Қазақстан Республикасы мәдениет және ақпарат министрлігі
«Александр Селезнев атындағы Алматы хореографиялық училищесі» РМҚК

«БЕКІТЕМІН»
Директордың оқу ісі
жөніндегі орынбасары
_____ Г. Ж. Карменова
« 29 » тамыз 2025 ж.

Пән бойынша орта мерзімді (күнтізбелік-тақырыптық) жоспар

Ағылшын тілі пәні 5 сынып

Әзірлеген оқытушы Есеналиева М.Д

Барлығы: 102 сағат, аптасына: 3 сағат

«Қаралды»
Жалпы білім беру пәндері бөлімінің отырысында
Бөлім басшысы _____ М.Д. Кисамитова
29.08.2025 ж.

«Мақұлданды»
Оқу-әдістемелік кеңес отырысында
ОӘК төрайымы _____ Ш.Т. Унгарбаева
29.08.2025 ж.

№		Theme Сабақ тақырыбы Темы урока	Learning objectives / Оқыту мақсаты / Цели обучения	Hours/ Сағат саны/ Кол-во часов	Date / Мерзімі /Дата Groups /топтар / группы 101 / 102	Note / Ескерту/ Примечание
			I term (24 hours)			
1	Unit 1 Home and away	Rooms and furniture	5.2.1.1understand a sequence of supported classroom instructions; 5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics	1	01.09 / 01.09	
2		Unusual buildings	5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics; 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 5.5.2.1 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics.	1	02.09 / 04.09	
3		Vocabulary: Furniture and Appliances	5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects	1	04.09 / 05.09	
4		Use of English: there is/ there are	5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics; 5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics; 5.6.11.1 use be/look/sound/feel/taste/smell like and use be made of on a limited range of familiar general and curricular topics;	1	08.09 / 08.09	
5		Use of English: Prepositions of place	5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.6.14.1 use prepositions to talk about time and location; use prepositions like to describe things and about to denote topic, use prepositions of direction to, into, out of, from, towards on a limited range of familiar general and curricular topics	1	09.09 / 11.09	
6		Reading: Are you home alone?	5.2.7.1 recognize the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics	1	11.09 / 12.09	

			5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics;				
7		Everyday English. Talking about your room and your things	5.2.3.1 Understand an increasing range of unsupported basic questions on general and curricular topics 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges;	1	15.09	15.09	
8		Across Cultures: Landmarks	5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics; 5.5.2.1 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics	1	16.09	18.09	
9		Across the Curriculum: The London Eye	5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 5.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics;	1	18.09	19.09	
10		Writing: An email about your new house **SAU 1**	5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics; 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics; 5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics;	1	22.09	22.09	**БЖБ №1**
11		Unit revision	5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 5.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics;	1	23.09	25.09	
12	**Unit 2 Living things**	Vocabulary: living / non living things	5.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics; 5.5.7.1 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics;	1	25.09	26.09	
13		Reading: Amazing Iron man	5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects	1	29.09	29.09	
14		Vocabulary: Describing appearance	5.5.3.1 write with support factual descriptions at text level which describe people, places and objects	1	30.09	02.10	

		Use of English: have got	5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics				
15		Use of English: Possessive adjectives /pronouns	5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects	1	02.10	03.10	
16		Use of English: This/that-these/those	5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 5.5.7.1 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics; 5.6.3.1 use a growing variety of adjectives on a limited range of familiar general and curricular topics.	1	06.10	06.10	
17		Skills: Damir's blog	5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 5.5.7.1 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics; 5.6.3.1 use a growing variety of adjectives on a limited range of familiar general and curricular topics;	1	07.10	09.10	
18		Nationalities	5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics	1	09.10	10.10	
19		Everyday English: School	5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects 5.6.9.1 use prepositions of place and a structure there is / there are to describe where something is on a limited range of familiar general and curricular topics;	1	13.10	13.10	
20		Across cultures: Flags of the world **SAU 2**	5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges;	1	14.10	16.10	**БЖБ №2**
21		Across curriculum:	5.4.6.1 recognize the attitude or opinion of the writer in short texts on a	1	16.10	17.10	

