use Present Simple (question form) to ask and answer questions on a limited range of familiar general and curricular topics	1	13.12	
43		Asking questions in class.	5.5.1.1 Understand the main points in a limited range of short simple texts on general and curricular topics. 5.5.4.1. Write with support a sequence of extended sentences in a paragraph to give basic personal information. 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 5.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics	1	17.12	
44		Writing a report. Summative assessment for the unit "The world of work"	5.5.1.1 Understand the main points in a limited range of short simple texts on general and curricular topics. 5.5.4.1. Write with support a sequence of extended sentences in a paragraph to give basic personal information. 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 5.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics	1	19.12	
45		Creative work: I can talk about famous Kazakh artists	5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.1.8.1 develop intercultural awareness through reading and discussion 5.5.3.1 write with support factual descriptions at text level which describe famous Kazakh artists 5.6.9.1 use simple present and simple past regular and irregular forms to describe the life of famous people 5.5.9.1 punctuate written work at text level on a limited range of familiar general with some accuracy	1	20.12	

№	Unit	Theme	Learning objectives	Hours	Date	Notes
			topics; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects to visit and activities; 5.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics; 5.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics.			
51		Films and stories	5.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics; 5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics; 5.6.1.1 use a structure to be going to express intention and plan on a limited range of familiar general and curricular topics; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects to visit and activities; 5.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics; 5.1.9.1 use imagination to express thoughts, ideas, experiences and feelings describing a film (Film review).	1	14.01	
52		Be going to(questions)	5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics; 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics; 5.6.3.1 use a structure to be going to (questions) to ask about plans.	1	16.01	
53		Film Review	5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 5.3.8.1 recount basic story and events on a range of general and curricular topics 5.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics.	1	17.01	
54		Unit Review	5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics; 5.1.4.1 evaluate and respond constructively to feedback from others; 5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects.	1	21.01	
55		Biography of an actor.	2.8.1 Understand supported narratives, including some extended talk, on an increasing range of general and curricular topics; 5.3.3.1 Give an opinion at sentence level on a limited range of general and curricular topics;	1	23.01	

No	Unit	Theme	Learning objectives	Hours	Date	Notes
62		A Book festival. Kazakh famous writers and poets.	5.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics; 5.4.6.1 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics; 5.6.1.1 use Past Simple (negative and questions) to speak about past events tell; 5.2.8.1 Understand supported narratives, including some extended talk, on an increasing range of general and curricular topics; 5.3.3.1 Give an opinion at sentence level on a limited range of general and curricular topics.	1	07.02	
Unit 3 Fantasy world						
63		People and places	5.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics; 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.3.7.1 use appropriate subject-specific vocabulary to talk about a limited range of general topics; 5.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics; 5.1.4.1 evaluate and respond constructively to feedback from others; 5.6.6.1 use plural form of nouns talking about people and places; 5.6.5.1 use numbers to complete the fact file of a country; 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics.	1	11.02	
64		An article about two places.	5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.1.8.1 develop intercultural awareness through reading and discussion 5.5.8.1 spell most high-frequency words accurately for a limited range of general topics; 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics.	1	13.02	
65		Language Focus: there is/ there are/ some and any	5.3.7.1 use appropriate subject-specific vocabulary to talk about a limited range of general topics; 5.5.8.1 spell most high-frequency words accurately for a limited range of general topics; 5.6.1.1 use appropriate countable and uncountable nouns, including common noun phrases and a structure there is/ there are describing times and location, on a limited range of familiar general and curricular topics; 5.1.7.1 develop and sustain a consistent argument when speaking or writing; 5.6.1.14 use prepositions to talk about time and location and some/ any/no; 5.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics.	1	14.02	
66		Language Focus: there is/ there are/ some and any	5.1.7.1 develop and sustain a consistent argument when speaking or writing; 5.6.1.14 use prepositions to talk about time and location and some/ any/no; 5.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics	1	18.02	
67		Shops.	5.3.7.1 use appropriate subject-specific vocabulary to talk about a limited range of general topics; 5.6.1.1 use appropriate countable and uncountable nouns, including common noun phrases and a structure there is/ there are describing times and location, on a limited range of familiar general and curricular topics; 5.1.7.1 develop and sustain a consistent argument when speaking or writing; 5.6.14.1 use prepositions to talk about time and location and some/ any/no;	1	20.02	

