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Мектеп директорының м.у.а.
Н.Б.Байыл
9 5 39 2023 ж.

«Келесети»
Директорлық оку ісі
жөнісшілік орынбасары
Ж.Алдашов
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«Каралдаш»
Хаттама № 1 05.09.2023
Бірлескік жетекшімі
М. Назарбеков

«Ағылшын тілі» пәннен

КУНГЕЛІК-ТАҚЫРЫПТЫҚ ЖОСПАР

2023/2024 оку жылы

Пән: Шет түрі
Пән жыралып: Жакшырағынан
Сынып: 6-6

1. «Мектепке дейніттарбисын оқытулыц, бастауыш, негізгі орталық және жалпы орталық, техникалық және кәсіпкіл орталықтарда оқытушылардың көмекшілік жөндеу жағдайларынан жақын көрсету туралы» (КР Оқу-ағарту министрінің 2022 жылғы 3 тамыздағы № 248 бұйрығы, 23.09.2022 ж. № 406 бұйрығымен енгізгендегерстегімен)
2. «Казахстан Республикасының лабастаушы, негізгі орталық жағдайлардың көмекшілік жөндеу жағдайларынан жақын көрсету туралы» (КР БФМ 8.11.2012 ж. № 500 бұйрығы, КРОқу-ағарту министрінің 12.08.2022 ж. № 365, 30.09.2022 ж. № 412 бұйрығымен енгізгендегерстегімен)
3. «Жақалыбылым беру үйларына арналған жағдайлардың көмекшілік жөндеу жағдайларынан жақын көрсету туралы» (КРОқу-ағарту министрінің 16.09.2022 ж. № 399 бұйрығы 21.11.2022 ж. № 467, 05.07.2023 ж. № 199 бұйрығымен енгізгендегерстегімен)

2023-2024 оку жылы

Calendar Thematic Plan for grade 6

With in the framework of updating the secondary education content
2023-2024 academic year

No	Units/ Changin g lessons	Theme	Learning objectives	No urs	Date	Note
I TERM						
1	Unit 1 Our Class (11 hours)	School subjects p. 5	6.4.1.1 - read independently a limited range of short simple fiction and non-fiction texts, 6.3.1.1 provide basic information about themselves and others at discourse level on a range of general topics	1	4/09	
2	2	Students around the world p. 6	6.4.1.1 - read independently a limited range of short simple fiction and non-fiction texts, 6.3.1.1 provide basic information about themselves and others at discourse level on a range of general topics	1	5/09	
3	3	Sports p. 7-8	6.2.2.1 understand more complex supported questions which ask for personal information 6.3.1.1 provide basic information about themselves and others at discourse level on a range of general topics	1	6/09	
		Present Simple vs Present continuous	6.6.9.1 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics			
4	4	Adverbs of frequency p. 9	6.6.12.1 use an increased variety of adverbs, including adverbs of degree too, not enough, quite, rather on a growing range of familiar general and curricular topics 6.3.3.1 give an opinion at sentence and discourse level on an increasing range of general and curricular topics	1	11/09	
5	5	Verb + ing/ to - infinitive p. 9	6.6.15.1 use common verbs followed by infinitive verb / verb + ing patterns, use infinitive of purpose on a limited range of familiar general and curricular topics 6.5.3.1 write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics	1	12/09	
6	6	Adverbs - comparative forms p. 9	6.6.12.1 use an increased variety of adverbs, including adverbs of degree too, not enough, quite, rather on a growing range of familiar general and curricular topics 6.5.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics	1	13/09	
7	7	Special schools p. 10-11	6.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts 6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics	1	13/09	
8	8	Preposition of direction p.	6.3.2.1 ask simple questions to get information about a growing range of general topics	1	13/09	

			12		
9	9	School rules P.13			
10	10	An E-mail to a pen-friend p.15			
11	11	Edutainment 16 Summative assessment for the unit «Our Class»			
12	Unit 2	Historical figures p.17			
13	2	Pocahontas p.18			
14	3	Appearance and Character p.19			
15	4	Past Simple p.20			
16	5	Passive form p.21			
17	6	Prepositions of movement			
			6.2.1.1 understand longer sequences of supported classroom instructions 6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 6.6.13.1 use modal forms including mustn't (prohibition) need (necessity) should (for advice) on a range of familiar general and curricular topics	1	
			6.4.9.1 recognize the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics 6.5.2.1 write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics	1	25.69
			6.5.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics		
			6.1.3.1 respect differing points of view		
			6.2.2.1 understand more complex supported questions which ask for personal information	1	26.09
			6.3.2.1 ask simple questions to get information about a growing range of general topics		
			6.3.6.1 communicate meaning clearly at sentence level during pair, group and whole class exchanges	1	21.9
			6.6.5.1 use questions including questions with whose, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics		
			6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups, and location on a growing range of familiar general and curricular topics	1	2.40
			6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics		
			6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups, 6.3.6.1 communicate meaning clearly at sentence level during pair, group and whole class exchanges		
			6.6.5.1 use questions including questions with whose, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics	1	3.40
			6.6.9.1 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics		
			6.5.2.1 write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics		
			6.6.9.1 use an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics	1	3.40
			6.5.2.1 write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics		
			6.6.14.1 use an increased variety of prepositions of time, location and direction use by and with to denote agent and instrument use prepositions before nouns and adjectives in common prepositional	1	10.10

18	7	Fin McCool and the Giant's Causeway p. 22-23						
19	8	Recommending a book						
20	9	Heroes p.25						
21	10	Florence Nightingale p.26						
22	11	A biography p.27 Summative assessment for the unit "Helping and heroes" p.28						
23	12	Summative Assessment for term 1						
24	13	Analysis of Mistakes						

6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics.

