

YEAR 6

<p><b>Preliminary Work</b></p> <p>(Beyond Starter Unit)</p> <p>(15<sup>th</sup> of September - 2<sup>nd</sup> October)</p>	<p><u>Grammar</u></p> <p>Subject pronouns</p> <p>Possessive adjectives</p> <p>Basic Wh- questions</p> <hr/> <p><u>Lexis</u></p> <p>Numbers from 0 to 1000</p> <p>Colours</p> <p>Days of the Week / Months</p> <p>Classroom Objects</p>
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**YEAR 6**

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				
<p><b>1</b></p> <p><b>All About Me</b></p> <p>(Beyond Units 1 and 2)</p> <p>(5<sup>th</sup> of October - 30<sup>th</sup> of October)</p>	<p>-develop understanding of English expressions and sentences in relation to familiar and routine topics</p> <p>-develop ability to communicate in the target language on familiar and routine topics</p> <p>-develop ability to describe in English aspects of immediate relevance</p> <p>-acquire basic competence in terms of assuming responsibility for task completion in the target language</p>	<p><u>Grammar:</u></p> <p>Present Simple Tense <i>to be</i> (affirmative, negative, questions, short answers)</p> <p>Subject and possessive pronouns</p> <p><i>A / an, the</i></p> <p><i>This/that, these/those</i></p> <p><i>Have got</i></p> <p><i>Whose...?</i></p> <p>Possessive 's / s'</p> <p>Intensifiers (<i>very, quite, really</i>)</p>	<p>Listening and understanding information about people's possessions</p> <p>Listening and recognizing lexis related to countries and nationalities</p> <p>Listening and understanding information about where things are from</p> <p>Listening and understanding a text related to family relations</p>	<p>Reading and understanding texts about personal information</p> <p>Understanding simple lexis related to family relations</p> <p>Reading a short text and finding out who/what possessive pronouns refer to</p> <p>Reading and understanding instructions related to classroom environment</p>	<p>SP: Talking about family and friends</p> <p>SP: Talking about one/more things, ideas, and problems around learners</p> <p>SI: Asking and answering questions about family relations</p> <p>SI: Exchanging information on family members (their character and personal appearance)</p> <p>SI: Asking and answering questions</p>	<p>Writing descriptive paragraphs about people's character and appearance</p> <p>Writing a short text about who people are, their possessions, and ownership</p> <p>Writing a short descriptive paragraph about things around learners</p> <p>Categorizing lexis</p> <p>Writing questions and answers addressing</p>	<p>IW: Learners draw their family trees and give short classroom presentations.</p> <p>GW: Learners prepare a poster related to emergency phone numbers.</p> <p>WCA: Game <i>Bingo</i> (countries and nationalities)</p> <p>PW: (Craft project) Learners create puppets with body parts.</p> <p><u>Portfolio Dossier:</u></p> <p>IW: Learners search the Internet for information on a famous person they like,</p>	<p>Cooperative learning</p> <p>Personal and social capability (Inter-personal communication, Social interaction)</p> <p>Creativity</p> <p>Problem solving</p> <p>ICT literacy</p>	<p>Good citizen (Collaboration, Social awareness, Cross-cultural awareness)</p>	

	<p>-develop basic ability to adapt to the context in solving problems in English</p> <p>-develop reflective and self-assessment skills through portfolio work</p> <p>-acquire adequate CMC related skills for English language learning and use</p>	<p><u>Lexis:</u></p> <p>Countries and nationalities</p> <p>Family</p> <p>Body</p> <p>Character and personal appearance (adjectives)</p>			<p>related to countries and nationalities</p>	<p>objects</p>	<p>his/her appearance and character, and prepare a related poster.</p>			
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**YEAR 6**

