**Calendar Thematic Plan for grade 8**

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| **№** | **Тақырып/Тема/Theme** | **Сағат саны/**  **Кол-во часов/**  **Hours** | **Оқу мақсаты/Цели обучения/Learning objectives** | **Мерзімі**  **Дата**  **Date** | **Еңгізулер**  **Коррекция**  **C~~o~~rrection** |
| **Term 1** | | | | |  |
| 1 | **Unit 1. Our World /10/** | 1 | 8.1.2.1 use speaking and listening skills to provide sensitive feedback to peers  8.1.3.1 respect differing points of view  8.1.4.1 evaluate and respond constructively to feedback from others  8.1.5.1 use feedback to set personal learning objectives  8.1.7.1 develop and sustain a consistent argument when speaking or writing  8.1.8.1 develop intercultural awareness through reading and discussion  8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings  8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world  8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics  8.2.3.1 understand with little or no support most of the detail of an argument in extended talk on a wide range of general and curricular topics  8.2.7.1 recognise typical features at word, sentence and text level of a growing range of spoken genres  8.3.1.1 use formal and informal registers in their talk on a growing 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  8.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics  8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks  8.3.6.1 link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges  8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some 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  8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts  8.4.4.1 read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics  8.4.8.1 use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding  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  8.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics  8.5.3.1 write with moderate grammatical accuracy on a growing range of familiar 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  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  8.5.8.1 spell most high-frequency vocabulary accurately for a range of familiar general and curricular topics  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  8.6.9.1 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  8.6.15.1 use infinitive forms after a limited number of verbs and adjectives use gerund forms after a limited variety of verbs and prepositions use some prepositional verbs and begin to use common phrasal verbs on a growing range of familiar general and curricular topics  8.6.16.1 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 |  |  |
| 2 | Our World | 1 |  |
| 3 | Our World | 1 |  |
| 4 | Our World | 1 |  |
| 5 | Our World | 1 |  |
| 6 | Our World | 1 |  |
| 7 | Our World | 1 |  |
| 8 | Our World | 1 |  |
| 9 | Our World | 1 |  |
| 10 | Our World | 1 |  |
|  |  |  |  |
| 11 | Unit Revision **SA 1** | 1 |  |  |  |
| 12 | **Unit 2. Daily Life and Shopping /11/** | 1 | 8.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups  8.1.3.1 respect differing points of view  8.1.4.1 evaluate and respond constructively to feedback from others  8.1.5.1 use feedback to set personal learning objectives  8.1.8.1 develop intercultural awareness through reading and discussion  8.2.1.1understand with little or no support the main points in extended talk on a wide range of general and curricular topics  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  8.2.3.1 understand with little or no support most of the detail of an argument in extended talk on a wide range of general and curricular topics  8.2.7.1 recognise typical features at word, sentence and text level of a growing range of spoken genres  8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks  8.3.6.1 link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges  8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics  8.3.8.1 recount some extended stories and events on a growing 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  8.4.3.1 understand the detail of an argument on a range of familiar 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  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 text  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  8.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics  8.5.3.1 write with moderate grammatical accuracy on a growing 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  8.5.9.1 punctuate written work at text level on a range of familiar general and curricular topics with growing accuracy  8.6.10.1 use present continuous forms for present and future meaning and past continuous, including some passive forms, on a range of familiar general and curricular topics  8.6.11.1 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  8.6.12.1 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  8.6.15.1 use infinitive forms after a limited number of verbs and adjectives use gerund forms after a limited variety of verbs and prepositions; use some prepositional verbs and begin to use common phrasal verbs on a growing range of familiar general and curricular topics  8.6.16.1 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 |  |  |
| 13 | Daily Life and Shopping | 1 |  |  |
| 14 | Daily Life and Shopping | 1 |  |  |
| 15 | Daily Life and Shopping | 1 |  |  |
| 16 | Daily Life and Shopping | 1 |  |  |
| 17 | Daily Life and Shopping | 1 |  |  |
| 18 | Daily Life and Shopping | 1 |  |  |
| 19 | Daily Life and Shopping | 1 |  |  |
| 20 | Daily Life and Shopping | 1 |  |  |
| 21 | Daily Life and Shopping | 1 |  |  |
| 22 | Daily Life and Shopping | 1 |  |  |
|  |  |  |  |  |
| 23 | **Summative Assessment 2** | 1 |  |  |  |
| 24 | **Summative Assessment for the term** | 1 |  |  |  |
| Term 2 | | | | |  |