	Made in the Test Corrections	6.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 6.5.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics	2 TERM	6.2
25	Unit 3 Our Countryside (10 hours) 1	Geographical features Experience of a lifetime p.29-30	6.2.3.1 understand more complex supported questions on a growing range of general and curricular topics 6.3.3.1 give an opinion at sentence and discourse level on an increasing range of general and curricular topics 6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics	1 6.11
26	2	Activities and adjectives p.31	6.6.14.1 use an increased variety of prepositions of time, location and direction use by and with to denote agent and instrument use prepositions before nouns and adjectives in common prepositional phrases on a growing range of familiar general and curricular topics 6.2.5.1 understand most specific information and detail of short, supported talk on a wide range of general and curricular topics	1 7.6
27	3	Present Perfect p.32	6.6.7.1 use simple perfect forms to express indefinite and unfinished past with for and since on a growing range of familiar general and curricular topics 6.3.2.1 ask simple questions to get information about a growing range of general topics	1 8.11
28	4	For/since, Present perfect vs Past simple p.33	6.6.7.1 use simple perfect forms to express indefinite and unfinished past with for and since on a growing range of familiar general and curricular topics 6.6.9.1 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics	1 13.6
29	5	There is/are - It is p. 33	6.6.11.1 use common impersonal structures with it, there on a growing range of familiar general and curricular topics 6.2.5.1 understand most specific information and detail of short, supported talk on a wide range of general and curricular topics	1 14.11
30	6	An unforgettable Destinations p. 34-35	6.2.1.1 understand longer sequences of supported classroom instructions 6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics	1 15.11
31	7	Booking a holiday p.36 Natural wonders of the world p.37	6.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics	1 16.11
32	8	Earth Oceans p.38	6.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics	1 17.11

33	9	An E-mail comparing two places p.39	6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts 6.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world
34	10	Edutainment 3 A world of wonder p.40 Summative assessment for the unit "Our countryside"	6.5.6.1 link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics 6.6.16.1 use conjunctions if, when, where, so, and, or, but, because, before, after to link parts of sentences in short texts on a growing range of familiar general and curricular topics 6.5.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics
35	Unit 4 Drama and Comedy (14 hours)	Drama p.41	6.4.8.1 use independently familiar paper and digital reference resources to check meaning and extend understanding 6.5.8.1 spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics 6.2.4.1 understand with limited support the main points of extended talk on a range of general and curricular topics 6.3.3.1 give an opinion at sentence and discourse level on an increasing range of general and curricular topics 6.3.8.1 recount some extended stories and events on a limited range of general and curricular topics 6.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts
36	2	Oliver Twist life in the workhouse p.42-43	6.1.6.1 organize and present information clearly to others 6.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics 6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics
37	3	Past Continuous p.44	6.6.1.1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics 6.6.10.1 use present continuous forms with present and future meaning and past continuous forms for background and interrupted past actions on a limited range of familiar general and curricular topics
38	4	Past Simple vs Past Continuous p.45	6.5.2.1 write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics 6.6.10.1 use present continuous forms with present and future meaning and past continuous forms for background and interrupted past actions on a limited range of familiar general and curricular topics 6.6.7.1 use simple perfect forms to express indefinite and unfinished past with for and since on a growing range of familiar general and curricular topics
39	5	Past Simple – Present	1 5.1.4 1 6.1.2

			perfect p.45	6.5.2 I write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics	1	
40	6	Types of films p.46-47	6.3.2 I ask simple questions to get information about a growing range of general topics	1		
41	7	Booking tickets to a performance p.48	6.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts	1	11/12	
42	8	Famous writers p.49	6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics	1	12/12	
43	9	The Land of Counterpane p.50	6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 6.1.6.1 organize and present information clearly to others 6.1.9.1 use imagination to express thoughts, ideas, experiences and feelings	1	12/12	
44	10	The Monster p. 51	6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 6.5.2.1 write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics	1	10/12	
45	11	Edutainment 4 Summative assessment for the unit "Drama and Comedy"	6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 6.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts	1	15/12	
46	12	Summative Assessment for term 2	6.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 6.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts 6.5.2.1 write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics 6.5.8.1 spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics	1	16/12	
47	13	Language review 6 p.116	6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts 6.6.14.1 use an increased variety of prepositions of time, location and direction use by and with to denote agent and instrument use prepositions before nouns and adjectives in common prepositional phrases on a growing range of familiar general and curricular topics	1	17/12	
48	14	Analysis of Mistakes	6.2.8.1 understand supported narratives including some extended talk, on a range of general and curricular topics	1	17/12	

		Made in the Test.	6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts 6.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics 6.5.6.1 link, with minimal support, sentences into coherent paragraphs using basic connectors		
3 TERM					
49	Unit 5 Our Health (11 hours) 1	Illnesses and ailments p.53	6.1.6.1 organize and present information clearly to others 6.3.1.1 provide basic information about themselves and others at discourse level on a range of general topics	1	8.01
50	2	Home remedies p.54-55	6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts 6.3.3.1 give an opinion at sentence and discourse level on an increasing range of general and curricular topics 6.3.2.1 asking simple questions to get information on general topics	1	9.01
51	3	Health p.55	6.6.1.1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics 6.2.5.1 understand most specific information and detail of short, supported talk on a wide range of general and curricular topics	1	10.01
52	4	Have to/don't have to/must/mustn't p.56	6.6.13.1 use modal forms including mustn't (prohibition) need (necessity) should (for advice) on a range of familiar general and curricular topics 6.3.3.1 give an opinion at sentence and discourse level on an increasing range of general and curricular topics	1	15.01
53	5	Can't/ could/ may/ might/ should/ shouldn't/ ought to / oughtn't to p.57	6.6.13.1 use modal forms including mustn't (prohibition) need (necessity) should (for advice) on a range of familiar general and curricular topics 6.3.3.1 give an opinion at sentence and discourse level on an increasing range of general and curricular topics	1	16.01
54	6	Healthy takeaway UK! p.58 - 59	6.3.1.1 provide basic information about themselves and others at discourse level on a range of general topics 6.6.15.1 use common verbs followed by infinitive verb / verb + ing patterns, use infinitive of purpose on a limited range of familiar general and curricular topics	1	17.01
55	7	Asking/talking about	6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts 6.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class	1	22.01

