

YEAR 5

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
1 My Day	-develop adequate understanding and ability to use familiar phrases and expressions in English in order to satisfy concrete needs -develop ability to make introductions on self/others and engage in basic questions-answers in the target language on topics of personal relevance -develop ability to participate in simple interactions in English with the interlocutor's assistance -attain adequate competence in terms of supervised	<u>Grammar:</u> Present Simple Tense <i>to be</i> (affirmative, negative, interrogative, yes/no questions) Object pronouns: <i>me, you, him, her</i> Prepositions of time <i>Before school / after dinner</i> <u>Lexis:</u> Daily routines Times Body parts	Listening to sentences and phrases about daily activities Listening to description of places and location Listening to a song 'Head and Shoulders'	Reading and understanding texts about daily routines Reading and understanding when things happen Reading and understanding questions about people, places, and time Reading and understanding the main idea of texts related to parts of the body	Describing different times of a day Asking and responding to questions about different times of a day Using <i>before</i> and <i>after</i> to talk about when things happen	Writing a short text about daily activities using <i>before</i> and <i>after</i> and relevant vocabulary Writing about a day of a famous character who is sensitive to environmental problems (using internet)	IW: Learners write a letter about daily life. PW: Learners exchange information to complete a weekly lesson programme given by their teacher. GW: Using used materials learners create a robot , label parts of the body on it, and present their work to the class. <u>Portfolio</u> <u>Dossier:</u> Learners make a poster <i>Keep it Clean</i> and present it to	Cooperative learning Personal and social capability (Inter-personal communication, Social interaction) Creativity Problem solving	Good citizen (Collaboration, Social awareness, Environmental sensitivity) Safety and traffic (Health literacy)	

	completion of simple tasks and problem-solving in the target language -develop reflective and self-assessment skills through portfolio work -develop sensitivity to environmental problems, universal and societal values and needs in the increasingly globalized world						the class.			
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			Listening	Reading	Speaking	Writing				
2 People and Jobs	-develop adequate understanding and ability to use familiar phrases and expressions in English in order to satisfy concrete needs	<u>Grammar:</u> Present Simple Tense (affirmative, negative, interrogative)	Listening and answering questions related to texts about jobs	Reading and completing a table about family members	SP: Talking about jobs	Writing a paragraph about learners' favorite job	IW: Learners draw pictures of their family members, place them in a self-created frame (using left-over materials), and make their family tree.	Cooperative learning	Good citizen (Social awareness, Collaboration, Environmental sensitivity)	Quiz1: <i>at the end of Unit 2 including units 1 & 2- four skills (20%)</i>
	-develop ability to make introductions on self/others and engage in basic questions-answers in the target language on topics of personal relevance	Prepositions of place: <i>at, in, on</i>	Listening and identifying family members	Reading and understanding about jobs people do	SI: Asking and answering about uniforms people wear at work	Writing a paragraph about family members and their workplace	GW: Learners make a map of the town and label the places on the map (hospital, police station, farm, restaurant, shop...).	Personal and social capability (Inter-personal communication, Social interaction)		
	-develop ability to make introductions on self/others and engage in basic questions-answers in the target language on topics of personal relevance	<i>Have to/ has to</i>	Listening and matching jobs with places	Reading and completing sentences about places where people work	SI: Asking and answering questions about family members			Creativity		
	-develop ability to make introductions on self/others and engage in basic questions-answers in the target language on topics of personal relevance	<u>Lexis:</u> Jobs	Listening and understanding a song		SP: Talking about pocket money			Critical thinking		
	-develop ability to make introductions on self/others and engage in basic questions-answers in the target language on topics of personal relevance	Places			SI: Initiating and participating in interactions about where people work					
	-develop ability to participate in simple interactions in English with the interlocutor's assistance	Family members					PW: Learners create a scene that shows workers and their workplace and role play it to the class.			
	-develop reflective and self-assessment skills through						<u>Portfolio</u>			