No	Unit	Theme	Learning objectives	Hours	Date	Notes
			5.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects.			
68		There is/ there are and short answers.	5.6.14.1 use prepositions to talk about time and location and some/ any/no; 5.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects.	1	21.02	
69		Asking about places in a town.	5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.5.8.1 spell most high-frequency words accurately for a limited range of general topics; 5.6.8.1 use there is / there are to find out people's favourite shops.	1	25.02	
70		A brochure about your town.	5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.5.8.1 spell most high-frequency words accurately for a limited range of general topics;	1	27.02	
71		My country. My world Summative assessment for the unit "Fantasy world"	5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics; 5.6.3.1 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives and prepositions of time and key phrases on a limited range of familiar general and curricular topic; 5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topic; 5.4.1.1 Understand the main points in a limited range of short simple texts on general and curricular topics; 5.5.4.1. Write with support a sequence of extended sentences in a paragraph to give basic personal information	1	28.02	
72		Shopping	5.2.7.1 recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics; 5.1.8.1 develop intercultural awareness through reading and discussion; 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics; 5.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics	1	04.03	
73		Fantasy world	5.4.6.1 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics; 5.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics 5.6.3.1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics; 5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topic;	1	06.03	

No	Unit	Theme	Learning objectives	Hours	Date	Notes
			5.3.2.1 ask simple questions to get information about a limited range of general topic.			
74		Reading for pleasure	5.2.6.1 Deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 5.4.1.1 Understand the main points in a limited range of short simple texts on general and curricular topics; 5.5.2.1 Write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics; 5.3.3.1 Give an opinion at sentence level on a limited range of general and curricular topics; 5.3.7.1 Use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics.	1	07.03	
75		Vocabulary puzzles: People and places. shops	5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics; 5.6.3.1 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives and prepositions of time and key phrases on a limited range of familiar general and curricular topic; 5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topic; 5.4.1.1 Understand the main points in a limited range of short simple texts on general and curricular topics.	1	11.03	
76		Vocabulary puzzles. People and places shops	5.4.1.1 understand the main points in a limited range of short simple texts (a poem) on general and curricular topics; 5.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics; 5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics; 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges.	1	13.03	
77		Review unit	5.6.3.1 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives and prepositions of time and key phrases on a limited range of familiar general and curricular topic; 5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topic; 5.4.1.1 Understand the main points in a limited range of short simple texts on general and curricular topics.	1	14.03	
78		Summative control work for the 3rd term	5.4.6.1 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics; 5.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics 5.6.3.1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics;	1	18.03	
		Revision		1	20.03	
IV term – 24 hours						
Unit 2 Sports						
79		Adjectives	5.2.2.1 understand an increasing range of unsupported basic questions which ask for personal information; 5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics; 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.1.2.1 use speaking and listening skills to provide sensitive feedback to peers; 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.6.2.1 use appropriate adjectives and indefinite article a / an including common noun phrases describing things and	1	01.04	

No	Unit	Theme	Learning objectives	Hours	Date	Notes
			activities on a limited range of familiar general and curricular topics.			
80		A web page about clubs for young people	5.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 5.3.2.1 ask simple questions to get information about a limited range of general topics 5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 5.1.3.1 respect differing points of view.	1	03.04	
81		Language Focus: <i>be(negative)</i>	5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 5.6.8.1 use a verb to be to talk about favourite things on a limited range of familiar general and curricular topics 5.1.6.1 organise and present information clearly to others 5.3.2.1 ask simple questions to get information about a limited range of general topics.	1	04.04	
82		Nouns: favourite things. A verb: be.	5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 5.6.8.1 use a verb to be to talk about favourite things on a limited range of familiar general and curricular topics 5.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics 5.3.2.1 ask simple questions to get information about a limited range of general topics.	1	08.04	
83		Questions and short answers A verb: be.		1	10.04	
84		Giving personal information	5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 5.6.8.1 use a verb to be to talk about favourite things on a limited range of familiar general and curricular topics 5.1.6.1 organise and present information clearly to others 5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 5.1.3.1 respect differing points of view.	1	11.04	
85		An email	5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics 5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 5.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics 5.6.10.1 use present simple to write an email to an internet friend 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics.	1	15.04	
86		My Country. Sports	5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 5.6.8.1 use a verb to be to talk about favourite things on a limited range of familiar general and curricular topics 5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 5.1.3.1 respect differing points of view.	1	17.04	
87		Asking and	5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges	1	18.04	