		health p.60	exchanges			
56	8	Health services around the world p.61	6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts 6.4.9.1 use imagination to express thoughts, ideas, experiences and feelings 6.5.6.1 link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics	1	130%	
57	9	Gems p.62	6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts 6.6.13.1 use modal forms including mustn't (prohibition) need (necessity) should (for advice) on a range of familiar general and curricular topics	1	140%	
58	10	An email giving advise p.63	6.4.6.1 recognize the attitude or opinion of the writer in short texts on a growing range of general and curricular topics 6.6.13.1 use modal forms including mustn't (prohibition) need (necessity) should (for advice) on a range of familiar general and curricular topics 6.5.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics	1	140%	
59	11	Edutainment 5 Summative assessment for the unit "Our Health"	6.2.5.1 understand most specific information and detail of short, supported talk on a wide range of general and curricular topics 6.3.3.1 give an opinion at sentence and discourse level on an increasing range of general and curricular topics 6.2.7.1 recognize the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics	1 30%		
60	Unit 6: Holidays and Travel (10 hours)	Types of holidays and holiday activities p. 65	6.3.3.1 give an opinion at sentence and discourse level on an increasing range of general and curricular topics 6.5.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics	1 30%		
61	2	Destination London UK p. 66-67	6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics 6.6.8.1 use future form "will" to make offers, promises, and predictions on a growing range of familiar general and curricular topics	1 65%		
62	3	Will/ won't / to be		1 60%		

		going to p. 68	6.6.10.1 use present continuous forms with present and future meaning and past continuous forms for background and interrupted past actions on a limited range of familiar general and curricular topics			
63	4	Present continuous and present perfect p. 69	6.6.10.1 use present continuous forms with present and future meaning and past continuous forms for background and interrupted past actions on a limited range of familiar general and curricular topics	1	42.02	
64	5	Turgen Gorge p. 70-71	6.6.7.1 use simple perfect forms to express indefinite and unfinished past with for and since on a growing range of familiar general and curricular topics 6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts 6.4.6.1 recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics	1	42.02	
65	6	Asking for and giving information p. 72	6.6.2.1 use quantifiers including more, little, few, less, fewer, not as many, not as much on a growing range of familiar general and curricular topics 6.6.2.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics	1	42.02	
66	7	Parks around the world p. 73	6.2.8.1 understand supported narratives including some extended talk, on a range of general and curricular topics 6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts 6.1.6.1 organize and present information clearly to others	1	42.02	
67	8	The time machine p. 74	6.2.8.1 understand supported narratives including some extended talk, on a range of general and curricular topics 6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 6.1.3.1 respect differing points of view	1	42.02	
68	9	An email about your holiday p. 75	6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 6.6.3.1 use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics	1	42.02	
69	10	Entertainment 6 Summative assessment for the unit "Holidays and Travel"	6.1.3.1 respect differing points of view 6.5.3.1 write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics 6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts 6.5.7.1 use with some support appropriate layout at text level for a growing range of written genres on familiar general topics and some curricular topics 6.5.8.1 spell most high-frequency vocabulary accurately for a limited range of familiar general	1	42.02	

70	Reading for Pleasure (9 hours)	Unit 7: Characters p. 77	topics and some curricular topics			
71	2	The Wonderful Wizard of Oz p. 78-79	6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts	1	16.92	
72	3	Peter Pan p. 80 - 81	6.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts 6.1.7.1 develop and sustain a consistent argument when speaking or writing 6.5.3.1 write about personal feelings and opinions with the support of the teacher on some familiar general and educational topics;	1	17.92	
73	4	The Grove of the Dancing Birches p. 82-83	6.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 6.4.7.1 recognise typical features at word, sentence and text level in a range of written genres 6.1.4.1 evaluate and respond constructively to feedback from others 6.4.8.1 use independently familiar paper and digital reference resources to check meaning and extend understanding 6.6.4.1 use a variety of determiners including all, other on a growing range of familiar general and curricular topics	2	17.92	
74	5	El-Tostik p. 84-85	6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts 6.1.7.1 develop and sustain a consistent argument when speaking or writing 6.5.1.1 planning, writing, correcting and checking works at the text level on various general and educational topics with the support of the teacher;	1	16.92	
75	6	Edutainment 7 SAS	6.1.7.1 develop and sustain a consistent argument when speaking or writing	1	16.92	

7	Heroes v Villains p. 86	6.1.4.1 evaluate and respond constructively to feedback from others 6.4.6.1 recognize the attitude or opinion of the writer in short texts on a growing range of general and curricular topics 6.5.9.1 reasonable literacy use of punctuation marks in written works at the text level on a number of general familiar and educational topics	1	1/1/23
76	8 Summative Assessment for term 3	6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts 6.6.14.1 use an increased variety of prepositions of time, location and direction use by and with to denote agent and instrument use prepositions before nouns and adjectives in common prepositional phrases on a growing range of familiar general and curricular topics 6.5.8.1 correct spelling of words that are often used in some common familiar and educational topics;	1 (8/2)	
77	9 Analysis of Mistakes Made in the Test	6.2.8.1 understand supported narratives including some extended talk, on a range of general and curricular topics 6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts 6.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics 6.5.6.1 link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics	1 (9/2)	
78	10 - Corrections	6.2.8.1 understand supported narratives including some extended talk, on a range of general and curricular topics 6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts 6.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics	1 20/3	
4 TERM				
79	Unit 8: Our Neighbou rd (11 hours) 1	Shops p. 87 6.3.2.1 ask simple questions to get information about a growing range of general topics 6.2.5.1 understand most specific information and detail of short, supported talk on a wide range of general and curricular topics 6.1.1 use of pronunciation and listening skills to creatively solve problems within the group 6.2.1.1 understanding with un limited classroom instruction support;	1 (1/4)	
80	2	Twin cities different world p. 88 1	6.1.3.1 respect differing points of view 6.4.6.1 recognize the attitude or opinion of the writer in short texts on a growing range of general and curricular topics; 6.6.1.1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics 6.1.1.1 pronunciation for creatively collaborative problem solving within the group	1 2/4

