

III term 30 hours				
49	Unit 5. Reading for Pleasure	Characters p.53	8.1.3.1 respect differing points of view 8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.5.3.1 write with moderate grammatical accuracy on a growing range of familiar general and curricular topics	1
50		Twenty thousand leagues under the see p.54	8.1.8.1 develop intercultural awareness through reading and discussion 8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts; 8.4.3.1 understand the detail of an argument on a range of familiar general and curricular topics, including some extended texts 8.5.16.1 use a growing variety of conjunctions including since, as to explain reasons and the structures so ... that, such a...that in giving explanations on a range of familiar general and curricular topics	1
51		Lost city p.55	8.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics 8.4.7.1 recognise typical features at word, sentence and text level in a range of written genres 8.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a growing range of written genres in familiar general and curricular topics	1
52		To the sea p.56 - 57	8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics 8.4.5.1 deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics 8.4.6.1 recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts	1
53		To the sea p.56 – 57 (<i>Phrasal verb</i>)	8.3.2.1 ask more complex questions to get information about a growing range of general topics and some curricular topics 8.5.9.1 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics; 8.5.11.1 use some reported speech forms for statements, questions and commands: say, ask, tell including reported requests on a range of familiar general and curricular topics; 8.5.14.1 use some prepositions before nouns and adjectives, use prepositions as, like to indicate manner, use dependent prepositions following adjectives on a range of familiar general and curricular topics;	1
54		Kyz-Zhibek. p.58	8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts 8.4.4.1 read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics	1
55		Kyz-Zhibek. p. 59	8.3.8.1 recount some extended stories and events on a range of general and curricular topics 8.4.7.1 recognise typical features at word, sentence and text level in a range of written genres 8.5.14.1 use some prepositions before nouns and adjectives, use prepositions as, like to indicate manner, use dependent prepositions following adjectives on a range of familiar general and curricular topics; 8.5.6.1 link, independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics	1
56		The Mausoleum of Aisha Bibi. p.60	8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics 8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts 8.4.9.1 recognise inconsistencies in argument in short texts on a limited	1

			range of general and curricular subjects	
57	The Mausoleum of Aisha Bibi. p. 61		8.4.7.1 recognise typical features at word, sentence and text level in a range of written genres 8.5.8.1 use a growing variety of future forms including present continuous and present simple with future meaning on a range of familiar general and curricular topics 8.5.12.1 use comparative degree adverb structures not as quickly as / far less quickly with regular and irregular adverbs, use an increased variety of pre-verbal, post-verbal and end-position adverbs on a range of familiar general and curricular topics;	1
58	Benefits of reading Revision		8.1.8.1 develop intercultural awareness through reading and discussion 8.2.5.1 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics 8.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics	1
59	Unit 6. The Natural World	Flowers p.63	8.1.3.1 respect differing points of view 8.2.7.1 begin to recognise typical features at word, sentence and text level of a growing range of spoken genres 8.3.8.1 recount some extended stories and events on a range of general and curricular topics	1
60	The red panda p. 64		8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 8.2.8.1 understand extended narratives on a wide range of general and curricular topics 8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts 8.4.5.1 deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics	1
61	Endangered animals p. 65		8.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics 8.5.6.1 link, independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics; 8.5.8.1 spell most high-frequency vocabulary accurately for a range of familiar general and curricular topics; 8.6.3.1use a growing variety of compound adjectives and adjectives as participles and some comparative structures including not as...as, much ...than to indicate degree on a range of familiar general and curricular topics;	1
62	Save the environment Fair p. 66		8.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 8.6.7.1 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics 8.6.1.1 use some abstract nouns and complex noun phrases on a range of familiar general and curricular topics; 8.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a growing range of written genres in familiar general and curricular topics;	1
63	The Great Sphinx p. 67		8.2.7.1 begin to recognise typical features at word, sentence and text level of a growing range of spoken genres 8.5.3.1 write with moderate grammatical accuracy on a growing range of familiar general and curricular topics 8.6.6.1use a variety of pronouns including indefinite pronouns anybody, anyone, anything and quantitative pronouns everyone, everything, none, more, less, a fewon a range of familiar general and curricular topics; 8.6.4.1 use an increased variety of determiners including all, half, both [of] in pre-determiner function on a range of familiar general and curricular topics	1
64	Places of Natural Beauty p. 68-69		8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 8.4.5.1 deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics	1

