**TOPICAL CONTENT AND LEARNING OUTCOMES-Class 5**

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| **Concept** | **Topics** | **Subject learning outcomes for topic** |
| **Literary and non-literary texts** | **Topic 1 – Starter**   * Household chores * Free-time activities * In the city * People I know and their jobs * Numbers 1-20 (cardinal & ordinal) | * Listens to and reads dialogues focusing on household chores and answers follow-up questions individually, in pairs or groups; * Listens to and reads short texts describing a city and paraphrases key information; * Scans for specific information while listening and reading guided by keywords or questions; * Role-plays different scenes depicting the characteristics of different jobs; * Identifies family members through a family tree, story or video and introduces their jobs using vocabulary taught in the previous grade; * Writes a paragraph about free-time activities; * Listens to short dialogues and/or songs reinforcing the vocabulary in focus; * Identifies, pronounces and spells correctly numbers 1 – 20 (both cardinal and ordinal) presented through pictures, stories, short texts or videos. |
| **Topic 2 – My dream job**   * Jobs * Job qualities * Sports, sports equipment & injuries * Transport * Short informative texts | * Listens to and reads short dialogues depicting jobs and job qualities and answers follow-up questions individually, in pairs or in groups; * Listens to short dialogues and/or songs reinforcing the vocabulary in focus (jobs, sports, injuries, and transport); * Identifies job qualities and matches them to the right jobs (*e.g., kind, likes and takes care of animals, wants to help = vet; caring, wants to help people = doctor; patient, loves kids, good at explaining things = teacher);* * Scans for specific information while listening and reading, guided by keywords or questions; * Identifies sports equipment presented through pictures, animations, or other forms of representation; * Role-plays scenes related to sports & injuries; * Describes in writing his/her favourite sport (e.g., rules, how it is played, etc.); * Categorises means of transport presented through pictures, or other forms of representation; * Discusses the different means of transport focusing on their environmental impact; * Identifies the structure of short informative texts and key information presented in texts; * Paraphrases and summarises information presented in short informative texts; * Practices note-taking techniques; * Writes a short informative text about an upcoming event in his/her community. |
| **Topic 3 – Let’s make something**   * Food items * Recipes * Helping people in need * Clothes & patterns * Celebration * Numbers 21 – 50 (cardinal & ordinal) | * Participates in activities and/or games reinforcing vocabulary related to food and clothes; * Identifies food items presented in a recipe; * Paraphrases recipes using ordinal numbers *(first, second, third, etc.)*; * Reads texts or listens to stories addressing the topic of offering help to those in need; * Identifies speakers and specific information presented in short texts or listening passages; * Distinguishes vocabulary used to describe clothes patterns presented through illustrations, pictures, or videos; * Draws a picture illustrating clothes in different patterns and uses it to give a presentation; * Paraphrases and summarises information on different celebrations and activities presented through videos, or texts, and pictures; * Summarises key information in writing, about an important celebration in their country; * Looks at and analyses samples of invitations sent out on different celebrations; * Writes a brief invitation (e.g., for a birthday party…); * Identifies, pronounces and spells correctly numbers 21 – 50 (both cardinal and ordinal) presented in pictures, stories, short texts, or videos. |
| **Topic 4 – Animals**   * Land and sea animals * Body parts of animals * Natural features * Short stories | * Listens to and reads short texts focusing on land and sea animals and uses the presented information to categorise animals depending on their characteristics; * Listens to short dialogues and/or songs reinforcing vocabulary related to animals and natural features; * Distinguishes between land and sea animals presented through pictures and/or videos; * Identifies various land and sea animals and their body parts; * Participates in discussion reflecting on the importance of protecting animals; * Reads texts or watches videos focusing on natural features (*e.g., hill, beach, volcano, cave, island, valley, cliff, etc.)* and scans for vocabulary used to describe targeted natural features; * Reads and listens to level appropriate short stories; * Identifies the structure of short stories; * Makes predictions and cross checks them using information presented in short stories; * Recalls and paraphrases the main topic, characters, and events presented in short stories; * Paraphrases and summarises different short stories in writing. |