81	3	Places in a city	6.5.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics	1	304
82	4	N/ an, some/ any, how much/ how many and compounds p. 90	6.5.6.1 link, with minimal support, sentences into coherent paragraphs using basic connectors, on a growing range of familiar general topics 6.6.6.1 use a variety of personal, demonstrative and quantitative pronouns including someone, somebody, everybody, no-one on a growing range of familiar general and curricular topics 6.5.4.1 write with some support topics with some paragraphs to give basic personal information 6.5.2.1 record past experiences or real events, actions with the support of the teacher on some familiar general and educational topics;	1	154
83	5	The Passive (Present simple and Past simple)	6.6.9.1 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics 6.6.14.1 use an increased variety of prepositions of time, location and direction use by and with to denote agent and instrument use prepositions before nouns and adjectives in common prepositional phrases on a growing range of familiar general and curricular topics 6.5.1.1 planning, writing, correcting and checking works at the text level on various general and educational topics with the support of the teacher;	1	94
84	6	The Passive (Present simple and Past simple)	6.6.9.1 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics 6.6.10.1 use present continuous forms with present and future meaning and past continuous forms for background and interrupted past actions on a limited range of familiar general and curricular topics 6.3.7.1 use of subject-specific vocabulary and syntax within a number of general and educational topics	1	92.94
85	7	Buildings above the clouds p. 92-93	6.2.4.1 understand with limited support the main points of extended talk on a range of general and curricular topics 6.4.7.1 recognize typical features at word, sentence and text level in a range of written genres 6.3.3.1 express your opinion in sentences with elements of reasoning in the context of various general and educational topics;	1	15.64
86	8	Asking for/ giving directions p. 94	6.2.5.1 understand most specific information and detail of short, supported talk on a wide range of general and curricular topics 6.3.2.1 ask simple questions to get information about a growing range of general topics 6.6.14.1 use an increased variety of prepositions of time, location and direction use by and with to denote agent and instrument use prepositions before nouns and adjectives in common prepositional phrases on a growing range	1	16.04

			of familiar general and curricular topics		
87	9	Markets around the world p. 95	6.2.8.1 understand public long conversations in general and reading topics, including conversations with support	1	17.94
88	10	Leisure and sports in the local community p.96	6.4.7.1 recognize typical features at word, sentence and text level in a range of written genres 6.6.1.1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics 6.2.7.1 determining the speaker's thoughts in a long conversation with the help of a teacher on limited general and educational topics; 6.2.6.1 definition with support for meaning from context in a long conversation in most general and reading topics;	1	42.94
89	11	An email about your new house and neighbors p. 97 Summative assessment for the unit "Our Neighborhood"	6.1.3.1 respect differing points of view 6.5.3.1 write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics 6.4.6.1 recognize the attitude or opinion of the writer in short texts on a growing range of general and curricular topics 6.5.8.1 spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics 6.6.9.1 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics 6.6.13.1 use modal forms including mustn't (prohibition) need (necessity) should (for advice) on a range of familiar general and curricular topics 6.1.3.1 respect differing points of view 6.2.7.1 determining the speaker's thoughts in a long conversation with the help of a teacher on limited general and educational topics; 6.6.6.1 use a variety of personal, demonstrative and quantitative pronouns including someone somebody, everybody, no-one on a growing range of familiar general and curricular topics 6.6.1.1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics	1	23.94
90	Unit 9: Transport (11 hours) 1	Means of transport p.99	6.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics	1	24.94
91	2	Exploring the world p.100	6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts 6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 6.6.8.1 use future form "will" to make offers, promises, and predictions on a growing range of	1	49.94

			familiar general and curricular topics			
94	3	Comparative/ superlative p. 102	6.6.2.1 use quantifiers including more, little, few less, fewer not as many, not as much on a growing range of familiar general and curricular topics	1	100%	
95	4	Question tags p.103	6.5.1.1 use questions including questions with whose, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics	1	60%	
96	5	Relating pronouns/ defining relative clauses p.103	6.5.4.1 write with some support topics with some paragraphs to give basic personal information 6.6.17.1 use subordinate clauses following think know believe hope, say, tell, use subordinate clauses following sure, certain: use defining relative clauses with which who that where on a growing range of familiar general and curricular topics 6.5.4.1 write with some support topics with some paragraphs to give basic personal information	1	80%	
97	6	Smart rules to cycle safely p. 104-105	6.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 6.1.8.1 develop intercultural awareness through reading and discussion 6.4.8.1 use independently familiar paper and digital reference resources to check meaning and extend understanding	1	100%	
98	7	Buying a train tickets p.106	6.3.2.1 ask simple questions to get information about a growing range of general topics 6.1.3.1 respect for different points of view,	1	100%	
99	8	Transportation around the world p.107	6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts 6.1.8.1 develop intercultural awareness through reading and discussion 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics	1	100%	
100	10	A pros and cons essay p. 109 SA for unit	6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 6.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 6.5.6.1 link, with minimal support, sentences into coherent paragraphs using basic connectors, on a growing range of familiar general topics 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics	1	100%	
101	11	Summative Assessment for term 4	6.2.4.1 understand with limited support the main points of extended talk on a range of general and curricular topics 6.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics	1	100%	

		Summative assessment for the unit	growing range of familiar general and curricular topics 6.6.5.1 use questions including questions with whose, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics			
101	11	Summative Assessment for term 4	<p>6.2.4.1 understand with limited support the main points of extended talk on a range of general and curricular topics</p> <p>6.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics</p> <p>6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics</p> <p>6.4.6.1 recognize the attitude or opinion of the writer in short texts on a growing range of general and curricular topics</p> <p>6.5.3.1 write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics</p>	1	2105	
102		Analysis of Mistakes Made in the Test. Corrections	<p>6.2.4.1 understand with limited support the main points of extended talk on a range of general and curricular topics</p> <p>6.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics</p> <p>6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics</p>	1	2105	
Total: 102		Annotation: Summative control work for the Unit - 20 minutes				
Summative control work for the Term - 45 minutes						

Calendar Thematic Plan for grade 6

With in the framework of updating the secondary education content
2023-2024 academic year