| 25 | **Unit 3. Entertainment and Media /11/** | 1 | 8.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups  8.1.3.1 respect differing points of view  8.1.4.1 evaluate and respond constructively to feedback from others  8.1.8.1 develop intercultural awareness through reading and discussion  8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings  8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world  8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics  8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics  8.2.5.1 recognize the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics  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  8.3.1.1 use formal and informal registers in their talk on a growing 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  8.3.6.1 link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges  8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some 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  8.4.2.1 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  8.4.6.1 recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts  8.4.8.1 use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding  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  8.5.4.1 use with some support style and register appropriate to a variety of written genres on 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  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  8.5.7.1 use with minimal support appropriate layout at text level for a range of written genres on familiar general and curricular topics  8.5.8.1 spell most high-frequency vocabulary accurately for a growing 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  8.6.2.1 use a growing variety of quantifiers for countable and uncountable nouns including several, plenty, a large/small number/amount on a range of familiar general and curricular topics  8.6.3.1 use 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  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  8.6.7.1 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics  8.6.13.1 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  8.6.14.1 use 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  8.6.15.1 use infinitive forms after a limited number of verbs and adjectives use gerund forms after a limited variety of verbs and prepositions; use some prepositional verbs and begin to use common phrasal verbs on a growing range of familiar general and curricular topics  8.6.17.1 use if / unless/ if only in second conditional clauses and wish [that] clauses [present reference]; use a growing variety of relative clauses including why clauses on a range of familiar general and curricular topics |  |  |
| 26 | Entertainment and Media | 1 |  |  |
| 27 | Entertainment and Media | 1 |  |  |
| 28 | Entertainment and Media | 1 |  |  |
| 29 | Entertainment and Media | 1 |  |  |
| 30 | Entertainment and Media | 1 |  |  |
| 31 | Entertainment and Media | 1 |  |  |
| 32 | Entertainment and Media | 1 |  |  |
| 33 | Entertainment and Media | 1 |  |  |
| 34 | Entertainment and Media | 1 |  |  |
| 35 | Entertainment and Media | 1 |  |  |
|  |  |  |  |  |
| 36 | **Unit revision**  **Summative Assessment 1** | 1 |  |  |  |
| 37 | **Unit 4.**  **Sport, Health and Exercise /10/** | 1 | 8.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups  8.1.3.1 respect differing points of view  8.1.7.1 develop and sustain a consistent argument when speaking or writing  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  8.2.2.1 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  8.2.5.1 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics  8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks  8.3.6.1 link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges  8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some 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  8.4.3.1 understand the detail of an argument on a range of familiar general and curricular topics, including some extended texts  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  8.5.1.1 plan, write, edit and proofread work at text level with little support on a range of general and curricular topics  8.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics  8.5.3.1 write with moderate grammatical accuracy on a growing 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  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  8.6.8.1 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  8.6.10.1 use present continuous forms for present and future meaning and past continuous, including some passive forms, on a range of familiar general and curricular topics  8.6.12.1 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  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  8.6.15.1 use infinitive forms after a limited number of verbs and adjectives use gerund forms after a limited variety of verbs and prepositions; use some prepositional verbs and begin to use common phrasal verbs on a growing range of familiar general and curricular topics  8.6.17.1 use if / unless/ if only in second conditional clauses and wish [that] clauses [present reference] use a growing variety of relative clauses including why clauses on a range of familiar general and curricular topics |  |  |
| 38 | Sport, Health and Exercise | 1 |  |  |
| 39 | Sport, Health and Exercise | 1 |  |  |
| 40 | Sport, Health and Exercise | 1 |  |  |
| 41 | Sport, Health and Exercise | 1 |  |  |
| 42 | Sport, Health and Exercise | 1 |  |  |
| 43 | Sport, Health and Exercise | 1 |  |  |
| 44 | Sport, Health and Exercise | 1 |  |  |
| 45 | Sport, Health and Exercise | 1 |  |  |
| 46 | Sport, Health and Exercise | 1 |  |  |
| 47 | Unit revision Summative Assessment 2 | 1 |  |  |  |
| 48 | Summative Assessment for the term | 1 |  |  |  |
| Term 3 | | | | |  |
