

Министерство культуры и информации Республики Казахстан
РГКП «Алматинское хореографическое училище имени Александра Селознева»

«Утверждаю»

Заместитель директора

по учебной работе

Карменова Т.Ж.

«29» августа 2025 г.



Среднесрочный (календарно-тематический) план по предмету

Алматинский язык дисциплина 5 класс

Разработал преподаватель Алиева А.С.

Итого: 102 ч., в неделю: 3 ч.

«Рассмотрено»

На заседании отделения общеобразовательных дисциплин

Руководитель отделения А Кисамитова М.Д.

29.08.2025 г.

«Одобрено»

На заседании учебно-методического совета

председатель УМС У Унгарбаева Ш.Т.

29.08.2025 г.

№	Theme Сабақ Такырыбы Темы урока	Learning objectives / Оқыту максаты / Цели обучения	Hours / Сағат саны / Кол-во часов	Date / Мерзімі /Дата Groups /топтар / группы 106/107	Note / Ескерту / Примеч ание
		I term (24 hours)			
1	Rooms and furniture	5.2.1.1 understand a sequence of supported classroom instructions; 5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics	1	01.09 01.09	
2	Unit 1 Home and away	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; 5.6.1.1 use be/look/sound/feel/taste/smell like and use be made of on a limited range of familiar general and curricular topics; 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	08.09 08.09	
5	Use of English:	5.3.6.1 communicate meaning clearly at sentence level during, pair,	1	09.09 11.09	

	Prepositions of place	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				
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 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	12.09	12.09	
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	16.09	16.09	
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	17.09	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	19.09	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	23.09	23.09	COP №1
11	Unit revision 1	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	24.09	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	1	26.09	26.09	

			limited range of written genres on familiar general topics and some curricular topics;				
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	30.09	30.09		
14	Vocabulary: Describing appearance Use of English: have got	5.5.3.1 write with support factual descriptions at text level which describe people, places and objects 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	1	01.10	02.10		
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	03.10	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	07.10	07.10		
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	08.10	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	10.10	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	14.10	14.10	
20	Across cultures: Flags of the world	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	15.10	16.10	
21	Across curriculum: Science SAU 2	5.4.6.1 recognize the attitude or opinion of the writer in short texts on a limited range of general and curricular topics; 5.3.7.1 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	1	17.10	17.10	COP №2
22	Writing: An email about your collocation	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	21.10	21.10	
23	Summative control work for the 1st term	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	22.10	23.10	COY №1
24	Unit revision 2	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	24.10	24.10	

II term (27 hours)

25	Unit 3 Values	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	28.10	28.10	
26		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	29.10	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 comparative and superlative adjectives on a limited range of familiar general and curricular topics;	1	31.10	31.10	
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	04.11	04.11	
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 so me 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	05.11	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	1	07.11	07.11	

31	Speaking: Talking about friends	familiar general and curricular topics; 5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 5.5.5.1 link without support sentences using basic coordinating connectors;	1	11.11	11.11	
	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	12.11	13.11	
	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	14.11	14.11	
	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 describe a friendship relationship	1	18.11	18.11	
34						
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	19.11	20.11	COP № 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	21.11	21.11	
37	Unit 4 The world of 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,	1	25.11	25.11	

work		group and whole class exchanges				
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	26.11	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	28.11	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	02.12	02.12	
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	03.12	04.12	
42	Reading: A professional look – alike	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;	1	05.12	05.12	
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	09.11	09.12	
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	1	10.12	11.12	

		describe famous Kazakh artists						
45	Everyday English: Asking for / Giving personal information	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;		12.12	12.12		Праздничный день перенесен на 09.12	
46	Writing: A blog entry about your favorite 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	16.12	16.12		Праздничный день перенесен на 12.12	
47	Unit Revision 4 SAU 4	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	17.12	18.12		СОР № 4	
48	Language development	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	19.12	19.12			
49	Summative control work for the 2 nd term	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	23.12		СОЧ № 2	
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	24.12	25.12			

	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	26.12	26.12	
III term – (27 hours)						
52	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	20.01	20.01	
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	21.01	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	23.01	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	27.01	27.01	
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	28.01	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	30.01	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	03.02	03.02	
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	04.02	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	06.02	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	10.02	10.02	
62	Across cultures: (famous people)	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	11.02	13.02	
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	13.02	17.02	
64	Writing: An email SAU 5	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	17.02	19.02	COP № 5

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	18.02	20.02	
66	<i>Unit 6 literature</i>	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		20.02	24.02	
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;		24.02	26.02	
68		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;		25.02	27.02	
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	27.02	03.03	
70		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	03.03	05.03	
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	04.03	06.03	
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	06.02	10.03	
73		Vocabulary: Animals	5.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics;	1	10.03	12.03	

		5.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics;				
74	Reading: The ghost of the Mountains	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	11.03	13.03	
75	Vocabulary: Parts of animals Use of English: Adverbs of frequency SAU 6	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	13.03	17.03	COP №6
76	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	
77	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;	1	18.03	20.03	COY №3
78	Unit version 6	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	1	20.03	24.03	
IV term – 24 hours						
79	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	1	24.03	26.03	

80	Unit 7 Sport	Reading: Glasgow school of sport	curricular topics; 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics	1	25.03	27.03	
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	25.03	31.03	
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 topics 5.5.1.1 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 favourite things on a limited range of familiar general and curricular topics	1	27.03	02.04	
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	03.04	
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 5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics	1	01.04	07.04	
85		Listening: World series boxing final	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	03.04	09.04	
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	1	05.04 07.04	10.04	

87	Across culture: Sports day	on a limited range of general and curricular topics; 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;				
		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	08.04	14.04	
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	10.04	16.04	
89	Writing: An article about your favourite sport SAU 8	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	17.04	COP №7
90	Unit Revision 7	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	15.04	21.04	
91	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	1	17.04	23.04	

92	Unit 8 Holidays	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	24.03	
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	22.04	28.03	
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	24.04	30.04	
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	01.05	
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	29.04	05.05	
97		Everyday English: Buying souvenirs 116-117 p	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	01.05	07.05	Праздничный день перенесен на 04.05 Праздничный день перенесен на 05.05
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	08.05	