		Science	limited range of general and curricular topics; 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics. 5.5.8.1 spell most high-frequency words accurately for a limited range of general topics				
22		**Summative control work for the 1st term**	5.3.1.1 provide basic information about a family and a family tree other at sentence level on an increasing range of general topics; 5.4.6.1 recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects	1	20.10	20.10	**ТЖБ №1**
23		Writing: An email about your collocation	5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics; 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics. 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 5.5.8.1 spell most high-frequency words accurately for a limited range of general topics	1	21.10	23.10	
24			5.4.1.1 Understand the main points in a limited range of short simple texts on general and curricular topics; 5.5.1.1 Plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics;	1	23.10	24.10	
II term (27 hours)							
25		Vocabulary: The family	5.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics 5.6.1.1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range	1	27.10	27.10	
26	**Unit 3 Valuues**	Reading: family friend	5.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics	1	28.10	30.10	
27		Vocabulary: Character adjectives	5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects; 5.6.3.1 use a growing variety of adjectives and regular and irregular	1	30.10	31.10	

			comparative and superlative adjectives on a limited range of familiar general and curricular topics;				
28		Talking about daily routines Use of English present simple	5.5.3.1 write with support factual descriptions at text level which describe people, places and objects; 5.6.1.1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range	1	03.11	03.11	
29		Asking about your family Use of English present simple negative / interrogative	5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics; 5.5.7.1 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics 5.6.3.1 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics;	1	04.11	06.11	
30		Vocabulary: Qualities of a friend	5.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics 5.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics;	1	06.11	07.11	
31		Speaking: Talking about friends	5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 5.5.5.1 link without support sentences using basic coordinating connectors;	1	10.11	10.11	
32		Everyday English: Telling the time	5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.4.6.1 recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics	1	11.11	13.11	
33		Across cultures: Women's day	5.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 5.4.6.1 recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics 5.5.5.1 link without support sentences using basic coordinating connectors;	1	13.11	14.11	
34		Across curriculum: literature	5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics 5.5.3.1 write with support factual descriptions at text level which	1	17.11	17.11	

			describe a friendship relationship				
35		Writing: An email about your best friend **SAU 3**	5.4.6.1 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics 5.5.3.1 write with support factual descriptions at text level which describe a friendship relationship 5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics	1	18.11	20.11	**БЖБ № 3**
36		Unit revision 3	5.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 5.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics	1	20.11	21.11	
37	**Unit 4 The world of work**	Vocabulary: Jobs	5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges	1	24.11	24.11	
38		Reading: My fun job	5.2.7.1 recognize the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics 5.4.6.1 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics	1	25.11	27.11	
39		Vocabulary: Job qualities	5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.5.3.1 write with support factual descriptions at text level which describe a friendship relationship	1	27.11	28.11	
40		Use of English: Subject/object pronouns	5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics; 5.6.6.1 use basic personal and demonstrative pronouns and quantitative pronouns some, any, something, nothing anything on a limited range of familiar general and curricular topics;	1	01.12	01.12	
41		Use of English: have to, don't have to	5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.4.4.1 read with some support a limited range of short fiction and non-fiction texts 5.5.3.1 write with support factual descriptions at text level which describe a friendship relationship	1	02.12	04.12	
42		Reading: A professional look –	5.2.7.1 recognize the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics	1	04.12	05.12	

		alike	5.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics;				
43		Speaking: Talking about people's job	5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 5.3.2.1 ask simple questions to get information about a limited range of general topics; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects;	1	08.12	08.12	
44		Across curriculum: Amazing ants	5.2.7.1 recognize the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics 5.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics; 5.5.3.1 write with support factual descriptions at text level which describe famous Kazakh artists	1	09.12	11.12	
45		Everyday English: Asking for / Giving personal information **SAU 4**	5.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 5.6.6.1 use basic personal and demonstrative pronouns and quantitative pronouns some, any, something, nothing anything on a limited range of familiar general and curricular topics;		11.12	12.12	**БЖБ № 4**
46		Writing: A blog entry about your favourite singer	5.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics; 5.5.3.1 write with support factual descriptions at text level which describe famous Kazakh artists	1	15.12	15.12	
47		Unit Revision	5.2.5.1 understand most specific information and detail of short, supported talk on a wide range of familiar topics 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.5.8.1 spell most high-frequency words accurately for a limited range of general topics	1	16.12	18.12	16.12 - 13.12 күнге ауыстырылды
48		**Summative control work for the 2nd term**	5.2.6.1 Deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 5.3.3.1 Give an opinion at sentence level on a limited range of general and curricular topics; 5.4.1.1 Understand the main points in a limited range of short simple texts on general and curricular topics; 5.5.2.1 Write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics;	1	18.12	19.12	**ТЖБ № 2**

