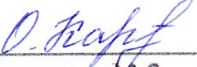
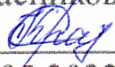


Ә/Б ОТЫРЫСЫНДА  
ҚАРАЛДЫ:  
РАССМОТРЕНО:  
на заседании ША  
Каралькевич О.А.

  
Протокол №3  
от 05.05.2022г.

КЕЛІСЕМІН:  
СОГЛАСОВАНО:  
ПСИХОЛОГ:  
Красникова О.В.  
  
05.05.2022 г.

02-18  
БЕКІТЕМІН  
УТВЕРЖДАЮ:  
ДИРЕКТОР  
Кизкенова Г.А.  
  
05.05.2022г.

## КҮНТІЗБЕЛІК –ТАҚЫРЫПТЫҚ ЖОСПАРЛАУ

### КАЛЕНДАРНО –ТЕМАТИЧЕСКОЕ ПЛАНИРОВАНИЕ по адаптированной программе учащегося 5 класса «В» Чибатарь Даниель

по предмету «Английский язык»  
на 2022 - 2023 учебный год

КГУ «Общеобразовательная школа №5 города Атбасар отдела образования по  
Атбасарскому району управления образования Акмолинской области»

МУҒАЛІМ:  
УЧИТЕЛЬ: Тихненко Мария Юрьевна

г. Атбасар

## **Адаптированная программа учащегося с ООП 5-В класса**

**2022-2023 учебный год**

**Чибатарь Даниель**

### **Цель реализации адаптированной основной образовательной программы среднего общего образования.**

Адаптированная основная общеобразовательная программа среднего общего образования обучающихся с ООП разработана в соответствии с требованиями ГОСО общего образования для обучающихся с ООП к структуре адаптированной основной общеобразовательной программы, условиям ее реализации и результатам освоения. Адаптированная основная образовательная программа общего образования обучающихся с ООП направлена на формирование у них общей культуры, обеспечивающей разностороннее развитие их личности (нравственное, эстетическое, социально-личностное, интеллектуальное, физическое) в соответствии с принятыми в семье и обществе нравственными и социокультурными ценностями; овладение учебной деятельностью. Адаптация программы предполагает введение программы коррекционной работы, ориентированной на удовлетворение особых образовательных потребностей обучающихся с ООП и поддержку в освоении ,требований к результатам освоения программы коррекционной работы и условиям реализации ГОСО. Определение варианта программы и плана работы обучающегося с ООП осуществляется на основе рекомендаций психолого-медикопедагогической комиссии (ПМПК), сформулированных по результатам его комплексного психолого-медико-педагогического обследования, с учетом ИПР и в порядке, установленном законодательством Республики Казахстан.

### **Особые образовательные потребности обучающихся с ООП**

Особые образовательные потребности различаются у обучающихся с ООП разных категорий, поскольку задаются спецификой нарушения психического развития, определяют особую логику построения учебного процесса и находят своё отражение в структуре и содержании образования. К общим потребностям относятся: -выделение пропедевтического периода в образовании, обеспечивающего преемственность между дошкольным и школьным этапами; -обязательность непрерывности коррекционно-развивающего процесса, реализуемого, как через содержание образовательных областей, так и в процессе индивидуальной работы; -раннее получение специальной помощи средствами образования; -психологическое сопровождение, оптимизирующее взаимодействие ребенка с педагогами и соучениками; -психологическое сопровождение, направленное на установление взаимодействия семьи и образовательной организации; -постепенное расширение образовательного пространства, выходящего за пределы образовательной организации. Для обучающихся с ООП, осваивающих адаптированную основную образовательную программу начального общего образования, характерны следующие специфические образовательные потребности: -наглядно-действенный характер содержания образования; -упрощение системы учебно-познавательных задач, решаемых в процессе образования; -специальное обучение «переносу» сформированных знаний и умений в новые ситуации взаимодействия с действительностью; -необходимость постоянной актуализации знаний, умений и одобряемых обществом норм поведения; -обеспечение особой пространственной и временной организации образовательной среды с учетом функционального состояния центральной нервной системы и

нейродинамики психических процессов обучающихся с задержкой психического развития; -использование преимущественно позитивных средств стимуляции деятельности и поведения; -стимуляция познавательной активности, формирование потребности в познании окружающего мира и во взаимодействии с ним; -специальная психокоррекционная помощь, направленная на формирование произвольной саморегуляции в условиях познавательной деятельности и поведения; -специальная психокоррекционная помощь, направленная на формирование способности к самостоятельной организации собственной деятельности и осознанию возникающих трудностей, формированию умения запрашивать и использовать помощь взрослого; -специальная психокоррекционная помощь, направленная на развитие разных форм коммуникации; -специальная психокоррекционная помощь, направленная на формирование навыков социально одобряемого поведения в условиях максимально расширенных социальных контактов.