No	Unit/ Changin g lessons	Theme	Learning objectives	Ho urs	Date	Notes
1	Unit 1 Our Class (11 hours)	School subjects p. 5	6.4.1.1 - read independently a limited range of short simple fiction and non-fiction texts. 6.3.1.1 provide basic information about themselves and others at discourse level on a range of general topics	1	4/29	
2	2	Students around the world p.6	6.4.1.1- read independently a limited range of short simple fiction and non-fiction texts, 6.3.1.1 provide basic information about themselves and others at discourse level on a range of general topics	1	5/29	
3	3	Sports p. 7-8	6.2.2.1 understand more complex supported questions which ask for personal information 6.3.1.1 provide basic information about themselves and others at discourse level on a range of general topics	1	6/29	
		Present Simple vs Present continuous	6.6.9.1 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics			
4	4	Adverbs of frequency p. 9	6.6.12.1 use an increased variety of adverbs, including adverbs of degree too, not enough, quite, rather on a growing range of familiar general and curricular topics 6.3.3.1 give an opinion at sentence and discourse level on an increasing range of general and curricular topics	1	11/9	
5	5	Verb + ing/to - infinitive p. 9	6.6.15.1 use common verbs followed by infinitive verb / verb + ing patterns, use infinitive of purpose on a limited range of familiar general and curricular topics 6.5.3.1 write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics	1	12/9	
6	6	Adverbs - comparative forms p. 9	6.6.12.1 use an increased variety of adverbs, including adverbs of degree too, not enough, quite, rather on a growing range of familiar general and curricular topics 6.5.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics	1	14/29	
7	7	Special schools p. 10 -11	6.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts 6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics	1	15/29	
8	8	Preposition of direction p. topics	6.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 6.3.2.1 ask simple questions to get information about a growing range of general topics	1	19/29	

9	9	School rules p. 13	6.2.1.1 understand longer sequences of supported classroom instructions 6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 6.6.13.1 use modal forms including mustn't (prohibition) need (necessity) should (for advice) on a range of familiar general and curricular topics	1	100%
10	10	An E-mail to a pen-friend p. 15	6.4.9.1 recognize the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics 6.5.2.1 write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics 6.5.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics	1	26.5%
11	11	Entertainment 16 Summative assessment for the unit «Our Class»	6.1.3.1 respect differing points of view 6.2.2.1 understand more complex supported questions which ask for personal information 6.3.2.1 ask simple questions to get information about a growing range of general topics	1	26.0%
12	Unit 2 Helping and Heroes (13 hours)	Historical figures p. 17	6.3.6.1 communicate meaning clearly at sentence level during pair, group and whole class exchanges 6.6.5.1 use questions including questions with whose, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics	1	23.9%
13	2	Pocahontas p. 18	6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups. 6.6.1.1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics	1	2.0%
14	3	Appearance and Character p.19	6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups. 6.3.6.1 communicate meaning clearly at sentence level during pair, group and whole class exchanges 6.6.5.1 use questions including questions with whose, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics	1	3.0%
15	4	<i>Past Simple</i> p. 20	6.6.9.1 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics 6.5.2.1 write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics	1	5.10
16	5	<i>Passive form</i> p.21	6.6.9.1 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics 6.5.2.1 write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics	1	9.10
17	6	Prepositions of movement	6.6.14.1 use an increased variety of prepositions of time, location and direction use by and with to denote agent and instrument use prepositions before nouns and adjectives in common prepositional	1	10.10

			phrases on a growing range of familiar general and curricular topics		
18	7	Fin McCool and the Giant's Causeway p 22. 23	6.5.2.1 write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics		
19	8	Recommending a book p.24	6.3.8.1 recount some extended stories and events on a limited range of general and curricular topics	1	16/10
20	9	Heroes p.25	6.1.8.1 develop intercultural awareness through reading and discussion		
			6.6.12.1 use an increased variety of adverbs, including adverbs of degree too, not enough, quite, rather on a growing range of familiar general and curricular topics		
21	10	Florence Nightingale p.26	6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics	1	17/10
22	11	A biography p.27 Summative assessment for the unit "Helping and heroes" p 28	6.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges		
			6.2.8.1 understand supported narratives including some extended talk, on a range of general and curricular topics		
			6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts		
			6.1.3.1 respect differing points of view		
			6.4.6.1 recognize the attitude or opinion of the writer in short texts on a growing range of general and curricular topics	1	13/10
			6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics		
			6.2.7.1 recognize the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics	1	
			6.3.8.1 recount some extended stories and events on a limited range of general and curricular topics		
			6.5.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics		
			6.3.3.1 give an opinion at sentence and discourse level on an increasing range of general and curricular topics		
			6.2.7.1 recognize the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics		
			6.4.6.1 recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics		
23	12	Summative Assessment for term 1	6.2.5.1 understand most specific information and detail of short, supported talk on a wide range of general and curricular topics	1	19/10
			6.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics		
			6.5.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics		
			6.5.3.1 write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics		
			6.2.5.1 understand most specific information and detail of short, supported talk on a wide range of general and curricular topics		
24	13	Analysis of Mistakes	6.2.5.1 understand most specific information and detail of short, supported talk on a wide range of general and curricular topics	1	24/10

		Made in the Test. Corrections	6.4.1 I understand the main points in a limited range of short simple texts on general and curricular topics 6.5.1 I plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics				
2 TERM							
25	Unit 3 Our Countryside (10 hours)	Geographical features Experience of a lifetime p.29-30	6.2.3.1 understand more complex supported questions on a growing range of general and curricular topics 6.3.3.1 give an opinion at sentence and discourse level on an increasing range of general and curricular topics 6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics	1	6/11		
26	2	Activities and adjectives p.31	6.6.14.1 use an increased variety of prepositions of time, location and direction use by and with to denote agent and instrument use prepositions before nouns and adjectives in common prepositional phrases on a growing range of familiar general and curricular topics 6.2.5.1 understand most specific information and detail of short, supported talk on a wide range of general and curricular topics	1	7/4		
27	3	Present Perfect p.32	6.6.7.1 use simple perfect forms to express indefinite and unfinished past with for and since on a growing range of familiar general and curricular topics 6.3.2.1 ask simple questions to get information about a growing range of general topics	1	9/11		
28	4	For/since, Present perfect vs Past simple p.33	6.6.7.1 use simple perfect forms to express indefinite and unfinished past with for and since on a growing range of familiar general and curricular topics 6.6.9.1 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics	1	10/11		
29	5	There is/are – It is p. 33	6.6.11.1 use common impersonal structures with: it, there on a growing range of familiar general and curricular topics 6.2.5.1 understand most specific information and detail of short, supported talk on a wide range of general and curricular topics	1	10/11		
30	6	An unforgettable Destinations p. 34-35	6.2.1.1 understand longer sequences of supported classroom instructions 6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics	1	46/46		
31	7	Booking a holiday p.36 Natural wonders of the world p.37	6.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 6.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics	1	20/20		
32	8	Earth Oceans p.38	6.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics	1	10/10		