			8.4.8.1 use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding 8.5.7.1 use with minimal support appropriate layout at text level for a range of written genres on familiar general and curricular topics;	
65	Suggesting/ agreeing/ disagreeing p.70		8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics 8.2.7.1 begin to recognise typical features at word, sentence and text level of a growing range of spoken genres 8.4.7.1 recognise typical features at word, sentence and text level in a range of written genres;	1
66	Natural reserves around the world p. 71 Three parts of functions p. 72		8.2.6.1 deduce meaning from context with little or no support in extended talk on a growing range of general and curricular topics 8.3.2.1 ask more complex questions to get information about a growing range of general topics and some curricular topics 8.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics 8.5.9.1 punctuate written work at text level on a range of familiar general and curricular topics with growing accuracy	1
67	A carpet of colour p. 73 SAU 5		8.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics; 8.3.1.1 use formal and informal registers in their talk on a growing range of general and curricular topics; 8.3.8.1 recount some extended stories and events on a range of general and curricular topics	1
68	Environmentalism Unit revision		8.1.7.1 develop and sustain a consistent argument when speaking or writing; 8.4.6.1 recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts; 8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks;	1
69	Unit 7. Travel and Transport	Signs relating to travel p. 75	8.1.7.1 develop and sustain a consistent argument when speaking or writing 8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 8.6.13.1 use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics	1
70	Become an urban explorer p. 76 - 77		8.2.4.1 understand with little or no support most of the implied meaning in extended talk on a range of general and curricular topics 8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts 8.4.5.1 deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics 8.6.14.1 use some prepositions before nouns and adjectives, use prepositions as, like to indicate manner, use dependent prepositions following adjectives on a range of familiar general and curricular topics	1
71	Signs (Modals p. 78-79)		8.1.3.1 respect differing points of view; 8.5.9.1 punctuate written work at text level on a range of familiar general and curricular topics with growing accuracy 8.6.5.1 use questions which include a variety of different tense and modal forms on a range of familiar general and curricular topics 8.6.13.1 use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics	1
72	Island destinations with a difference p. 80 - 81		8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics; 8.2.4.1 understand with little or no support most of the implied meaning in extended talk on a range of general and curricular topics 8.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts 8.4.4.1 read and understand a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics	1
73	Going through passport		8.4.2.1 understand specific information and detail in texts on a growing	1

		control p 82 SAU6	range of familiar general and curricular topics, including some extended texts; 8.5.1.1 plan, write, edit and proofread work at text level with little - support on a growing range of general and curricular topics; 8.5.3.1 write with moderate grammatical accuracy on a growing range of familiar general and curricular topics; 8.6.9.1 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics;	
74		Airport terminals around the world p. 83	8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 8.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics; 8.4.5.1 deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics 8.6.7.1 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics;	1
75		Illegal souvenirs p. 84	8.1.5.1 use feedback to set personal learning objectives; 8.4.8.1 use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding 8.5.6.1 link, independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics 8.6.14.1 use prepositions before nouns and adjectives; use prepositions <i>as</i> , <i>like</i> to indicate manner; use dependent prepositions following adjectives on a range of familiar general and curricular topics	1
76		Summative Assessment for term 3	8.2.4.1 Understand with little or no support most of the implied meaning in extended talk on a range of general and curricular topics. 8.4.5.1 deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics; 8.5.1.1 plan, write, edit and proofread work at text level with little - support on a growing range of general and curricular topics; 8.3.7.1 Use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics.	1
77		An e-mail about a trip p.85 Correction work	8.1.2.1 use speaking and listening skills to provide sensitive feedback to peers; 8.2.8.1 understand extended narratives on a wide range of general and curricular topics 8.3.3.1 give an opinion at discourse level on a wide range of general and curricular topics 8.5.8.1 spell most high-frequency vocabulary accurately for a range of familiar general and curricular topics;	1
78		Be a responsible tourist p.86 Unit revision	8.1.7.1 develop and sustain a consistent argument when speaking or writing 8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks; 8.2.4.1 understand with little or no support most of the implied meaning in extended talk on a range of general and curricular topics 8.5.4.1 Use with some support style and register appropriate to a variety of written genres on general and curricular topics.	