### **Пояснительная записка**

Адаптированная программа 5 класс по предмету английский язык составлена на основании заключения ПМПК № 334 и на основе: - О внесении изменений и дополнений в приказ Министра образования и науки Республики Казахстан от 3 апреля 2013 года № 115 «Об утверждении типовых учебных программ по общеобразовательным предметам, курсам по выбору и факультативам для общеобразовательных организаций»-приказ № 51 от 5 февраля 2020 года -«Об утверждении государственных общеобязательных стандартов дошкольного воспитания и обучения, начального, основного среднего и общего среднего, технического и профессионального, послесреднего образования» (далее – ГОСО) (приказ Министра просвещения Республики Казахстан от 3 августа 2022 года № 348); -«Об утверждении типовых учебных планов начального, основного среднего, общего среднего образования Республики Казахстан» (приказ МОН РК от 8 ноября 2012 года № 500); - «Об утверждении перечня учебников для организаций среднего образования, учебно-методических комплексов для дошкольных организаций, организаций среднего образования, в том числе в электронной форме» (приказ МОН РК от 22 мая 2020 года № 216); Основная цель обучения предмету «Английский язык» – заложить основу формирования функциональной грамотности, обеспечить развитие всех видов речевой деятельности: аудирования (слушания), говорения, чтения, письма как показателей общей культуры человека. Для достижения поставленных целей изучения предмета в среднем звене необходимо решение следующих практических задач: 1) формировать лингвистическое отношение; 2) развивать умение анализировать, сравнивать, обобщать, систематизировать информацию через овладение аналитико-синтетической деятельностью в процессе изучения языковых явлений; 3) формировать умение сознательно пользоваться предложением для выражения своих мыслей; 4) формировать продуктивную речевую деятельность через обогащение и активизацию словарного запаса, развитие речевой культуры и культуры общения; 5) формировать умение планировать, контролировать и оценивать учебные действия в процессе решения фонетических, лексических, грамматических; 6) определять наиболее эффективные способы достижения результата; 7) формировать умение понимать причины успеха/неуспеха учебной деятельности; 8) развивать творческие способности через формирование познавательного интереса и стремления совершенствовать свою речь; 9) развивать интерес и любовь к родному языку через освоение окружающего

мира и явлений окружающей действительности; 10) развивать коммуникативные умения и навыки через умение слушать и слышать собеседника, готовность вести диалог и признавать возможность существования различных точек зрения, высказывать свою позицию, обосновывая ее в соответствии с языковыми нормами; 11) приобщать к культурному наследию народов Республики Казахстан; 12) воспитывать у обучающихся уважение и внимание к мыслям и чувствам своих одноклассников; 13) формировать гуманистическое мировоззрение, интеллект и духовный мир обучающихся, приобщить их к национальным и общечеловеческим ценностям, основанным на национальной идее «Мәңгілік ел». Содержание учебного предмета «Английский язык» Объем учебной нагрузки по предмету составляет: 1) в 5 классе – 3 часа в неделю, 108 часа в учебном году; Одной из главных особенностей изучения предмета является наличие письменных работ с целью повышения грамотности и развития речи обучающихся.

**Calendar Thematic Plan for grade 5 «V»  
within the framework of updating the secondary education content  
2022-2023 academic year**

No	Units/ Changing lessons	Theme	Learning objectives	Hours	Date	Notes
1 <sup>st</sup> term 26 hours						
1	<b>Unit 1: Home and away (12 hours)</b>	<b>Homes 1</b> Describing and writing about traditional and contemporary Kazakh homes and rooms	5.C9 use imagination to express thoughts, ideas, experiences and feelings 5.L1 understand a sequence of supported classroom instructions 5.U11 use be/look/sound/feel/taste/smell like and use be made of on a limited range of familiar general and curricular topics 5.W7 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	05.09.22	
2		<b>Homes 1</b> <b>Entering Test</b>	5.C8 develop intercultural awareness through reading and discussion 5.U1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics 5.U3 use a growing variety of adjectives and regular and irregular comparative and	1	06.09.22	
3		<b>Homes 2</b> Talking about and describing bedrooms.	5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics 5.S2 ask simple questions to get information about a limited range of general topics 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges	1	08.09.22	
4		<b>Homes 2</b> Unusual Buildings		1	12.09.22	
5		Preposition of palace	5.L1 understand a sequence of supported classroom instructions 5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics	1	13.09.22	
6		Reading. Are you home alone?	5.S2 ask simple questions to get information about a limited range of general topics 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges	1	13.09.22	
7		The imperative	5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics	1	15.09.22	
8		Talking about your room and your things.		1	19.09.22	
9		Landmarks	5.L1 understand a sequence of supported classroom instructions	1	20.09.22	
10		The London Eye	5.L3 understand an increasing range of unsupported basic questions on general and curricular topics	1	22.09.22	
11		An email about your new house  <b>Summative assessment for the unit «Kazakhstan in</b>	5.S2 ask simple questions to get information about a limited range of general topics 5.R5 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.R1 understand the main points in a limited range of short simple texts on general and	1	26.09.22	

		<b>the World of Sport»</b>	curricular topics			
12		Unit revision		1	27.09.22	
13	<b>Unit 2: Living things (14 hours)</b>	Living/ Non-Living thing	5.L3 understand an increasing range of unsupported basic questions on general and curricular topics 5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics	1	29.09.22	
14		Amazing Iron man	5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges	1	03.10.22	
15		Parts of the body	5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics	1	04. 10.22	
16		Have got	5.W3 write with support factual descriptions at text level which describe people, places and objects 5.W8 spell most high-frequency words accurately for a limited range of general topics	1	06. 10.22	
17		Possessive adjectives pronouns	5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics	1	10. 10.22	
18		This/there-that/those	5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.R4 read with some support a limited range of short fiction and non-fiction texts	1	11.10.22	
19		Damir`s blog	5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics	1	13.10.22	
20		Nationalities SA u2	5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.R9 recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics	1	17.10.22	
21		Flags of the world	5.L3 understand an increasing range of unsupported basic questions on general and curricular topics	1	18.10.22	
22			5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics			
23		<b>Summative control work for the 1<sup>st</sup> term</b>	5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.W8 spell most high-frequency words accurately for a limited range of general topics	1	20.10.22	
24		An email about your collection	5.W7 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.W9 punctuate written work at text level on a limited range of familiar general with some accuracy	1	(24.10.) 22.10.22	
25		People of the world		1	25.10.22	
26					27.10.22	
<b>2<sup>nd</sup> term 22 hours</b>						
27	<b>Unit 3: Values</b>	<b>The Family</b>	5.L1 understand a sequence of supported classroom instructions 5.L2 understand an increasing range of unsupported basic questions which ask for personal	1	07.11.22	

28	(10 hours)	Family and Friends	information	1	08.11.22	
29		<b>Character adjectives</b>	5.C6 organise and present information clearly to others 5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics	1	10.11.22	
30		Talking about daily routines	5.L1 understand a sequence of supported classroom instructions 5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics	1	14.11.22	
31		Present simple(negative/interrogative)	5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics	1	15.11.22	
32		Asking about your family	5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular top 5.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges	1	17.11.22	
33		Vocabulary. Qualities of a friend	5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics	1	21.11.22	
34		Speaking. Talking about friends	5.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics	1	22.11.22	
35		Celebrations.  <b>Summative assessment for the unit «Values»</b>	5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.UE2 use quantifiers many , much , a lot of ,a few on a limited range of familiar general and curricular topics	1	24.11.22	
36		Unit revision		1	28.11.22	
37		<b>Unit 4: The world of work (12 hours)</b>	Jobs.	5.L1 understand a sequence of supported classroom instructions	1	29.11.22
38	My fun job		5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics	1	01.12.22	
39	Job qualities		5.C8 develop intercultural awareness through reading and discussion	1	05.12.22	
40	Subject/Object pronouns		5.S3 give an opinion at sentence level on a limited range of general and curricular topics 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.UE1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics 5.C7 develop and sustain a consistent argument when speaking or writing 5.UE10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics 5.UE16 use conjunctions so , if, when , where, before, after to link parts of sentences on a limited range of familiar general and curricular topics	1	06.12.22	