| 49 | **Unit 5. Reading for Pleasure /9/** | 1 | 8.1.3.1 respect differing points of view  8.1.7.1 develop and sustain a consistent argument when speaking or writing  8.1.8.1 develop intercultural awareness through reading and discussion  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  8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics  8.2.5.1 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics  8.3.2.1 ask more complex questions to get information about a growing range of general topics and some curricular topics  8.3.3.1 give an opinion at discourse level 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  8.3.8.1 recount some extended stories and events 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  8.4.2.1 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  8.4.4.1 read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar 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  8.4.7.1 recognise typical features at word, sentence and text level in a range of written genres  8.4.9.1 begin to recognise inconsistencies in argument in short texts on a limited range of general and curricular subjects  8.5.3.1 write with moderate grammatical accuracy on a growing 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  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  8.6.8.1 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  8.6.9.1 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  8.6.11.1 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  8.6.12.1 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  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  8.6.16.1 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 |  |  |
| 50 | Reading for Pleasure | 1 |  |  |
| 51 | Reading for Pleasure | 1 |  |  |
| 52 | Reading for Pleasure | 1 |  |  |
| 53 | Reading for Pleasure | 1 |  |  |
| 54 | Reading for Pleasure | 1 |  |  |
| 55 | Reading for Pleasure | 1 |  |  |
| 56 | Reading for Pleasure | 1 |  |  |
| 57 | Reading for Pleasure | 1 |  |  |
| 58 | Unit revision  **Summative Assessment 1** | 1 |  |  |  |
| 59 | **Unit 6.**  **The Natural World /9/** | 1 | 8.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups  8.1.2.1 use speaking and listening skills to provide sensitive feedback to peers  8.1.3.1 respect differing points of view  8.1.7.1 develop and sustain a consistent argument when speaking or writing  8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world  8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics  8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics  8.2.6.1 deduce meaning from context with little or no support in extended talk on a growing 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  8.2.8.1 understand extended narratives 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  8.3.2.1 ask more complex questions to get information about a growing range of general topics and some curricular topics  8.3.3.1 give an opinion at discourse level 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  8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks  8.3.8.1 recount some extended stories and events 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  8.4.6.1 recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts  8.4.7.1 recognise typical features at word, sentence and text level in a range of written genres  8.4.8.1 use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding  8.5.3.1 write with moderate grammatical accuracy on a growing 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  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  8.5.7.1 use with minimal support appropriate layout at text level for a range of written genres on familiar general and curricular topics  8.5.8.1 spell most high-frequency vocabulary accurately for a range of familiar 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  8.6.1.1 use some abstract nouns and complex noun phrases on a range of familiar general and curricular topics  8.6.3.1 use 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  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  8.6.6.1 use a variety of pronouns including indefinite pronouns anybody, anyone, anything and quantitative pronouns everyone, everything, none, more, less, a few on a 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 |  |  |
| 60 | The Natural World | 1 |  |  |
| 61 | The Natural World | 1 |  |  |
| 62 | The Natural World | 1 |  |  |
| 63 | The Natural World | 1 |  |  |
| 64 | The Natural World | 1 |  |  |
| 65 | The Natural World | 1 |  |  |
| 66 | The Natural World | 1 |  |  |
| 67 | The Natural World | 1 |  |  |
| 68 | Unit revision  **Summative Assessment 2** | 1 |  |  |  |
| 69 | **Unit 7.**  **Travel and Transport /**8/ | 1 | 8.1.2.1 use speaking and listening skills to provide sensitive feedback to peers  8.1.3.1 respect differing points of view  8.1.5.1 use feedback to set personal learning objectives  8.1.7.1 develop and sustain a consistent argument when speaking or writing  8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world  8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics  8.2.2.1 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  8.2.8.1 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  8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks  8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some 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  8.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts  8.4.4.1 read and understand a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar 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  8.4.8.1 use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding  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  8.5.4.1 use with some support style and register appropriate to a variety of written genres on 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  8.5.9.1 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  8.6.7.1 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics  8.6.9.1 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  8.6.13.1 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  8.6.14.1 use 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 |  |  |
| 70 | Travel and Transport | 1 |  |  |
| 71 | Travel and Transport | 1 |  |  |
| 72 | Travel and Transport | 1 |  |  |
| 73 | Travel and Transport | 1 |  |  |
| 74 | Travel and Transport | 1 |  |  |
| 75 | Travel and Transport | 1 |  |  |
| 76 | Travel and Transport | 1 |  |  |