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
<p><b>2</b></p> <p><b>A Better Life</b></p> <p>(Beyond Unit 3)</p> <p>(2<sup>nd</sup> of Nov. – 13<sup>th</sup> of Nov. )</p>	<p>-develop understanding of English expressions and sentences in relation to familiar and routine topics</p> <p>-develop ability to communicate in the target language on familiar and routine topics</p> <p>-develop ability to describe in English aspects of immediate relevance</p> <p>-acquire basic competence in terms of assuming responsibility for task completion in the target</p>	<p><u>Grammar:</u></p> <p>Imperatives</p> <p>Object pronouns</p> <p><i>There is / there are</i></p> <p>Sequence (<i>before / after</i>)</p> <p><u>Lexis:</u></p> <p>Animals and pets</p> <p>School and school subjects</p> <p>Things in a room</p> <p>Ordinal numbers (1-10)</p>	<p>Listening and extracting information about a school timetable</p> <p>Listening and understanding what is present in a room</p> <p>Listening and understanding in what order the school subjects appear in a school timetable</p> <p>Listening and understanding which object a person is speaking about</p> <p>Giving and following instructions</p>	<p>Reading and understanding short texts related to school and school subjects</p> <p>Reading a short text and finding out who/what each object pronoun refers to</p> <p>Reading and understandig a short description of a room</p> <p>Reading and understanding a short text about a pet and its care</p> <p>Reading and understanding basic warnings and rules related</p>	<p>SI: Exchanging information about school subjects and timetables</p> <p>SI: Asking, understanding, and answering questions relevant to learners' needs in public places</p> <p>SP: Saying what is present in a picture</p> <p>SI: Understanding and giving simple instructions</p> <p>SI: Asking for and giving things</p>	<p>Writing sentences including basic imperatives related to a certain place/situation</p> <p>Writing a descriptive short paragraph about a room</p> <p>Writing a short text describing learners' room and its objects (by giving number(s) where necessary)</p> <p>Writing paragraphs on leisure activities and daily routines (using sequence related lexis)</p> <p>Writing a note</p>	<p>IW: Learners listen to information and fill in a school timetable.</p> <p>WCA: Learners create a poster of classroom / school rules.</p> <p>GW: Learners prepare a poster on <i>Personal Actions for a Better Future</i> (by using imperatives).</p> <p>WCA: Using used materials learners make dishes for food and water (for street</p>	<p>Cooperative learning</p> <p>Personal and social capability (Inter-personal communication, Social interaction)</p> <p>Creativity</p> <p>Problem solving</p> <p>Critical thinking</p> <p>Entrepreneurship (Initiative taking / self-direction)</p>	<p>Good citizen(Collaboration, Social awareness, Environmental sensitivity)</p> <p>Safety and traffic (Health literacy, traffic rules)</p>	<p>Portfolio Check 5 %</p> <p>Quiz 1 (at the end of Unit2 – including Preliminary Work, Units 1 and 2) 5%</p> <p>First Semester Mid-term Examination - four skills 90 %</p>

	<p>language</p> <p>-develop basic ability to adapt to the context in solving problems in English</p> <p>-develop reflective and self-assessment skills through portfolio work</p> <p>-develop active approach to environmental problems, societal values and needs</p>			<p>to learners' immediate environment</p> <p>Reading and understanding basic road signs</p>		<p>for someone</p>	<p>animals).</p> <p><u>Portfolio Dossier:</u> Learners write descriptive paragraphs about their rooms or classrooms. They can prepare a poster using related pictures.</p>			
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YEAR 6

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				
<p><b>3</b></p> <p><b>Life and Technology</b></p> <p>(Beyond Units 4 and 5)</p> <p>(23<sup>rd</sup> of November – 25<sup>th</sup> of December)</p>	<p>-develop understanding of English expressions and sentences in relation to familiar and routine topics</p> <p>-develop ability to communicate in the target language on familiar and routine topics</p> <p>-develop ability to describe in English aspects of immediate relevance</p> <p>-acquire basic competence in terms of assuming responsibility for task completion in the target language</p>	<p><u>Grammar:</u></p> <p>Present Simple Tense (affirmative-negative-questions-short answers)</p> <p><i>Can / Can't</i></p> <p><i>What time ...?</i></p> <p>Adverbs of frequency</p> <p>Linker: <i>because</i></p> <p><u>Lexis:</u></p> <p>Daily Activities</p> <p>Free time activities</p> <p>Jobs</p> <p>Music</p> <p>Places in town</p> <p>Socializing and communicating</p>	<p>Listening and understanding simple conversations about daily routines and how often they are done by giving time reference</p> <p>Listening and understanding conversations about abilities</p> <p>Listening and understanding lexis related to music</p> <p>Listening and understanding a short description of a place in town</p> <p>Listening and understanding basic information provided on social</p>	<p>Reading and understanding short simple texts about people's daily routines and free time activities</p> <p>Reading and understanding a short text about people's abilities</p> <p>Understanding simple lexis related to people's professions</p> <p>Reading and understanding information about how often an activity is done</p>	<p>SP: Talking about habits and routines</p> <p>SI: Interacting in a simple way about the main features of daily routines</p> <p>SP: Talking about the things learners can do</p> <p>SP: Expressing musical preferences</p> <p>SI: Asking and answering questions</p>	<p>Writing a short text about learners' daily routines and free time activities (by giving time reference)</p> <p>Writing a short descriptive paragraph about music and musical instruments</p> <p>Writing about learners' and other people's abilities</p> <p>Replying to an e-mail</p>	<p>GW: Learners give short presentations on abilities of group members.</p> <p>WCA: Learners watch a You Tube video and fill in the missing information.</p> <p>PW: Learners create a store advertisement (<i>Buy 1 get 1 free, low prices every day, etc...</i>)</p> <p><u>Portfolio Dossier:</u> Learners create a map of their hometown (street) and label the buildings.</p>	<p>Cooperative learning</p> <p>Personal and social capability (Inter-personal communication, Social interaction)</p> <p>Creativity</p> <p>ICT literacy</p> <p>Critical thinking</p> <p>Entrepreneurship</p>	<p>Good citizen (Collaboration, Social awareness)</p>	