49		Language development	7.C8 develop intercultural awareness through reading and discussion 7.S7 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics Pre summative control work revision	1	22.12	22.12	
50		Language development	7.C8 develop intercultural awareness through reading and discussion 7.S7 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics Pre summative control work revision	1	23.12	25.12	
51		Self check	7.L5 Recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics 7.W7 Use with minimal support appropriate layout at text level for a growing range of written genres on familiar general and curricular topics	1	25.12	26.12	
			III term – (27 hours)				
52	**Unit 5 Creativity**	Vocabulary: Mythical creatures	5.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics; 5.6.3.1 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives describing landmarks of Astana;	1	19.01	19.01	
53		Reading: Mythical creatures	5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics; 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges;	1	20.01	22.01	
54		Use of English: was / were	5.2.5.1 understand most specific information and detail of short, supported talk on a wide range of familiar topics; 5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics;	1	22.01	23.01	
55		Use of English: had / could	5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics; 5.5.4.1 write with support a sequence of extended sentences in a paragraph to give basic personal information;	1	26.01	26.01	
56		Reading: The Samruk	5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics.	1	27.01	29.01	

57		Use of English: Past Simple regular verbs	5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics; 5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics;	1	29.01	30.01	
58		Use of English: Past simple Interrogative	5.2.8.1 Understand supported narratives, including some extended talk, on an increasing range of general and curricular topics; 5.3.3.1 Give an opinion at sentence level on a limited range of general and curricular topics; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects	1	02.02	02.02	
59		Reading and Listening; The lost Island of Atlantis.	5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics; 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics;	1	03.02	05.02	
60		Use of English: Past simple (irregular verbs)	5.3.3.1 Give an opinion at sentence level on a limited range of general and curricular topics; 5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics	1	05.02	06.02	
61		Everyday English: Describing a past event	5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics; 5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics;	1	09.02	09.02	
62		Across cultures: (famous people) **SAU 5**	5.3.3.1 Give an opinion at sentence level on a limited range of general and curricular topics; 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics;	1	10.02	12.02	**БЖБ № 5**
63		Across the curriculum. Music	5.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 5.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics; 5.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics;	1	12.02	13.02	
64		Writing: An email about an event you	5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics;	1	16.02	16.02	

		attended	5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges;			
65		Unit Revision 5	5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics; 5.5.4.1 write with support a sequence of extended sentences in a paragraph to give basic personal information;	1	17.02	19.02
66		Unit 6 Vocabulary: Types of literature	5.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics. 5.4.4.1 read with some support a limited range of short fiction and nonfiction	1	19.02	20.02
67		The fisherman and fish	5.3.3.1 Give an opinion at sentence level on a limited range of general and curricular topics. 5.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics;	1	23.02	23.02
68	**Unit 6 Reading for pleasure**	The fisherman and fish ex. 5 -10	5.1.4.1 evaluate and respond constructively to feedback from others; 5.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics;	1	24.02	26.02
69		Robin Hood	5.1.7.1 develop and sustain a consistent argument when speaking or writing; 5.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics.	1	26.02	27.02
70	**Unit 7 Fantasy world**	The pearl of Kazakhstan	5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics.	1	02.03	02.03
71		The two Giants	5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics.	1	03.03	05.03
72		Unit Revision 6	5.3.7.1 use appropriate subject-specific vocabulary to talk about a limited range of general topics; 5.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics.	1	05.03	06.03
73		Vocabulary: Animals	5.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics; 5.3.5.1 keep interaction going in basic exchanges on a growing range	1	09.03	09.03

			of general and curricular topics;				
74		Reading: The ghost of the Mountains **SAU 6**	5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects.	1	10.03	12.03	**БЖБ №6**
75		Vocabulary: Parts of animals Use of English: Adverbs of frequency	5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 5.5.2.1 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics; 5.6.3.1 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics;	1	12.03	13.03	
76		**Summative control work for the 3rd term**	5.2.7.1 recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics; 5.4.6.1 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics; 5.5.2.1 Write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics;		16.03	16.03	**ТЖБ № 3**
77		Use of English: Adverb of degree Use comparative and superlative adjectives	5.5.3.1 write with support factual descriptions at text level which describe people, places and objects; 5.6.14.1 use prepositions to talk about time and location, use prepositions like to describe things and about to denote topic, use prepositions of direction to, into, out of, from, towards on a limited range of familiar general and curricular topics;	1	17.03	19.03	
78		Reading and Speaking: Narnia Everyday English: Expressing fear	5.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics; 5.6.3.1 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives and prepositions of time and key phrases on a limited range of familiar general and curricular topic; 5.2.7.1 recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics; 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics;	1	19.03	20.03	
			IV term – 24 hours				
79	**Unit 8 Sport**	Vocabulary: Sport activities	5.2.2.1 understand an increasing range of unsupported basic questions which ask for personal information; 5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics;	1	23.03	23.03	23.03-28.03 ауыстырылды