	portfolio work -develop sensitivity to environmental problems, universal and societal values and needs in the increasingly globalized world						<u>Dossier:</u> PW: Learners prepare and give presentation on a creative job to the class.			
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		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
3 Works at Home	-develop adequate understanding and ability to use familiar phrases and expressions in English in order to satisfy concrete needs	<u>Grammar:</u>	Listening to sentences and phrases about chores and other kinds of work	Reading, understanding, and completing sentences related to texts about adverbs of frequency	SI: Asking and answering questions about chores using adverbs of frequency	Writing a short paragraph about a typical day using adverbs of frequency and adverbs of time	IW: Using used materials learners create a piece of furniture and present it to the class.	Cooperative learning	Good citizen (Collaboration, Social awareness, Environmental sensitivity)	
	-develop ability to make introductions on self/others and engage in basic questions-answers in the target language on topics of personal relevance	Adverbs of frequency						Personal and social capability (Inter-personal communication, Social interaction)		
		adj. + noun combinations	Listening to descriptions of furniture	Reading and understanding information on days of week	SP: Talking about furniture	Making a list of chores students have to do at home	GW: Learners prepare a birthday list of the classmates.	Creativity		
	-develop ability to participate in simple interactions in English with the interlocutor's assistance	Wh-questions: <i>What?, When?, Whose?</i>	Listening and completing a chart		SI: Asking and answering questions about money		PW: Learners complete a chart with days.	Entrepreneurship		
		<i>Have to/ Has to</i>								
		<u>Lexis:</u>								
		Chores								
		Furniture								
		Days of week								
		Money								
	-attain adequate competence in terms of supervised completion of simple tasks and problem-solving in									

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4 Amazing Animals	-develop adequate understanding and ability to use familiar phrases and expressions in English in order to satisfy concrete needs	<u>Grammar:</u> <i>Can and can't</i> (for ability)	Listening to answers-questions related to animals and their habitats Listening and completing a chart about animals and their abilities	Reading and understanding sentences about animals Reading and answering questions about people and their abilities	SI: Asking and answering questions about abilities SP: Talking about animals and their habitats	Writing sentences about a favorite pet Writing sentences about the habitat/abilities of a local animal Writing a short paragraph about what learners can or cannot do	GW: Learners dramatize a scenario and role play an animal in class.	Cooperative learning	Good citizen (Collaboration, Social awareness, Environmental sensitivity, Cross-cultural awareness)	Quiz2: <i>at the end of Unit 4 including units 3 & 4- four skills (20%)</i> Homework (10%) Participation (10%) Portfolio (15%) End of Semester Exam: at the end of Unit 4 including units 1,2,3 & 4 - four skills (4 skills)(25%)
	-develop ability to make introductions on self/others and engage in basic questions-answers in the target language on topics of personal relevance	Wh-Questions: <i>Who?, What?, Which?, How?, Why?, Where?</i> Common and irregular nouns					IW: Learners search the Internet for information on a local animal and give a related presentation.	Personal and social capability (Inter-personal communication, Social interaction)		
	-develop ability to participate in simple interactions in English with the interlocutor's assistance	Linker: <i>because</i> <u>Lexis:</u> Animals Habitats Landmarks Numbers 1-					WCA: Game Playing <i>Bingo</i> with numbers <u>Portfolio Dossier:</u> Learners make a fact sheet about an animal that uses camouflage.	Creativity Critical thinking ICT literacy		

	completion of simple tasks and problem-solving in the target language -develop reflective and self-assessment skills through portfolio work -acquire average CMC related skills for English language learning and use -develop sensitivity to environmental problems, universal and societal values and needs in the increasingly globalized world	1000								
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			Listening	Reading	Speaking	Writing				
5 Weather	-develop adequate understanding and ability to use familiar phrases and expressions in English in order to satisfy concrete needs -develop ability to make introductions on self/others and engage in basic questions-answers in the target language on topics of personal relevance -develop ability to participate in simple interactions in English with the interlocutor’s assistance -attain adequate competence in terms of supervised	<u>Grammar:</u> Past Simple Tense <i>to be</i> (affirmative, negative, interrogative) Comparatives <u>Lexis :</u> Months Seasons Clothes Points of the compass Weather	Listening and understanding activities done in the past Listening and understanding how people feel Listening and understanding a recording about comparison of seasons and weather Listening and identifying what people wear Understanding sentences about past events and dates Listening for specific information in simple texts on weather and	Reading and understanding sentences about senses Reading and understanding texts about different types of climates Reading and answering questions about weather and seasons Reading and understanding texts about past events	SI: Asking and answering what people wear in different types of weather SP: Comparing the weather today with the weather in the past SP: Talking about past events SI: Asking and giving information about seasons and climate	Writing sentences about favorite climate Using the internet to prepare a poster, and comparing climates in different places Writing sentences about sports which can be done in different climates	IW: Learners google, print out a map of the house and present it to the class using a compass. IW: Learners create dolls using plastic bottles and dress them according to the weather/ climate. <u>Portfolio Dossier:</u> PW: Learners	Cooperative learning Personal and social capability (Inter-personal communication,Social interaction) Creativity Problem solving Entrepreneurship (Initiative taking/self-direction) ICT literacy	Good citizen (Collaboration, Social awareness, Environmental sensitivity, Cross-cultural awareness)	

