



«Бектемір»  
Мектеп директорының м.у.а

Н.Н.Білал  
«Ок» 09 2023 ж.

«Кепісемін»  
Директорлық оку ісі  
жөнделігі орынбасары  
Ж.Аллашов  
«Ок» 09 2023 ж.

«Караалды»  
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Бірлестік жетекшісі  
К.Исмайлова

### «Ағылшын тілі» пәнінен

## КҮНГІЗЕЛІК-ТАҚЫРЫПТЫҚ ЖОСПАР

2023/2024 оку жылы

Пәні: **Ағылшын тілі**  
Пән мұғалімі: Сайлыбаева Нагима Жанабаевна  
Сынып: 6<sup>А</sup>

1. «Мектепке дейінгі тәрбие мен оқытулын, бастауыш, негізгі орта және жалпы орта, техникалық және кәсіпкіл орта білімнен кейінгі білім берудің мемлекеттік жаһыға міндетті стандарттарын бекіту туралы» (КР Оқу-ағарту министрінің 2022 жылғы 3 тамыздағы № 3486 бұйрығы, 23.09.2022 ж. № 406 бұйрығымен енгізілген езгерістермен)
2. «Казахстан Республикасында бастауыш, негізгі орта, жалпы орта білім берудің үлгілік оку жоспарларын бекіту туралы» (КР БГМ 8.11.2012 ж. № 500 бұйрығы, КР Оқу-ағарту министрінің 12.08.2022 ж. № 365; 30.09.2022 ж. № 412 бұйрығымен енгізілген езгерістермен)
3. «Жалпы білім беру үйымдарына арналған жалпы білімберетін пәндер, тандау курстары мен факультеттер бойынша үлгілік оку бағдарламаларын бекіту туралы» КР Оқу-ағарту министрінің 16.09.2022 ж. № 399 бұйрығы 21.11.2022 ж. № 467, 05.07.2023 ж. № 199 бүйрек менен ғізлілік езгерістермен

2023-2024 оқу жылы

### Calendar Thematic Plan for grade 6

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

№	Units/ Changing lessons	Theme	Learning objectives	Ho urs	Date	Notes
<b>1 TERM</b>						
1	<b>Unit 1 Our Class (11 hours)</b>	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 Present Simple vs Present	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 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	6.09	
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 6.4.1.1 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	18.09	
8	8	Preposition of direction p.	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	19.09.	

		12				
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	20.09	
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	25.09	
11	11	<b>Edutainment 16 Summative assessment for the unit «Our Class»</b>	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	26.09	
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	24.09	
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	2.10	
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	3.10	
15	4	Past Simple 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	4.10	
16	5	Passive form 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	6.3.8.1 recount some extended stories and events on a limited range of general and curricular topics	1	11/10
19	8	Recommending a book P.24	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	6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics	1 16/10
20	9	Heroes p.25	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	1 12/10	
21	10	Florence Nightingale p.26	6.4.4.1 read independently at 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 18.10
22	11	A biography p.27 Summative assessment for the unit "Helping and heroes" p 28	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	6.3.8.1 recount some extended stories and events on a limited range of general and curricular topics	1 23.10
23	12	Summative Assessment for term 1	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	6.2.5.1 understand most specific information and detail of short, supported talk on a wide range of general and curricular topics
24	13	Analysis of Mistakes Made in the Test.	6.4.1.1 understand the main points in a limited range of short simple texts on 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	6.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics
					1 25.10	34.10.

		Corrections	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
<b>2 TERM</b>			
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
26	1	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
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
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
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
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
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
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 6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics,

			including some extended texts			
33	9	An E-mail comparing two places p.39	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	1	24.11	
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	1	24.11	
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	1	28.11	
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	1	4.12	
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	1	5.12	
39	5	Past Simple – Present perfect p.45	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 6.5.2.1 write with some support about real and imaginary past events, activities and experiences on	1	6.12	

			a limited range of familiar general topics and some curricular topics			
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 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	
41	7	Booking tickets to a performance p.48	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	
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 6.1.6.1 organize and present information clearly to others	1	13/12	
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 6.1.9.1 use imagination to express thoughts, ideas, experiences and feelings	1	18/12	
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	19/12	
45	11	Entertainment 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	22/12	
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	25/12	
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	26/12	
48	14	Analysis of Mistakes	6.2.8.1 understand supported narratives including some extended talk, on a range of general and curricular topics 6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts	1	24/12	