| **Topic 5 – Places**   * Places to visit * The Earth * Famous theme parks around the world * Postcards * Numbers 51 – 100 (cardinal & ordinal) | * Listens to and reads short texts describing different places to visit, and identifies their key features; * Listens to short dialogues and/or songs reinforcing the vocabulary in focus; * Uses different prompts (*e.g., pictures, video snapshots, keywords) to* discuss with peers various places to visit and their features; * Listens to and reads short texts describing the Earth and identifies key information; * Paraphrases and summarises the key information presented through listening and/or reading; * Writes one-two paragraphs describing a past visit to a favourite place; * Participates in discussion reflecting on the importance of protecting the environment; * Finds/selects pictures portraying theme parks; * Summarises key information, in writing, on theme parks based on reading and listening materials; * Describes the key features of theme parks and activities one can do there; * Reads and compares postcards written for different occasions; * Identifies, pronounces, and spells correctly numbers 51 – 100 (both cardinal and ordinal) presented in pictures, stories, short texts, or videos. |
| **Topic 6 – Natural wonders**   * Mountains, lakes, rivers, seas * Camping * Advertisements | * Listens to and reads short descriptive texts relating to mountains, lakes, rivers and seas and answers follow-up questions individually, in pairs or groups; * Distinguishes between mountains, lakes, rivers and seas presented through different means of visualisation; * Watches animated stories or videos with a focus on mountains, lakes, rivers and seas and identifies key information; * Reads a dialogue or short story focusing on camping and identifies general and specific information presented; * Listens to short dialogues and/or songs reinforcing the vocabulary related to camping; * Identifies equipment needed for camping; * Matches topics/headings with given paragraphs; * Recognises different channels of communication used for advertisements; * Looks at and/or reads samples of various advertisements; * Writes about a famous mountain/lake or river in his/her country; * Discusses the different ads used to advertise natural wonders. |
| **Topic 7 – I love computers!**   * Inventions * Achievements * Technology related vocabulary * Emails * Big numbers (cardinal & ordinal) | * Listens to and reads short texts describing important inventions and achievements and answers follow-up questions individually, in pairs, or in groups; * Listens to short dialogues and/or songs reinforcing vocabulary related to technology; * Identifies words related to technology presented through different means of representation (*e.g., text, pictures, videos, animations, etc.*); * Reads and/or listens to short texts describing inventions and answers follow-up questions individually, in pairs, or in groups; * Reads and identifies the structure of an email; * Sequences steps of accessing/using a specific computer program and/or events presented in different email samples; * Participates in discussions reflecting on the Internet safety and talks about future actions he/she will take to use the Internet cautiously; * Writes about his/her favourite invention and/or achievement; * Identifies, pronounces, and spells correctly big numbers presented in pictures, stories, short texts or videos. |
| **Topic 8 – Holidays**   * Things to take on a holiday * Holiday activities * Months | * Listens to and reads short texts describing holidays and summarises key information in pairs, or in groups; * Participates in various games reinforcing vocabulary related to holidays; * Reads, listens and/or watches videos depicting holidays; * Identifies things brought along on holidays presented through different forms of representation and describes their material; * Role-plays scenes focusing on holidays; * Matches holidays to different months of the year; * Writes about his/her holiday plans; * Talks about important events naming months accordingly. |
| **Figurative and non-figurative language** | **Topic 1 – Starter**   * Household chores * Free-time activities * In the city * People I know and their jobs * Numbers 1-20 (cardinal & ordinal) | * Talks about responsibilities around household chores, related to him/herself and other family members; * Creates a personal weekly schedule reflecting school time, time dedicated for learning, household chores, and free-time activities and writes a short paragraph summarising his/her schedule; * Talks and writes about his/her favourite free-time activity using structured activities and/or guiding ideas/questions; * Draws a map (or uses a ready-made one) and works in pairs asking and giving directions; * Works in groups to create and present a visual representation of the city focusing on favourite aspects of the city s/he lives in, and things s/he would like to improve; * Works in pairs or groups to draw/create a poster/brochure promoting the city s/he lives in; * Participates in discussions on the topic of the city *(e.g., buildings in the city, favourite places to visit, rules, traffic, communities, citizen’s roles and responsibilities, etc.)*; * Identifies, pronounces, and spells correctly the vocabulary items related to this topic; * Labels new vocabulary items and writes structured sentences with target vocabulary presented through this topic. |
| **Topic 2 – My dream job**   * Jobs * Job qualities * Sports, sports equipment & injuries * Transport * Short informative texts | * Presents and talks about his/her family members (or other familiar people) focusing on their jobs and the qualities of the respective jobs; * Illustrates his/her dream job, conducts a brief research (by interviewing family members, or other people online) to find additional information, and writes a short paragraph depicting key qualities of his/her chosen job (supported by structured activities and/or guiding ideas/questions); * Talks and writes about his/her favourite sport(s) using structured activities and/or guiding ideas/questions; * Shares opinions on the importance of playing sports; * Illustrates different sports and sport equipment, and uses the illustration to give a short presentation; * Identifies injuries resulting from playing sports and engages in discussions reflecting on measures that help minimise or prevent possible injuries; * Creates a mind map or other forms of representations to illustrate transport used in his/her city; * Participates in discussions on the means of transportation and their impact on the environment; * Identifies, pronounces, and spells correctly the vocabulary items related to this topic; * Labels new vocabulary items and writes structured sentences with target vocabulary presented through this topic. |
| **Topic 3 – Let’s make something**   * Food items * Recipes * Helping people in need * Clothes & patterns * Celebration * Numbers 21 – 50 (cardinal & ordinal) | * Utilises a range of food-related vocabulary to talk and write about his/her food preferences, eating habits, healthy and unhealthy foods; * Participates in discussions focusing on healthy eating, reflecting on the importance and benefits of having a balanced diet; * Finds a recipe and presents it to peers describing items needed and steps for making the recipe; * Reflects on the importance of helping those in need by sharing opinions in discussions; * Works in pairs or groups to brainstorm and plan an initiative to help others supported by structured activities and/or guiding ideas/questions *(e.g., helping other students in the school with learning, or homework; helping someone in their neighbourhood; volunteering, preparing and selling food items to fundraise for others, etc.)*; * Prepares a poster (in pairs or groups) to advocate on helping those in need; * Illustrates different patterned clothes and uses the illustration to present his/her work; * Works in groups to plan a celebration and prepare an invitation (*e.g., date, time and place, number of guests; listing food, drinks and other items needed; choosing activities and music);* * Identifies, pronounces, and spells correctly the vocabulary items related to this topic; * Labels new vocabulary items and writes structured sentences with target vocabulary presented through this topic. |
| **Topic 4 – Animals**   * Land and sea animals * Body parts of animals * Natural features * Short stories | * Creates graphic organisers to categorise different land and sea animals and presents them; * Illustrates and writes about different animals describing them, their characteristics and habitat; * Writes about his/her favourite land or sea animal; * Researches the internet, or collects from newspapers/magazines/brochures, pictures of natural features to create and present a collection; * Writes sentences and short paragraphs describing natural features; * Writes a short story supported by structured activities and presents it; * Gives clues and guesses animals and their body parts (e.g., *I am a huge animal with a long nose and tail);* * Identifies, pronounces, and spells correctly the vocabulary items related to this topic; * Labels new vocabulary items and writes structured sentences with target vocabulary presented through this topic. |
| **Topic 5 – Places**   * Places to visit * The Earth * Famous theme parks around the world * Postcards * Numbers 51 – 100 (cardinal & ordinal) | * Creates a brochure depicting places to visit in his/her country; * Advocates on the topic of protecting the Earth by drawing a picture, designing a poster or creating artwork through recyclable materials; * Researches and writes a paragraph summarising key information about a famous theme park; * Writes a postcard describing an event he/she has participated in (*e.g., holiday, celebration, visit to a theme park/museum, etc.)*; * Identifies, pronounces, and spells correctly the vocabulary items related to this topic; * Labels new vocabulary items and writes structured sentences with target vocabulary presented through this topic. |
| **Topic 6 – Natural wonders**   * Mountains, lakes, rivers, seas * Camping * Advertisements | * Describes and discusses a past visit to a mountain, lake, river or sea; * Researches and writes a paragraph summarising key information about a mountain, lake or river in his/her country; * Creates a weekly schedule depicting activities one can do while camping; * Uses playdough or other reusable materials to create various equipment needed for camping; * Designs an advertisement for one of the natural wonders (*e.g., mountains, lakes, rivers, etc.)* in his country and presents it; * Identifies, pronounces, and spells correctly the vocabulary items related to this topic; * Labels new vocabulary items and writes structured sentences with target vocabulary presented through this topic. |
| **Topic 7 – I love computers!**   * Inventions * Achievements * Technology related vocabulary * Emails * Big numbers (cardinal & ordinal) | * Illustrates an invention and summarises key information using keywords and phrases upon searching the Internet, books or other reference materials; * Writes a paragraph paraphrasing and summarising information on a famous achievement; * Compiles an interview template supported by in-class structured activities and uses it to interview a family member on a personal achievement; * Uses imagination to create an invention within a given topic (*e.g., kitchen appliances, transport, objects used every day, school materials, etc.),* illustrates and presents it; * Creates and presents an illustration depicting key rules to follow to ensure safe use of the Internet; * Writes an email describing his/her favourite computer program/game/application; * Identifies, pronounces, and spells correctly the vocabulary items related to this topic; * Labels new vocabulary items and writes structured sentences with target vocabulary presented through this topic. |
| **Topic 8 – Holidays**   * Things to take on a holiday * Holiday activities * Months | * Creates a survey on things to take on a holiday and preferred activities to do on holiday (supported by in-class structured activities) and collects answers from peers and/or family members; * Represents the collected data from the survey in a graphic format (*e.g., table, chart, etc.)* and uses it to give a presentation; * Plans a holiday (including defining time and place, listing things needed to bring along, and activities to do) and presents it; * Writes a paragraph summarising what he/she will do during summer; * Works in pairs, or in groups asking and answering questions about summer plans and activities; * Creates a calendar depicting important events for each month and presents it; * Identifies, pronounces, and spells correctly, the vocabulary items related to this topic; * Labels new vocabulary items and writes structured sentences with target vocabulary presented through this topic. |
| **Critique, theory, history** | * / | **/** |
| **Language exponents** | **Topic 1 – Starter**   * Verbs related to free-time activities (play football, read a book…) * Identifying places in the city * Giving directions * Counting up to 20 * Present simple and present continuous * Vocabulary field: household chores, professions | * Utilises appropriate verbs and adverbs of frequency to talk and/or write about free-time activities and household chores; * Uses independently a range of vocabulary items to talk about a city *(e.g., places in the city, directions, prepositions of place);* * Distinguishes between and makes use of conjunctions *and/but* to join similar or contrasting ideas *(e.g., I like computer games and reading. He loves music, but he doesn’t like signing);* * Talks about location and gives directions using a snapshot map of a city; * Describes situations happening at the moment of speaking; * Talks/writes independently about daily routines or habits using appropriate tense; * Uses appropriate tens to talk/write about actions happening at the time of speaking, temporary situations and definite plans; * Recognises and uses adverbs of frequency used to refer to the present (*e.g., always, usually, often, sometimes, hardly ever, never, etc.)* and time adverbials with present continuous *(e.g., now, at the moment, these days, today, etc.);* * Uses correctly the verbs *‘do’* and *‘make’* with household chores *(e.g., do the dishes, make the bed, etc.);* * Talks/writes about personal or other people’s weekly schedules. |
| **Topic 2 – My dream job**   * Want to… * Subject pronouns * Adverbs of manner * Job-related vocabulary * Adjectives to talk about job qualities * Sports-related vocabulary and vocabulary related to injuries * Reflexive pronouns | * Talks and writes about his/her future (job) using *‘want to’*; * Uses correctly subject pronouns to talk and write about his/her family members, their jobs and qualities *(e.g., patient, kind, hard-working, creative, etc.)*; * Uses independently a range of vocabulary items related to jobs, sports and injuries; * Identifies and uses a range of adverbs of manner concerning the topics in focus *(e.g., He is a bus driver. He drives carefully.; My mom is a doctor and she works hard. He likes swimming, but he swims badly.);* * Describes job qualities using a range of adjectives; * Makes use of the correct prepositions *(on, by)* and phrasal verbs *(get on/into; get off/out of)* when referring to means of transport; * Distinguishes between and uses correctly subject and reflexive pronouns when speaking and writing; * Uses reflexive pronouns to emphasise the doer of the action. |
| **Topic 3 – Let’s make something**   * Quantifiers * Comparative & superlative forms of adjectives * *As…as* * *Too – enough* * Food-related vocabulary * Describing patterns and clothes * Counting up to 50 | * Reflects and shares experiences when he/she has helped others; * Engages in various activities, exercises and tasks reinforcing language exponents in focus; * Distinguishes between quantifiers and their usage (*e.g., a lot of, much, many, a few, a little);* * Uses quantifiers when speaking and writing on the topic of food; * Uses comparative and superlative forms of adjectives to talk and write about topics in focus (*e.g., The red dress is more expensive than the blue dress.; Apples are healthier than biscuits.; etc.);* * Creates sentences describing clothes and patterns; * Recognises the structure of comparison to the same degree (*as+ adjective +as,* as well as *too + adjective and adjective + enough)* and utilises such forms when speaking and writing; * Uses independently a range of vocabulary items related to foods, clothes and patterns and adjectives; * Works in groups to create an awareness-raising campaign on the importance of helping others (e.g., through posters, flyers, fundraising, etc.); * Writes short paragraphs about his/her eating habits. |