33	9	An E-mail comparing two places p.39						
34	10	Entertainment 3 A world of wonder p.40 Summative assessment for the unit "Our countryside"						
35	Unit 4 Drama and Comedy (14 hours)	Drama p.41						
36	2	Oliver Twist life in the workhouse p.42-43						
37	3	Past Continuous p.44						
38	4	Past Simple vs Past Continuous p.45						
39	5	Past Simple – Present						

6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts

6.1.10 I use talk or writing as a means of reflecting on and exploring a range of perspectives on the world

6.4.5.1 link, with minimal support, sentences into coherent paragraphs using basic connectors on a

1

23/11

growing range of familiar general topics
6.6.16 I use conjunctions if, when, where, so, and, or, but, because, before, after to link parts of sentences in short texts on a growing range of familiar general and curricular topics

6.5.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics

6.4.8.1 use independently familiar paper and digital reference resources to check meaning and extend understanding

1

27.11

6.5.8.1 spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics

6.2.4.1 understand with limited support the main points of extended talk on a range of general and curricular topics

6.3.3.1 give an opinion at sentence and discourse level on an increasing range of general and curricular topics

6.3.8.1 recount some extended stories and events on a limited range of general and curricular topics, including some extended texts

1

24/11

6.1.6.1 organize and present information clearly to others

1

36.11

6.1.9.1 use imagination to express thoughts, ideas, experiences and feelings
6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics

6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics

6.6.1.1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics

6.6.10.1 use present continuous forms with present and future meaning and past continuous forms for background and interrupted past actions on a limited range of familiar general and curricular topics

6.5.2.1 write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics

6.6.10.1 use present continuous forms with present and future meaning and past continuous forms for background and interrupted past actions on a limited range of familiar general and curricular topics

6.6.7.1 use simple perfect forms to express indefinite and unfinished past with for and since on a growing range of familiar general and curricular topics

1

27.11

		perfect p.45	6.5.2.1 write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics	1	
40	6	Types of films p.46-47	6.3.2.1 ask simple questions to get information about a growing range of general topics	1	11/12
41	7	Booking tickets to a performance p.48	6.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts	1	12/12
42	8	Famous writers p.49	6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics	1	11/12
43	9	The Land of Counterpane p.50	6.1.6.1 organize and present information clearly to others 6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics	1	12/12
44	10	The Monster p. 51	6.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics	1	11/12
45	11	Edutainment 4 Summative assessment for the unit "Drama and Comedy"	6.5.2.1 write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics 6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics	1	11/12
46	12	Summative Assessment for term 2	6.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts 6.5.2.1 write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics 6.5.8.1 spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics	1	12/12
47	13	Language review 6 p.116	6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts 6.6.14.1 use an increased variety of prepositions of time, location and direction use by and with to denote agent and instrument use prepositions before nouns and adjectives in common prepositional phrases on a growing range of familiar general and curricular topics	1	12/12
48	14	Analysis of Mistakes	6.2.8.1 understand supported narratives including some extended talk, on a range of general and curricular topics	1	12/12

		Made in the Test Corrections	6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts 6.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics 6.5.6.1 link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics			
3 TERM						
49	Unit 5 Our Health (11 hours)	Illnesses and ailments p.53	6.1.6.1 organize and present information clearly to others 6.3.1.1 provide basic information about themselves and others at discourse level on a range of general topics	1	20.01	
50	2	Home remedies p.54-55	6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts 6.3.3.1 give an opinion at sentence and discourse level on an increasing range of general and curricular topics 6.3.2.1 asking simple questions to get information on general topics	1	9.01	
51	3	Health p.55	6.6.1.1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics 6.2.5.1 understand most specific information and detail of short, supported talk on a wide range of general and curricular topics	1	11.01	
52	4	Have to/don't have to/must/mustn't p.56	6.6.13.1 use modal forms including mustn't (prohibition) need (necessity) should (for advice) on a range of familiar general and curricular topics 6.3.3.1 give an opinion at sentence and discourse level on an increasing range of general and curricular topics	1	15.01	
53	5	Can't/ could/ may/ might/ should/ shouldn't ought to / oughtn't to p.57	6.6.13.1 use modal forms including mustn't (prohibition) need (necessity) should (for advice) on a range of familiar general and curricular topics 6.3.3.1 give an opinion at sentence and discourse level on an increasing range of general and curricular topics	1	16.01	
54	6	Healthy takeaway UK! p.58 - 59	6.3.1.1 provide basic information about themselves and others at discourse level on a range of general topics 6.6.15.1 use common verbs followed by infinitive verb / verb + ing patterns, use infinitive of purpose on a limited range of familiar general and curricular topics	1	11.01	
55	7	Asking/talking about	6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts 6.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class	1	22.01	

		health p.60	exchanges			
56	8	Health services around the world p.61	6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts 6.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 6.5.6.1 link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics	1	13.91	
57	9	Germs p.62	6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts 6.6.13.1 use modal forms including mustn't (prohibition) need (necessity) should (for advice) on a range of familiar general and curricular topics	1	45.01	
58	10	An email giving advise p.63	6.4.6.1 recognize the attitude or opinion of the writer in short texts on a growing range of general and curricular topics 6.6.13.1 use modal forms including mustn't (prohibition) need (necessity) should (for advice) on a range of familiar general and curricular topics 6.5.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics	1	29.01	
59	11	Edutainment 5 Summative assessment for the unit "Our Health"	6.2.5.1 understand most specific information and detail of short, supported talk on a wide range of general and curricular topics 6.3.3.1 give an opinion at sentence and discourse level on an increasing range of general and curricular topics 6.2.7.1 recognize the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics	1 30.01		
60	Unit 6: Holidays and Travel (10 hours)	Types of holidays and holiday activities p. 65	6.3.3.1 give an opinion at sentence and discourse level on an increasing range of general and curricular topics 6.5.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics	1 1.02		
61	2	Destination London UK p. 66-67	6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics 6.6.8.1 use future form "will" to make offers, promises, and predictions on a growing range of familiar general and curricular topics	1 05.02		
62	3	Will/ won't / to be		1 06.02		