80		Reading: Glasgow school of sport	5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics	1	24.03	26.03	24.03-04.04 ауыстырылды
81		Vocabulary: sports and equipment	5.3.2.1 ask simple questions to get information about a limited range of general topics. 5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 5.6.3.1 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics;	1	26.03	27.03	
82		Use of English: a /an – some / any	5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics5.5.1.1 plan , write, edit and proofread work at text level with support on a limited range of general 5.6.8.1 use a verb to be to talk about favorite things on a limited range of familiar general and curricular topics	1	30.03	30.03	
83		Use of English: can (ability)	5.3.2.1 ask simple questions to get information about a limited range of general topics. 5.6.4.1 use determiners including any, no each, every on a limited range of familiar general and curricular topics; 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics;	1	31.03	02.04	
84		Reading: Sports in Kazakhstan	5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics; 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics	1	02.04	03.04	
85		Listening: World series boxing final	5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics 5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges;	1	06.04	06.04	
86		Everyday English: Making arrangement	5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.4.6.1 recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics; 5.6.14.1 use prepositions to talk about time and location, use	1	07.04	09.04	

			prepositions like to describe things and about to denote topic, use prepositions of direction to, into, out of, from, towards on a limited range of familiar general and curricular topics;				
87		Across culture: Sports day	5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 5.5.4.1 write with support a sequence of extended sentences in a paragraph to give basic personal information;	1	09.09	10.04	
88		Across curriculum: PSHE	5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics; 5.4.6.1 recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics; 5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics.	1	13.04	13.04	
89		Writing: An article about your favourite sport **SAU 7**	5.4.6.1 recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics; 5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 5.6.16.1 use conjunctions so , if, when , where, before, after to link parts of sentences on a limited range of familiar general and curricular topics	1	14.04	16.04	**БЖБ № 7**
90		Unit Revision 8	5.2.3.1 Give an opinion at sentence level on a limited range of general and curricular topics; 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.4.4.1 read with some support a limited range of short fiction and non-fiction texts.	1	16.04	17.04	
91	**Unit 9 Holidays**	Vocabulary: Seasons and months	5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics; 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.4.1.1 understand the main points in a limited range of short simple texts (a poem) on general and curricular topics 5.5.7.1 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics	1	20.04	20.04	

92		Reading in all weather	5.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics;	1	21.04	23.04	
93		Listening and speaking: Making suggestions	5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics; 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects;	1	23.04	24.04	
94		Use of English: Present continuous	5.5.3.1 write with support factual descriptions at text level which describe people, places and objects. 5.6.10.1 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics;	1	27.04	27.04	
95		Use of English: Present simple or present continuous	5.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics; 5.5.4.1 write with support a sequence of extended sentences in a paragraph to give basic personal information; 5.6.10.1 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics;	1	28.04	30.04	
96		Reading: Holiday in Kazakhstan	5.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics; 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics;	1	30.04	01.05	01.05-25.04 ауыстырылды
97		Everyday English: Buying souvenirs 116-117 p **SAU 8**	5.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics; 5.5.3.1 write with support factual descriptions at text level which describe places and people; 5.6.10.1 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics.	1	04.05	04.05	**БЖБ №8**
98		Across culture	5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics;	1	05.05	07.05	07.05-06.05 ауыстырылды

99		Across curriculum: Literature	5.4.6.1 recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics 5.5.4.1 write with support a sequence of extended sentences in a paragraph to give basic personal information;	1	07.05	08.05	07.05-11.05 ауыстырылды
100		**Summative control work for the 4th term**	5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects;	1	11.05	11.05	**ТЖБ №4**
101		Writing: A postcard	5.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics; 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges. 5.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects;	1	12.05	14.05	
102		Unit Revision 9	5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics. 5.5.3.1 write with support factual descriptions at text level which describe job and future arrangements; 5.6.14.1 use possessive adjectives and pronouns to talk about people and objects;	1	14.05	15.05	
Total 102 **Summative control work for the Unit -20 minutes** **Summative control work for the Term – 45 minutes**							