	<p>-develop reflective and self-assessment skills through portfolio work</p> <p>-acquire adequate CMC related skills for English language learning and use</p>	through technology	networking sites		<p>about each other's hobbies, interests, and leisure activities</p> <p>SI: Asking for and giving reasons</p>	Writing and sharing ideas and posting comments online				
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YEAR 6

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				
<p><b>4</b></p> <p><b>Holidays and Travel</b></p> <p>(Beyond Unit 6)</p> <p>(28<sup>th</sup> of December - 8<sup>th</sup> of January)</p>	<p>-develop understanding of English expressions and sentences in relation to familiar and routine topics</p> <p>-develop ability to communicate in the target language on familiar and routine topics</p> <p>-develop ability to describe in English aspects of immediate relevance</p> <p>-acquire basic competence in terms of assuming responsibility for task completion in the target language</p>	<p><u>Grammar:</u></p> <p>Comparative adjectives</p> <p><i>Some / any, much / many / a lot of</i></p> <p><i>How much / how many</i></p> <p><i>I'd like...</i></p> <p><i>Would you like...?</i></p> <p><i>Can I have...?</i></p> <p><u>Lexis:</u></p> <p>House</p> <p>Holiday</p> <p>Transport</p> <p>Food and drink</p> <p>Shopping</p>	<p>Listening and understanding a text comparing two people, places or things</p> <p>Listening and understanding paragraphs related to food and drinks</p> <p>Understanding a simple dialogue related to restaurant</p> <p>Listening and understanding main features of a text related to holidays and travel</p> <p>Listening and answering simple questions about means of transport</p> <p>Listening and understanding a short text</p>	<p>Reading and understanding texts related to the amount and quantity of food and drinks</p> <p>Reading and understanding menu items related to food and drinks</p> <p>Reading and understanding prices in different currencies</p> <p>Reading and understanding descriptions of rooms in a house</p> <p>Reading and understanding a conversation about food</p>	<p>SI: Engaging in transactions to compare and contrast the qualitative features of people, places, and things</p> <p>SP: Making simple suggestions</p> <p>SI: Taking roles in a simple dialogue related to restaurant</p> <p>SP: Speaking about a holiday</p> <p>SI: Asking and answering questions to get information</p>	<p>Writing sentences to make comparisons between people, places or things</p> <p>Writing a short dialogue between a shopkeeper and a customer</p> <p>Writing about how much there is of something</p> <p>Writing and sharing ideas online</p> <p>Replying to or writing a short e-mail / text message</p> <p>Writing a</p>	<p>PW: Learners prepare a poster related to healthy and unhealthy food.</p> <p>IW: Learners prepare a poster showing and categorizing different food and drinks that they have for breakfast / lunch / dinner.</p> <p>PW: Learners search the Internet for information on different holiday activities in other countries.</p> <p><u>Portfolio Dossier:</u></p>	<p>Cooperative learning</p> <p>Personal and social capability (Inter-personal communication, Social interaction)</p> <p>Creativity</p> <p>Problem solving</p> <p>ICT literacy</p> <p>Critical thinking</p> <p>Entrepreneurship</p>	<p>Good citizen (Collaboration, Social awareness, ,Cross-cultural Awareness)</p> <p>Safety and traffic (Health literacy)</p>	<p>Portfolio Check 5 %</p> <p>Quiz 2 (at the end of Unit 2 – including Units 3 and 4) 5%</p> <p>First Semester Final Examination - four skills 90 %</p>



	<p>-develop basic ability to adapt to the context in solving problems in English</p> <p>-develop reflective and self-assessment skills through portfolio work</p> <p>-acquire adequate CMC related skills for English language learning and use</p>	and prices	<p>comparing prices of different objects; answering related questions</p> <p>Understanding comparison of present actions/situations</p>		<p>about an object's price</p> <p>SP: Talking about specific quantities and prices</p> <p>SI: Making a suggestion on a future activity and accepting or refusing a suggestion which has been made</p>	<p>paragraph about learners' likes and dislikes related to food and drinks and how often they eat / drink them</p>	<p>GW: Learners design a simple questionnaire about likes and dislikes, conduct an interview and record it.</p>			
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**REVISION: 11<sup>th</sup> of January - 15<sup>th</sup> of January**