Unit 7: Reading for Pleasure (9 hours)	Characters p. 77	topics and some curricular topics	1	
71 2 1	The Wonderful Wizard of Oz p. 78-79	<p>6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts</p>	1	44/45
72 3	Peter Pan p. 80 - 81	<p>6.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics</p> <p>6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts</p> <p>6.1.7.1 develop and sustain a consistent argument when speaking or writing</p> <p>6.5.3.1 write about personal feelings and opinions with the support of the teacher on some familiar general and educational topics;</p>	2 4.2/2	
73 4	The Grove of the Dancing Birches p. 82-83	<p>6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics</p> <p>6.4.7.1 recognise typical features at word, sentence and text level in a range of written genres</p> <p>6.1.4.1 evaluate and respond constructively to feedback from others</p> <p>6.4.8.1 use independently familiar paper and digital reference resources to check meaning and extend understanding</p> <p>6.6.4.1 use a variety of determiners including all, other on a growing range of familiar general and curricular topics</p> <p>6.5.2.1 record past experiences or real events, actions with the support of the teacher on some familiar general and educational topics;</p>	2 4.2 2 5/5	
74 5	Er-Tostik p. 84-85	<p>6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts</p> <p>6.1.7.1 develop and sustain a consistent argument when speaking or writing</p> <p>6.5.1.1 planning, writing, correcting and checking works at the text level on various general and educational topics with the support of the teacher;</p>	1 4/4	
75 6	Edunair tent 7 SAS	6.1.7.1 develop and sustain a consistent argument when speaking or writing	1 4.25	

		going to p. 68	6.6.10.1 use present continuous forms with present and past continuous forms for background and interrupted past actions on a limited range of familiar general and curricular topics	1	3.02
63	4	Present continuous and present perfect p. 69	6.6.10.1 use present continuous forms with present and future meaning and past continuous forms for background and interrupted past actions on a limited range of familiar general and curricular topics	1	42.02
64	5	Turgen Gorge p. 70-71	6.6.7.1 use simple perfect forms to express indefinite and unfinished past with for and since on a growing range of familiar general and curricular topics	1	42.02
65	6	Asking for and giving information p. 72	6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics including some extended texts and curricular topics 6.6.2.1 use quantifiers including more, little, few less, fewer not as many, not as much on a growing range of familiar general and curricular topics	1	13.02
66	7	Parks around the world p. 73	6.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts	1	15.02
67	8	The time machine p. 74	6.2.8.1 understand supported narratives including some extended talk, on a range of general and curricular topics 6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 6.1.3.1 respect differing points of view	1	19.02
68	9	An email about your holiday p. 75	6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 6.6.3.1 use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics	1	40.02
69	10	Edutainment 6 Summative assessment for the unit "Holidays and Travel"	6.1.3.1 respect differing points of view 6.5.3.1 write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics 6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts 6.5.7.1 use with some support appropriate layout at text level for a growing range of written genres on familiar general topics and some curricular topics 6.5.8.1 spell most high-frequency vocabulary accurately for a limited range of familiar general	1	44.02

70	Reading for Pleasure (9 hours)	Unit 7: Characters p. 77	topics and some curricular topics					
71	2	The Wonderful Wizard of OZ p. 78-79	6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts	1	26.92			
72	3	Peter Pan p. 80 – 81	6.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts 6.1.7.1 develop and sustain a consistent argument when speaking or writing 6.5.3.1 write about personal feelings and opinions with the support of the teacher on some familiar general and educational topics;	2	22.92			
73	4	The Grove of the Dancing Birches p. 82-83	6.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 6.4.7.1 recognise typical features at word, sentence and text level in a range of written genres 6.1.4.1 evaluate and respond constructively to feedback from others 6.4.8.1 use independently familiar paper and digital reference resources to check meaning and extend understanding 6.6.4.1 use a variety of determiners including all, other on a growing range of familiar general and curricular topics 6.5.2.1 record past experiences or real events, actions with the support of the teacher on some familiar general and educational topics;	2	4.34	5.83		
74	5	Er-Tostik p. 84-85	6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts 6.1.7.1 develop and sustain a consistent argument when speaking or writing 6.5.1.1 planning, writing, correcting and checking works at the text level on various general and educational topics with the support of the teacher;	1	4.03	4.03		
75	6	Edutainment 7 SAS	6.1.7.1 develop and sustain a consistent argument when speaking or writing	1	14.05			

7		Heroes vs Villains p 86	6.1.4.1 evaluate and respond constructively to feedback from others 6.4.6.1 recognize the attitude or opinion of the writer in short texts on a growing range of general and curricular topics 6.5.9.1 reasonable literacy use of punctuation marks in written works at the text level on a number of general familiar and educational topics	1	14.03		
76	8	Summative Assessment for term 3	6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts 6.6.14.1 use an increased variety of prepositions of time, location and direction use by and with to denote agent and instrument use prepositions before nouns and adjectives in common prepositional phrases on a growing range of familiar general and curricular topics 6.5.8.1 correct spelling of words that are often used in some common familiar and educational topics;	1	13.93		
77	9	Analysis of Mistakes Made in the Test	6.2.8.1 understand supported narratives including some extended talk, on a range of general and curricular topics 6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts 6.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics 6.5.6.1 link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics	1	13.92		
78	10	Corrections	6.2.8.1 understand supported narratives including some extended talk, on a range of general and curricular topics 6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts 6.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics	1	13.03		
4 TERM							
79	Unit 8: Our Neighborhood (11 hours)	Shops p. 87	6.3.2.1- ask simple questions to get information about a growing range of general topics; 6.2.5.1 understand most specific information and detail of short, supported talk on a wide range of general and curricular topics 6.1.1 use of pronunciation and listening skills to creatively solve problems within the group; 6.2.1.1 understanding with unlimited classroom instruction support;	1	13.94		
80	2	Twin cities different world	6.1.3.1 respect differing points of view 6.4.6.1 recognize the attitude or opinion of the writer in short texts on a growing range of general and curricular topics; 6.6.1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics 6.1.1 pronunciation for creatively collaborative problem solving within the group	1	2.04		
		p. 88					