		Made in the Test. Corrections	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			
<b>3 TERM</b>						
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	8.04	
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	1	09.04	
51	3	Health p.55	6.3.2.1 asking simple questions to get information on general 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 6.2.5.1 understand most specific information and detail of short, supported talk on a wide range of general and curricular topics	1	10.04	
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	15.04	
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	16.04	
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	17.04	
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	22.04	

		health p.60				
56	8	Health services around the world p.61	exchanges	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	23.01
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	24.01
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	50.01
60		Unit 6: Holidays and Travel (10 hours)		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	31.01
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	1	35.02
62	3	Will/ won't / to be		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	6.02.

		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	1	4.02		
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 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	12.02		
64	5	Turgen Gorge p. 70-71	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 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		
65	6	Asking for and giving information p. 72	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	13.02		
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 6.1.6.1 organize and present information clearly to others	1	14.02		
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	20.02		
69	10	Entertainment 6 Summative assessment for the unit "Holidays and Travel"	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	24.02		

		Unit 7: Reading for Pleasure (9 hours)	Characters p. 77 of OZ p. 78-79	topics and some 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	26.02
71	2	The Wonderful Wizard	The Wonderful Wizard of OZ p. 78-79	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	24.02
72	3	Peter Pen p. 80 – 81		6.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 6.4.2.1 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	1	04.03
73	4	The Grove of the Dancing Bitches p. 82-		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;	1	05.03
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 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	11.03
75	6	Edutainment 7 Heroes vs Villains p. 86 SAU "Holidays and Travel"		6.1.7.1 develop and sustain a consistent argument when speaking or writing 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	12.03
76	7	Language review 7		6.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts	1	13.02

77	8	Summative Assessment for term 3	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	13.03
78	■	Analysis of Mistakes made in the Test. 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 6.5.6.1 link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics 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 19.03 1 20.03	
<b>4 TERM</b>					
79	Unit 8: Our Neighbhorhoo d (11 hours)	Shops p. 87 1	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 6.1.1.1 use of pronunciation and listening skills to creatively solve problems within the group; 6.2.1.1 understanding with unlimited classroom instruction support;	1 01.09	
80	2	Twin cities different world p. 88	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 02.04	
81	3	Places in a city p. 89	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 6.5.6.1 link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics	1 03.04	
82	4	A/ an, some/ any, how	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	1 04.04	

			p. 89	growing range of familiar general topics			
82	4	A/ 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	0.904
83	5	The Passive (Present simple and Past simple) p. 90		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	0.904
84	6	The Passive (Present simple and Past simple) p. 91		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	10.04
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	15.04
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 of familiar general and curricular topics 6.2.8.1 understanding public long conversations in general and reading topics, including conversations with support		1	16.04

87	9	Markets around the world p. 95	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	12.04
88	10	Leisure and sports in the local community p.96	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	1	24.04
89	11	An email about your new house and neighbors p. 97 Summative assessment for the unit "Our Neighborhood"	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) 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 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	25.04
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	24.04
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 familiar general and curricular topics	1	28.04
92	3	Comparative/	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	30.04

		superlative p.102	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				
93	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	1	06.05		
94	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	01.05		
95	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	13.05		
96	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	14.05		
97	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	05.05		
98	9	A little Goes a long way p.108	6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts 6.4.6.1 recognize the attitude or opinion of the writer in short texts on a growing range of general and curricular topics 6.2.1.1 understanding with unlimited classroom instruction support;	1	15.05		
99	10	A pros and cons essay p. 109	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		
100		Edutainment9	6.4.6.1 recognize the attitude or opinion of the writer in short texts on a growing range of general and curricular topics 6.6.3.1 use common participles as adjectives and order adjectives correctly in front of nouns on a	1	20.05		

		<b>Summative assessment for the unit "Transport"</b>	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	<b>Summative Assessment for term 4</b>	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	21.05	
102		<b>Analysis of Mistakes Made in the Test.</b>  <b>Corrections</b>	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	22.05	
<b>Total: 102</b>		<b>Annotation: Summative control work for the Unit - 20 minutes</b> <b>Summative control work for the Term - 45 minutes</b>				