№	Unit	Theme	Learning objectives	Hours	Date	Notes
		telling the time	5.2.2.1 understand an increasing range of unsupported basic questions which ask for personal information 5.6.2.1 use numbers to practise asking for and telling the time 5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics; 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics.			
88		A Club poster	5.2.2.1 understand an increasing range of unsupported basic questions which ask for personal information; 5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics; 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.1.2.1 use speaking and listening skills to provide sensitive feedback to peers; 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics.	1	22.04	
89		<i>Summative an</i> "Sports"	5.2.8.1 Understand supported narratives, including some extended talk, on an increasing range of general and curricular topics; 5.2.3.1 Give an opinion at sentence level on a limited range of general and curricular topics; 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.4.4.1 read with some support a limited range of short fiction and non-fiction texts.	1	24.04	
90		Reading for pleasure: A poem		1	25.04	
			Unit 7 Holidays			
91		Holiday activities	5.2.2.1 understand an increasing range of unsupported basic questions which ask for personal information; 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects; 5.6.9.1 use simple present and imperatives to describe holiday activities; 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics.	1	29.04	
92		On holiday	5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics; 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects.	1	01.05	кіріктірілді
93 94		Language Focus. Present continuous. Journeys.	5.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics; 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics; 5.5.4.1 write with support a sequence of extended sentences in a paragraph to give basic personal information; 5.6.9.1 use simple present and present continuous simple to describe routines, habits and states on a limited range of familiar general and curricular topics.	2	02.05 06.05	
95		Present	5.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics; 5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general		08.05	

№	Unit	Theme	Learning objectives	Hours	Date	Notes
		Continuous: questions A phone conversation about a holiday	and curricular topics; 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics; 5.5.3.1 write with support factual descriptions at text level which describe places and people; 5.6.10.1 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics.			
96			5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics; 5.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics; 5.5.3.1 write with support factual descriptions at text level which describe places and people.	2	09.05	кіріктірілді
97		An email about a holiday.	5.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics; 5.1.8.1 develop intercultural awareness through reading and discussion; 5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics; 5.5.4.1 write with support a sequence of extended sentences in a paragraph to give basic personal information; 5.4.1.1 Understand the main points in a limited range of short simple texts on general and curricular topics.	1	13.05	
98		<i>Summary</i>	5.2.2.1 understand an increasing range of unsupported basic questions which ask for personal information; 5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics;	1	15.05	
99		Buying a train ticket	5.1.8.1 develop intercultural awareness through reading and discussion; 5.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics; 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges.	1	16.05	
100		<i>Job</i>	5.5.3.1 write with support factual descriptions at text level which describe job and future arrangements; 5.6.14.1 use possessive adjectives and pronouns to talk about people and objects; 5.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups; 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics.	1	20.05	
101		A tourist information poster	5.2.1.1 understand a sequence of supported classroom instructions 5.3.2.1 ask simple questions to get information about a limited range of general topics 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 5.5.7.1 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	22.05	
102		CLIL. Math: Recording and presenting data	5.2.6.1 Deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 5.4.1.1 Understand the main points in a limited range of short simple texts on general and curricular topics; 5.5.2.1 Write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics; 5.3.3.1 Give an opinion at sentence level on a limited range of general and curricular topics;	1	23.05	
Total 102						
Annotation: Summative control work for the Unit -20 minutes Summative control work for the Term – 45 minutes						