81	3	Places in a city	6.5.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics	1	4.94
		p. 89	6.5.6.1 link, with minimal support, sentences into coherent paragraphs using basic connectors, on a growing range of familiar general topics	1	8.04
82	4	At an, some/ any, how much/ how many and compounds p. 90	6.6.6.1 use a variety of personal, demonstrative and quantitative pronouns including someone somebody, everybody, no-one on a growing range of familiar general and curricular topics 6.5.4.1 write with some support topics with some paragraphs to give basic personal information 6.5.2.1 record past experiences or real events, actions with the support of the teacher on some familiar general and educational topics,	1	
83	5	The Passive (Present simple and Past simple)	6.6.9.1 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics 6.6.14.1 use an increased variety of prepositions of time, location and direction use by and with to denote agent and instrument use prepositions before nouns and adjectives in common prepositional phrases on a growing range of familiar general and curricular topics 6.5.1.1 planning, writing, correcting and checking works at the text level on various general and educational topics with the support of the teacher,	1	9.24
84	6	The Passive (Present simple and Past simple)	6.6.9.1 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics 6.6.10.1 use present continuous forms with present and future meaning and past continuous forms for background and interrupted past actions on a limited range of familiar general and curricular topics 6.3.7.1 use of subject-specific vocabulary and syntax within a number of general and educational topics	1	14.84
85	7	Buildings above the clouds p. 92-93	6.2.4.1 understand with limited support the main points of extended talk on a range of general and curricular topics 6.4.7.1 recognize typical features at word, sentence and text level in a range of written genres 6.3.3.1 express your opinion in sentences with elements of reasoning in the context of various general and educational topics,	1	15.47
86	8	Asking for/ giving directions p. 94	6.2.5.1 understand most specific information and detail of short, supported talk on a wide range of general and curricular topics 6.3.2.1 ask simple questions to get information about a growing range of general topics 6.6.14.1 use an increased variety of prepositions of time, location and direction use by and with to denote agent and instrument use prepositions before nouns and adjectives in common prepositional phrases on a growing range	1	16.04

87	9	Markes around the world p. 95				
88	10	Leisure and sports in the local community p.96				
89	11	An email about your new house and neighbors p. 97 Summatve assessment for the unit "Our Neighborhood"				
90	Unit 9: Transport (11 hours)	Means of transport p.99				
91	2	Exploring the world p.100				

of familiar general and curricular topics
6.2.8.1 understanding public 1 using conversations in general and reading topics, including conversations with support

6.4.7.1 recognize typical features at word, sentence and text level in a range of written genres
6.6.1.1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics
6.2.7.1 determining the speaker's thoughts in a long conversation with the help of a teacher on limited general and educational topics;
6.2.6.1 definition with support for meaning from context in a long conversation in most general and reading topics;

6.1.3.1 respect differing points of view
6.5.3.1 write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics

6.4.6.1 recognize the attitude or opinion of the writer in short texts on a growing range of general and curricular topics
6.5.8.1 spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics
6.6.9.1 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics
6.6.13.1 use modal forms including mustn't (prohibition) need (necessity) should (for advice) on a range of familiar general and curricular topics
6.1.3.1 respect differing points of view
6.2.7.1 determining the speaker's thoughts in a long conversation with the help of a teacher on limited general and educational topics;
6.6.6.1 use a variety of personal, demonstrative and quantitative pronouns including someone somebody, everybody , no-one on a growing range of familiar general and curricular topics
6.6.1.1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics

6.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics
6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics

6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts
6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics
6.6.8.1 use future form "will" to make offers, promises, and predictions on a growing range of

94	3	Comparative/ superlative p.102	familiar general and curricular topics 6.6.2.1 use quantifiers including more, little, few less, fewer not as many, not as much on a growing range of familiar general and curricular topics 6.5.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics	1 6,05
95	4	Question tags p.103	6.6.5.1 use questions including questions with whose, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics 6.5.4.1 write with some support topics with some paragraphs to give basic personal information	1 2,05
96	5	Relating pronouns/ defining relative clauses p.103	6.6.17.1 use subordinate clauses following think know believe hope, say, tell, use subordinate clauses following sure, certain: use defining relative clauses with which who that where on a growing range of familiar general and curricular topics 6.5.4.1 write with some support topics with some paragraphs to give basic personal information	1 6,05
97	6	Smart rules to cycle safely p.104-105	6.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 6.1.8.1 develop intercultural awareness through reading and discussion 6.4.8.1 use independently familiar paper and digital reference resources to check meaning and extend understanding	1 6,05
98	7	Buying a train tickets p.106	6.3.2.1 ask simple questions to get information about a growing range of general topics 6.1.3.1 respect for different points of view;	1 94,05
99	8	Transportation around the world p.107	6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts 6.1.8.1 develop intercultural awareness through reading and discussion 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics	1 6,05
100	10	A pros and cons essay p. 109 SA for unit	6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 6.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 6.5.6.1 link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics 6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics	1 20,05
101	11	Summative Assessment for term 4	6.2.4.1 understand with limited support the main points of extended talk on a range of general and curricular topics 6.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics	1 20,05

		Summative assessment for the unit "Transport"	growing range of familiar general and curricular topics 6.6.5.1 use questions including questions with whose, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics			
101	11	Summative Assessment for term 4	6.2.4.1 understand with limited support the main points of extended talk on a range of general and curricular topics 6.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 6.4.6.1 recognize the attitude or opinion of the writer in short texts on a growing range of general and curricular topics 6.5.3.1 write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics	1	210	
102		Analysis of Mistakes Made in the Test.	6.2.4.1 understand with limited support the main points of extended talk on a range of general and curricular topics 6.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics	1	43.05	

Total: 102

Annotiation: Summative control work for the Unit - 20 minutes

Summative control work for the Term - 45 minutes