	completion of simple tasks and problem-solving in the target language -develop reflective and self-assessment skills through portfolio work -acquire average CMC related skills for English language learning and use -develop sensitivity to environmental problems, universal and societal values and needs in the increasingly globalized world		seasons				prepare a poster about clothes in each season in Cyprus and present it to the class.			
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		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
6 Our Senses	-develop adequate understanding and ability to use familiar phrases and expressions in English in order to satisfy concrete needs	<u>Grammar:</u> <i>How does it taste/ smell/ look/ feel?</i>	Eliciting and understanding information about people’s likes and dislikes	Reading and understanding about senses	SP: Talking about how things feel, smell, look, sound or taste	Writing simple sentences about food	PW: Learners make a list of adjectives (<i>sweet, lovely, horrible</i>) and write things that are described with these adjectives (e.g. <i>sweet – chocolate...</i>).	Cooperative learning	Good citizen (Collaboration, Social awareness, Environmental Sensitivity)	Quiz1: <i>at the end of Unit 6 including units 5 & 6 - four skills (20%)</i>
	-develop ability to make introductions on self/others and engage in basic questions- answers in the target language on topics of personal relevance	Adjectives of state (<i>hungry, thirsty, tired, cold, sad, happy</i>)	Listening and identifying how things feel, look, smell, sound or taste	Reading and understanding about likes and dislikes	SI: Asking and answering questions about likes and dislikes	Writing a series of simple phrases and sentences about senses	WCA: Learners describe and identify an object using senses with closed eyes.	Personal and social capability (Inter- personal communication, Social interaction)		
	-develop ability to participate in simple interactions in English with the interlocutor’s assistance	<i>Like</i> N -Gerund Tenses for likes and dislikes	Understanding and responding to questions on money and cost		SI: Exchanging information about money and cost	Writing a series of simple phrases and sentences linked with connectors <i>and, but, or</i>	PW: Learners interview others on their likes and dislikes.	Critical thinking		
	-attain adequate competence in terms of supervised	Linkers: <i>and, but, or</i>	Listening and understanding a song			Writing a series of simple phrases and sentences about senses	IW: Learners write simple sentences about their favourite food.	Problem solving		
		<u>Lexis:</u> Senses (verbs)						Entrepreneurship (Initiative taking/self- direction)		
		Food, vegetables, and drinks					ICT literacy			
		State (adjectives)								
		Telling								

	completion of simple tasks and problem-solving in the target language -develop reflective and self-assessment skills through portfolio work -acquire average CMC related skills for English language learning and use -develop sensitivity to environmental problems, universal and societal values and needs in the increasingly globalized world	prices (verbs: <i>cost, pay, add</i>)					<u>Portfolio Dossier:</u> WCA: Learners search the Internet for information on animals and their senses and present it to the class.			
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			Listening	Reading	Speaking	Writing				
7 Eating Out	-develop adequate understanding and ability to use familiar phrases and expressions in English in order to satisfy concrete needs	<u>Grammar:</u> Expressing quantity <i>There is/ there are</i> <i>Some /any/ a lot of</i>	Eliciting and understanding information about foodstuff Listening to short conversations and completing sentences related to quantities and prices	Reading and understanding information on menus and labels Reading and completing sentences about food and drinks Reading and understanding texts about different types of food in other countries	SI: Seeking and giving information about quantities SI: Asking people for things, and giving people things SI: Giving and receiving information about quantities and numbers SI: Asking for and telling the price SI: Asking for and giving information about what is wanted	Writing a paragraph about favorite traditional food Completing a chart about what people in the class eat for breakfast	PW/IW: Learners prepare a menu list for a restaurant. PW/ GW: Learners search the Internet for information and pictures about world cuisine (any country), prepare a poster and present it to the class. <u>Portfolio Dossier:</u> PW: Learners search the Internet for information on food rich in	Cooperative learning Personal and social capability (Inter-personal communication, Social interaction) Creativity Problem solving Entrepreneurship (Initiative taking/self-direction) Critical thinking ICT literacy	Good citizen (Collaboration, Social awareness, Cross-cultural awareness) Safety and traffic (Health literacy)	
	-develop ability to make introductions on self/others and engage in basic questions-answers in the target language on topics of personal relevance	Countable and uncountable nouns Quantities of food <u>Lexis:</u> Food								
	-develop ability to participate in simple interactions in English with the interlocutor's assistance	Main meals								
	-attain adequate competence in terms of									