41		Have to/don't have to (rules)	5.L6 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics	1	08.12.22	
42		A professional look-alike	5.S2 ask simple questions to get information about a limited range of general topics	1	12.12.22	
43		Talking about people's jobs	5.S3 give an opinion at sentence level on a limited range of general and curricular topics 5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics	1	13.12.22	
44		Daisy's blog  <b>Summative assessment for the unit «The world of work»</b>	5.R4 read with some support a limited range of short fiction and non-fiction texts 5.R7 recognise typical features at word, sentence and text level in a limited range of written genres 5.R9 recognise the difference between fact and opinion in short, simple texts on an increasing range of general and curricular topics 5.W3 write with support factual descriptions at text level which describe people, places and objects	1	15.12.22	
45		<b>Amazing Ants</b>	5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges	1	19.12.22	
46		Who's your favourite singer?	5.W3 write with support factual descriptions at text level which describe people, places and objects 5.U2 use quantifiers many, much, a lot of, a few on a limited range of familiar general and curricular topics	1	20.12.22	
47		Who's your favourite singer?	5.L7 recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics 5.S2 ask simple questions to get information about a limited range of general topics	1	22.12.22	
48		<b>Summative control work for the 2nd term</b>		1	26.12.22	
		Unit revision		1	27.12.22	
		Review		1	29.12.22	
<b>3<sup>d</sup> term 30 hours</b>						
49	<b>Unit 5: Creativity (12 hours)</b>	<b>Mythical creature</b>	5.L1 understand a sequence of supported classroom instructions	1	09.01.23	
50		<b>Mythical creature</b>	5.L4 understand the main points of supported extended talk on a range of general and curricular topics	1	10.01.23	
51		<b>Types of films.</b>	5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics	1	12.01.23	
52		<b>Agreeing/Disagreeing</b>	5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics	1	16.01.23	
53		<b>Was/Were</b>	5.S3 give an opinion at sentence level on a limited range of general and curricular topics	1	17.01.23	
54		<b>Had/Could</b>	5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 5.U1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics	1	19.01.23	
55		Talking about past abilities		1	23.01.23	
56		The Samruk	5.L8 understand supported narratives, including some extended talk, on an increasing range of	1	24.01.23	



57		Past simple (affirmative, negative, interrogative)- regular verbs	general and curricular topics 5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics 5.S8 recount basic stories and events on a range of general and curricular topics 5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information	1	26. 01.23	
58		The Lost Island of Atlantic	5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics	1	30. 01.23	
59		Music	5.R1 understand the main points in a limited range of short simple texts on general and curricular topics	1	31. 01.23	
		<b>Summative assessment for the unit «Creativity»</b>				
60		An email about an event you attended		1	02.02.23	
61	<b>Unit 6: Reading for Pleasure</b> (6 hours)	Types of literature	All Reading learning objectives for Grade 5	1	06. 02.23	
62		The fisherman and the first	Some of the Listening and Speaking learning objectives will be addressed when learners talk about reading.	1	07. 02.23	
63		Robin Hood	5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics	1	09. 02.23	
64		The Pear of Kazakhstan	5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics	1	13. 02.23	
65		The two Giants	5.C4 evaluate and respond constructively to feedback from others	1	14. 02.23	
66		<b>Unit revision</b>	5.C5 use feedback to set personal learning objectives	1	16. 02.23	
67	<b>Unit 7: Fantasy world</b> (12 hours)	Animals	5.L1 understand a sequence of supported classroom instructions	1	20. 02.23	
68		The Ghost of the Mountains	5.L4 understand the main points of supported extended talk on a range of general and curricular	1	21. 02.23	
69		Parts of animals	5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics	1	23. 02.23	
70		Describing animals	5.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics	1	27. 02.23	
71		Adverbs of frequency	5.W2 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics	1	28. 02.23	
72		Prepositions of time	5.C4 evaluate and respond constructively to feedback from others	1	02.03.23	
73		Comparative/Superlative adjectives	5.W3 write with support factual descriptions at text level which describe people, places and objects 5.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world	1	06. 03.23	
74		Adverbs of degree/ Adverbs of manner	5.U6 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	07. 03.23	
		<b>Summative assessment for the</b>				

