

III - Term 30 hours			
49	Our Health Unit 5	Vocabulary: illnesses / ailments	6. 2. 1.1 Comprehension with support of unlimited instructions in class 1; 6. 3. 1. 1 providing basic information about oneself and others at the discussion level within the framework of general topics; 1
50		Reading: Home remedies	6. 4. 5. 1 identify the main idea from the context within some familiar general and reading topics, including long texts; 6.5.6.1 link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics; 1
51		Vocabulary: health	6. 5. 8. 1 correctly write some common and frequently used words in educational topics; 6. 6. 13. 1 use modal forms on many familiar general and educational topics, including the words mustn't (prohibition), need (necessity), should (recommendation); 1
52		Use of English: have to / don't have to	6. 5. 5. 1 use of arguments supported by examples and justification in some familiar general and academic topics; 6. 6. 12. 1 use various adverbs, including too, not enough, quite, rather, adverbs expressing quantity on most of the familiar general and educational topics; 1
53		Use of English: countable and uncountable nouns	6. 5. 5. 1 use of arguments supported by examples and justification in some familiar general and academic topics; 6. 6. 12. 1 use various adverbs, including too, not enough, quite, rather, adverbs expressing quantity on most of the familiar general and educational topics; 1
54		Speaking: Paul's menu	6.2.5.1 understand most specific information and detail of supported, extended talk on a range general and curricular topics curricular topics; 6. 3. 3. 1 to express one's opinion in sentences with elements of reasoning within the framework of various general and educational topics; 1
55		Listening: order	6.2.7.1 recognise the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics 6. 3. 7. 1 use subject-specific vocabulary and syntax within a number of general and educational topics; 1
56		Everyday English: Asking / Talking about health	6.2.7.1 recognise the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics 6. 3. 6. 1 in pairs, groups and working with the whole class to express one's thoughts clearly and concretely in a sentence in a discussion; 1
57		Across cultures: Health services around the world	6. 4. 5. 1 identify the main idea from the context within some familiar general and reading topics, including long texts; 6.5.7.1 use with some support appropriate layout at text level for a growing range of written genres on familiar general topics and some curricular topics; 1
58		Across the curriculum: PSHE	6. 4. 5. 1 identify the main idea from the context within some familiar general and reading topics, including long texts; 6. 5. 6. 1 logically combine sentences into paragraphs with little support using basic connectives on a variety of common topic 1
59		Writing: An email giving advice Summative assessment for the unit 5	6. 4. 5. 1 identify the main idea from the context within some familiar general and reading topics, including long texts; 6. 5. 8. 1 correct spelling of some common and frequently used words in study topics 1
60	Travel and holidays Unit 6	Vocabulary: Types of holiday and activities	6.2.5.1 understand most specific information and detail of supported, extended talk on a range general and curricular topics; 6. 3. 3. 1 to express one's opinion in sentences with elements of reasoning within the framework of various general and educational topics; 1
61		Reading: Destination London	6. 4. 7. 1 determine the characteristics of words, sentences and texts within the framework of most written genres; 6.5.3.1 write with some support about personal feelings and 1

62		opinions on a limited range of familiar general and curricular topics; 6. 2. 8. 1 general and learning topics with support of long conversations, including stories 6. 3. 3. 1 to express one's opinion in sentences with elements of reasoning within the framework of various general and educational topics;	1
63	<u>Vocabulary: Tourists attractions</u>	6. 6. 8. 1 use the future tense "will" to make promises, suggestions, and predictions about many familiar general and academic topics; 6. 5. 1. 1 planning, writing, correcting and checking text-level works on various general and academic topics with the support of the teacher;	1
64	<u>Use of English: will / won't</u>	6. 5. 1. 1 planning, writing, correcting and checking text-level works on various general and academic topics with the support of the teacher;	1
65	<u>Use of English: present continuous</u>	6. 6. 10. 1 use of the present tense and future tense forms to indicate the past action and its type on limited familiar general and educational topics	1
66	<u>Reading:</u>	6. 4. 5. 1 identify the main idea from the context within some familiar general and reading topics, including long texts; 6.5.7.1 use with some support appropriate layout at text level for a growing range of written genres on familiar general topics and some curricular topics;	1
67	<u>Listening:</u>	6.2.5.1 understand most specific information and detail of supported, extended talk on a range general and curricular topics; 6. 3. 3. 1 to express one's opinion in sentences with elements of reasoning within the framework of various general and educational topics;	1
68	<u>Everyday English: Asking for and giving information</u>	6. 4. 5. 1 identify the main idea from the context within some familiar general and reading topics, including long texts; 6.5.3.1 write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics;	1
69	<u>Across cultures: Parks around the world</u>	6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6. 5. 1. 1 planning, writing, correcting and checking text-level works on various general and academic topics with the support of the teacher;	1
70	<u>Across curriculum Summative Assessment for Unit 6.</u>	6. 4. 5. 1 identify the main idea from the context within some familiar general and reading topics, including long texts; 6. 5. 6. 1 logically combine sentences into paragraphs with little support using basic connectives on various familiar topics;	1
71	<u>Writing: An email about your holiday</u>	6. 4. 5. 1 identify the main idea from the context within some familiar general and reading topics, including long texts; 6.5.7.1 use with some support appropriate layout at text level for a growing range of written genres on familiar general topics and some curricular topics;	1
72	Reading for pleasure Unit 7	<u>Vocabulary: Characters</u> 6. 4. 1. 1 to understand the main idea of simple short texts on general and educational topics; 6.5.4.1 write with some support topics with some paragraphs to give basic personal information;	1
73	<u>The Wonderful Wizard of Oz</u>	6. 4. 4. 1 independent reading of some short simple texts in fiction and non-fiction literature; 6.5.4.1 write with some support topics with some paragraphs to give basic personal information;	1
74	<u>Peter Pen</u>	6. 4. 1. 1 to understand the main idea of simple short texts on general and educational topics; 6. 6. 7. 1 use the simple perfect tense to convey the unfinished, indefinite past tense on familiar general topics;	1
75	<u>The Grove of the Dancing breaches</u>	6. 4. 8. 1 independent use of familiar digital or printed resources to check meaning and expand understanding; 6. 5. 8. 1 correctly write some common and frequently used words in educational topics;	1

75	<u>Reading time</u>	6. 4. 8. 1 independent use of familiar digital or printed resources to check meaning and expand understanding; 6.5.4.1 write with some support topics with some paragraphs to give basic personal information;	1
76	<u>Er tustic</u>	6. 4. 1. 1 to understand the main idea of simple short texts on general and educational topics; 6.5.4.1 write with some support topics with some paragraphs to give basic personal information;	1
77	<u>Summative assessment for the term 3</u>	6.2.8.1 (6.L8) Understand supported narratives including some extended talk, on a range of general and curricular topics 6.4.4.1 (6.R4) Read independently a limited range of short simple fiction and non-fiction texts 6.5.6.1 (6.W6) Link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics 6.3.4.1 (6.S4) Respond with limited flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics	1
78	<u>Edutainment</u>	6. 4. 1. 1 to understand the main idea of simple short texts on general and educational topics; 6.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics	