**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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
 |