| **Topic 4 – Animals**   * Past simple of the verb ‘to be’ (all forms) * Modal verbs * Adjectives ending in *-ed* or *-ing* * Object pronouns * Relative pronouns * Vocabulary related to land and sea animals and natural features | * Identifies the form and use of past simple tense of primary auxiliary (*to be – all forms);* * Uses past simple tense of primary auxiliary *to be* when speaking and writing; * Identifies the form and use of modal verbs (*can – could / should, must);* * Draws posters illustrating rules to follow when using public spaces (e.g., beaches, valleys, parks, etc.); * Uses modal verbs to talk about topics in focus (land and sea animals, and natural features); * Distinguishes and uses adjectives ending in -ed/-ing correctly (*e.g., interesting/interested, boring/bored, etc.);* * Recognises and uses correctly object pronouns and relative pronouns to talk and write about topics in focus; * Uses independently a range of vocabulary items related to land and sea animals and natural features. |
| **Topic 5 - Places**   * Past simple – regular verbs (affirmative, negative, interrogative) * Vocabulary related to places one can visit and the environment * Time expressions * Linking words * Counting up to 100 | * Identifies the form and use of past simple tense – regular verbs (all forms); * Writes about a place he/she has visited using past simple tense – regular verbs (all forms); * Recognises and uses definite past time expressions (*e.g., yesterday, last week/month/year, in 2019, ago, etc.);* * Writes a postcard using past simple tense; * Uses independently a range of vocabulary items related to the environment and places one can visit; * Discusses in pairs or groups famous landmarks to visit in his/her country using prompts such as illustrations, pictures and/or keywords to structure the discussion; * Uses imagination to sketch a theme park he/she would like to have in his/her city; * Role-plays scenes buying and selling tickets for a theme park or other landmarks; * Uses linking words to connect ideas in a paragraph. |
| **Topic 6 - Natural wonders**   * Past simple – irregular verbs (all forms) * Indefinite pronouns * Vocabulary related to mountains, lakes, rivers and seas * Time expressions | * Identifies the form and use of past simple tense – irregular verbs (all forms); * Writes about an event, experience or activity in the past; * Writes about a camping experience using past simple tense – irregular verbs (all forms); * Recognises and uses definite past time expressions (*e.g., yesterday, last week/month/year, in 2019, ago, etc.);* * Asks for and gives advice related to camping in the mountain, lake, river, or sea; * Talks about different objects found in nature and their composition; * Recognises and uses independently indefinite pronouns (*e.g., another, any, anybody/anyone, anything, everything, someone, etc.);* * Creates a poster advertising a camping venue; * Uses independently a range of vocabulary items related to mountains, lakes, rivers and seas. |
| **Topic 7 I - love computers!**   * Future simple (affirmative) * Adjectives related to an opinion * Technology related vocabulary * Linking words | * Identifies the form and use of future simple tense (affirmative); * Writes an email describing his/her plans for the weekend using future simple tense (affirmative); * Gives opinions on important inventions, achievements, and/or computer programs using a range of adjectives; * Recognises and uses time expressions used for the future (*e.g., tomorrow, next week/month, maybe, etc.);* * Recognises and uses linking words (*e.g., first, second, another, also, in conclusion, etc.);* * Talks about his/her dreams and hopes for the future; * Uses independently a range of vocabulary items related to technology. |
| **Topic 8 - Holidays**   * Future simple (all forms) * Making a list of items to take on a holiday * Describing activities one can do on holiday * Question words * *-ing* form with state verbs | * Identifies the form and use of future simple tense (all forms); * Uses future simple tense (all forms) to write about his/her plans for summer holidays; * Uses question words to ask and answer questions about summer plans; * Identifies and classifies the items needed to take on holiday and activities one can do according to the type and location of holidays *(e.g., mountains vs. sea);* * Describes activities one can do on holiday using prompts presented in pictures or keywords; * Recognises and uses the gerund form (-ing) correctly with state verbs such as like, love, enjoy, hate, can’t stand, don’t mind, etc. *(e.g., I enjoy reading books.; I love swimming in the ocean., etc.)* to talk about holidays and favourite activities*;* * Uses independently a range of vocabulary items related to holidays. |