		<b>unit «Fantasy world»</b>				
75		Ecapte to Narnia	5.L1 understand a sequence of supported classroom instructions 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges	1	09. 03.23	
76		Questions with how.	5.L7 recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics	1	13. 03.23	
77		<b>Summative control work for the 3<sup>d</sup> term</b>	5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics	1	14. 03.23	
78		It`s a birds life		1	16.03.23	
<b>4<sup>th</sup> term 30 hours</b>						
79	<b>Unit 8: Sports</b> (14 hours)	Sports/Activities	5.L1 understand a sequence of supported classroom instructions 5.L2 understand an increasing range of unsupported basic questions which ask for personal information	1	27.03.23	
80		Glasgow School of Sport	5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics	1	28. 03.23	
81		Sports and Equipment	5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.C2 use speaking and listening skills to provide sensitive feedback to peers	1	30. 03.23	
82		A/an-some/any	5S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics	1	03.04.23	
83		(how) much/ (how) many – a lot of		1	04. 04.23	
84		The zero article	5.R1 understand the main points in a limited range of short simple texts on general and curricular topics	1	06. 04.23	
85		Can (ability)		1	10. 04.23	
86		Sports in Kazakhstan	5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 5.UE8 use future forms will for predictions and be going to talk about already decided plans on a limited range of familiar general and curricular topics	1	11. 04.23	
87		Making arrangement	5.UE 12 use common regular and irregular adverbs, simple and comparative forms, adverbs of frequency and adverbs of definite time : last week, yesterday on a limited range of familiar general and curricular topics	1	13. 04.23	
88		Sports day	5.UE 13 use might may could to express possibility on a limited range of familiar general and curricular topics	1	17. 04.23	
89		Safe Splashing		1	18. 04.23	
90		An article about your favourite sport	5.L3 understand an increasing range of unsupported basic questions on general and curricular topics	1	20. 04.23	
91		Review	5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics 5.UE10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics	1	24. 04.23	
		<b>Summative assessment for the unit «Sports»</b>				

92		Unit revision		1	25. 04.23	
93	<b>Unit 8: Holidays (16 hours)</b>	Seasons/ Months	5.L1 understand a sequence of supported classroom instructions	1	27. 04.23	
94		In all weathers	5.L2 understand an increasing range of unsupported basic questions which ask for personal information	1	27.04.23	
95		Activities	5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges	1	01.05.23	
96		Talking about the weather	5.W3 write with support factual descriptions at text level which describe people, places and objects 5.R4 read with some support a limited range of short fiction and non-fiction texts 5.U9 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics	1	02. 05.23	
97		Present Continuous	5.U16 use conjunctions so, if, when, where, before, after to link parts of sentences on a limited range of familiar general and curricular topics	1	04. 05.23	
98		Present simple or Present Continuous		1	08. 05.23	
99		Holiday in Kazakhstan	5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics	1	09. 05.23	
100		Express likes/dislikes	5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics	1	11. 05.23	
101		Buying souvenirs		1	15. 05.23	
102		Souvenirs around the World	5.W3 write with support factual descriptions at text level which describe people, places and objects 5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics	1	16. 05.23	
103		The Four Seasons		1	18. 05.23	
104	The Four Seasons		1	22. 05.23		
		<b>Summative assessment for the unit «Holidays»</b>				
105	A post card	5.W3 write with support factual descriptions at text level which describe people, places and objects	1	23. 05.23		
106	<b>Summative control work for the 4<sup>th</sup> term</b>	5.U14 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	1	25. 05.23		
107	Review	5.L1 understand a sequence of supported classroom instructions	1	29. 05.23		
108	Unit revision	5.S2 ask simple questions to get information about a limited range of general topics	1	30. 05.23		

Total: 108

Annotation: Summative control work for the Unit -20 minutes

Summative control work for the Term – 45 minutes