| 77 | **Unit revision Summative Assessment 2** | 1 |  |  |
| 78 | **Summative Assessment for the 3 term** | 1 |  |  |  |
| Term 4 | | | | |  |
| 79 | **Unit 8.**  **Food and Drink** /11/ | 1 | 8.1.2.1 use speaking and listening skills to provide sensitive feedback to peers  8.1.3.1 respect differing points of view  8.1.4.1 evaluate and respond constructively to feedback from others  8.1.5.1 use feedback to set personal learning objectives  8.1.8.1 develop intercultural awareness through reading and discussion  8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings  8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world  8.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics  8.2.3.1 understand with little or no support most of the detail of an argument 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  8.2.5.1 recognise the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics  8.2.6.1 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  8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks  8.3.6.1 link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges  8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics  8.3.8.1 recount some extended stories and events 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  8.4.3.1 understand the detail of an argument on a growing range of familiar 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  8.4.5.1 deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topic  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  8.4.7.1 recognise typical features at word, sentence and text level in a range of written genres  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  8.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics  8.5.3.1 write with moderate grammatical accuracy on a growing range of familiar 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  8.6.2.1 use a growing variety of quantifiers for countable and uncountable nouns including several, plenty, a large/small number/amount on a range of familiar general and curricular topics  8.6.3.1 use 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  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  8.6.8.1 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  8.6.9.1 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  8.6.10.1 use present continuous forms for present and future meaning and past continuous, including some passive 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  8.6.15.1 use infinitive forms after a limited number of verbs and adjectives; use gerund forms after a limited variety of verbs and prepositions; use some prepositional verbs and begin to use common phrasal verbs on a growing range of familiar general and curricular topics |  |  |
| 80 | Food and Drink | 1 |  |  |
| 81 | Food and Drink | 1 |  |  |
| 82 | Food and Drink | 1 |  |  |
| 83 | Food and Drink | 1 |  |  |
| 84 | Food and Drink | 1 |  |  |
| 85 | Food and Drink | 1 |  |  |
| 86 | Food and Drink | 1 |  |  |
| 87 | Food and Drink | 1 |  |  |
| 88 | Food and Drink | 1 |  |  |
| 89 | Food and Drink | 1 |  |  |
| 90 | **Unit revision Summative Assessment 1** | 1 |  |  |  |
| 91 | **Unit 9. The World of Work /**10/ | 1 | 8.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups  8.1.3.1 respect differing points of view  8.1.6.1 organise and present information clearly to others  8.1.9.1 use imagination to express thoughts, ideas, experiences and feelings  8.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world  8.2.2.1 understand with little or no support most specific information in extended talk on a wide range of general and curricular topics  8.2.7.1 recognise typical features at word, sentence and text level of a growing range of spoken genres  8.2.8.1 understand extended narratives on a wide 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  8.3.3.1 give an opinion at discourse level 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  8.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks  8.3.6.1 link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges  8.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics  8.3.8.1 recount some extended stories and events 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  8.4.6.1 recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts  8.4.9.1 begin to recognise inconsistencies in argument in short texts on a limited range of general and curricular subjects  8.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics  8.5.3.1 write with moderate grammatical accuracy on a growing range of familiar general and curricular topics  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  8.6.6.1 use a variety of pronouns including indefinite pronouns *anybody*, *anyone*, *anything* and quantitative pronouns *everyone, everything, none, more, less, a few* on a 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  8.6.8.1 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  8.6.10.1 use present continuous forms for present and future meaning and past continuous, including some passive forms, on a range of familiar general and curricular topics  8.6.11.1 use some reported speech forms for statements, questions and commands: *say, ask, tell* including reported requests on a range of  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  8.6.17.1 use if / unless/ if only in second conditional clauses and wish [that] clauses [present reference]; use a growing variety of relative clauses including why clauses on a range of familiar general and curricular topics |  |  |
| 92 | The World of Work | 1 |  |  |
| 93 | The World of Work | 1 |  |  |
| 94 | The World of Work | 1 |  |  |
| 95 | The World of Work | 1 |  |  |
| 96 | The World of Work | 1 |  |  |
| 97 | The World of Work | 1 |  |  |
| 98 | The World of Work | 1 |  |  |
| 99 | The World of Work | 1 |  |  |
| 100 | The World of Work | 1 |  |  |
| 101 | **Unit revision**  **Summative Assessment 2** | 1 |  |  |  |
| 102 | **Summative Assessment for the term** | 1 |  |  |  |
| **Total** | | | **102** |  |  |