	supervised completion of simple tasks and problem-solving in the target language -develop reflective and self-assessment skills through portfolio work -acquire average CMC related skills for English language learning and use						vitamins for teenagers and prepare a related chart.			
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			Listening	Reading	Speaking	Writing				
8 Healthy Life	-develop adequate understanding and ability to use familiar phrases and expressions in English in order to satisfy concrete needs	<u>Grammar:</u> Past Simple Tense <i>to be</i> (affirmative, negative, interrogative) <i>Enough</i>	Understanding and responding to questions on familiar topic(s)	Reading and identifying important ideas in a story	SP: Talking about healthy and unhealthy habits	Writing a paragraph about weekend	IW: Learners prepare a poster <i>Self-do list</i> for living healthy.	Cooperative learning	Good citizen (Collaboration, Social awareness, Cross-cultural awareness) Safety and traffic (Health literacy)	Quiz2: <i>at the end of Unit 8 including units 5, 6, 7 & 8 - four skills (20%)</i>
	-develop ability to make introductions on self/others and engage in basic questions-answers in the target language on topics of personal relevance	<u>Lexis:</u> Breakfast, lunch, supper, dinner Habits (verbs) Games and sports	Listening for specific information in short texts about habits	Reading and understanding about events happened in the past	SI: Asking and answering about events happened in the past	Writing a short paragraph about favourite sport	PW: Learners conduct a mini-survey in class to find out on which activities they spend most of their time.	Personal and social capability (Inter-personal communication, Social interaction)		
	-develop ability to participate in simple interactions in English with the interlocutor's assistance		Listening to and understanding the main idea of a short text relevant to the topic	Reading and answering questions about healthy and unhealthy habits	SP: Talking about games and sports	Writing sentences about healthy habits	GW : Learners draw <i>the Wheel of Healthy Living</i> using real food items.	Creativity		
	-attain adequate competence in terms of		Listening and understanding a song				IW: Learners search the Internet for information on healthy food examples	Problem solving		
								Entrepreneurship (Initiative taking/self-direction)		
								Critical thinking		
								ICT literacy		

	supervised completion of simple tasks and problem-solving in the target language -develop reflective and self-assessment skills through portfolio work -acquire average CMC related skills for English language learning and use -develop sensitivity to environmental problems, universal and societal values and needs in the increasingly globalized world						from other countries. <u>Portfolio Dossier:</u> PW: Learners make an exercise chart and present it to the class.			
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9 Places to Visit	-develop adequate understanding and ability to use familiar phrases and expressions in English in order to satisfy concrete needs -develop ability to make introductions on self/others and engage in basic questions-answers in the target language on topics of personal relevance -develop ability to participate in simple interactions in English with the interlocutor’s assistance -attain adequate competence in terms of supervised completion of simple tasks and	<u>Grammar:</u> Past Simple Tense (regular and irregular verbs <i>went, saw, ate, had, was, got</i>) Linkers: <i>and, but, or</i> <u>Lexis:</u> Places Art (<i>painting, beautiful, boring, colourful, funny, interesting, scary, strange</i>)	Understanding sentences about past events and dates Listening for the main idea in simple texts on places to visit Listening for specific information to complete a dialogue	Reading and understanding short and simple stories about places people visit Reading and identifying words and phrases related to works of art Reading and understanding texts about places to visit	SP: Talking about actions in the past SI: Exchanging opinions about paintings SP: Talking about places to visit on a school trip SI: Talking about and responding to questions about works of art	Writing simple sentences using the relevant lexis Writing a short paragraph about a favourite place	IW/PW: Learners prepare a brochure about famous local places to visit. IW: Learners search the Internet for information on an interesting sport around the world and present it to the class. WCA: Learners conduct a mini-survey on places to go on a school trip. <u>Portfolio</u> <u>Dossier:</u> PW: Learners	Cooperative learning Inter-personal communication Social interaction Creativity Problem solving Initiative taking/self-direction Critical thinking ICT literacy	Good citizen (Collaboration, Social awareness, Cross-cultural awareness, Environmental literacy) Safety and traffic (Health literacy)	Homework (10%) Participation (10%) Portfolio (15%) End of Semester Exam: at the end of Unit 9 including all units- four skills (25%)