**YEAR 6**

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				
<p><b>5</b> <b>My Style</b> (Beyond Unit 7)</p> <p>(16<sup>th</sup> of February - 4<sup>th</sup> of March)</p>	<p>-develop understanding of English expressions and sentences in relation to familiar and routine topics</p> <p>-develop ability to communicate in the target language on familiar and routine topics</p> <p>-develop ability to describe in English aspects of immediate relevance</p> <p>-acquire basic competence in terms of assuming responsibility for task completion in the target language</p>	<p><u>Grammar:</u></p> <p>Present Continuous Tense (affirmative-negative-questions-short answers)</p> <p>Verb + gerund (<i>love/like/hate + dancing</i>)</p> <p><u>Lexis:</u></p> <p>Colours</p> <p>Clothes and accessories</p> <p>Personal possessions</p> <p>Likes and dislikes</p>	<p>Understanding basic names of clothes and accessories</p> <p>Understanding actions happening at the moment of speaking</p> <p>Listening and understanding a conversation about likes and dislikes</p> <p>Listening and understanding what people are wearing for different occasions</p>	<p>Reading and understanding a short paragraph about events or actions happening in a picture or photo</p> <p>Reading and understanding simple texts related to likes and dislikes</p> <p>Reading and understanding simple texts related to clothes and accessories</p> <p>Identifying people by reading a short description about their appearance</p>	<p>SP: Speaking about learners' own and others' actions happening at the moment of speaking</p> <p>SP: Talking about theirs and other people's clothes</p> <p>SP: Narrating picture stories</p> <p>SI: Expressing and asking about likes</p>	<p>Writing about what learners and other people are doing at the moment of speaking</p> <p>Writing sentences related to learners' own and other's preferences</p> <p>Writing a short descriptive paragraph about learners' own and other people's clothes and possessions</p>	<p>WCA: Game <i>Find someone who</i></p> <p>WCA: Learners watch a video on a drama group and write about what members are wearing.</p> <p>PW: Learners describe their picture to their partner and try to find differences.</p> <p>GW: Learners design a simple questionnaire on likes and dislikes, conduct an interview, and record it.</p> <p>PW: Learners choose a place (cinema, park,..) and write signs for</p>	<p>Cooperative learning</p> <p>Personal and social capability (Inter-personal communication, Social interaction)</p> <p>Creativity</p> <p>Problem solving</p> <p>ICT literacy</p> <p>Critical thinking</p> <p>Entrepreneurship (Initiative taking / self-direction)</p>	<p>Good citizen (Collaboration, Social awareness, Environmental sensitivity, ,Cross-cultural Awareness)</p>	

	<p>-develop basic ability to adapt to the context in solving problems in English</p> <p>-develop reflective and self-assessment skills through portfolio work</p> <p>-acquire adequate CMC related skills for English language learning and use</p> <p>-develop active approach to environmental problems, societal values and needs</p>				<p>and dislikes</p> <p>SI: Asking and answering questions about things happening now</p>		<p>it. (<i>Please Be Quiet, Sorry, We're Closed...</i>)</p> <p>WCA: Learners make accessories from used materials, sell them at a school fair and donate the money to be collected to those in need.</p> <p><u>Portfolio Dossier:</u></p> <p>Learners search the Internet for information on traditional clothes for different countries and prepare a related poster.</p>			
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**YEAR 6**

Topic	Learning Outcomes	Language/Skills Development and Use			Activities	Inter-disciplinary	Cross-	Assessment
		Lexis and						



	<p>-develop reflective and self-assessment skills through portfolio work</p> <p>-acquire adequate CMC related skills for English language learning and use</p> <p>-develop active approach to environmental problems, societal values and needs</p>	Celebrations	related to experiences and people's opinions about them		<p>SP: Asking how people are</p> <p>SI: Asking and answering questions about past actions / events</p> <p>SI: Speaking about buying a present for a friend</p> <p>SI: Offering something to somebody and replying to an offer</p>	postcard / e-mail about a weekend holiday	two wild / endangered animals and prepare an informative leaflet about them. They use pictures and compare facts about animals' lives.			
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REVISION: 28<sup>th</sup> of March – 1<sup>st</sup> of April

YEAR 6

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				
<p><b>7</b></p> <p><b>Sports and Health</b></p> <p>(Beyond Unit 10)</p> <p>(2<sup>nd</sup> of May - 13<sup>th</sup> May)</p>	<p>-develop understanding of English expressions and sentences in relation to familiar and routine topics</p> <p>-develop ability to communicate in the target language on familiar and routine topics</p> <p>-develop ability to describe in English aspects of immediate relevance</p> <p>-acquire basic competence in terms of assuming responsibility for task completion in the target language</p> <p>-develop basic</p>	<p><u>Grammar:</u></p> <p><i>Be going to</i> (for future plans, affirmative-negative-question-short answer)</p> <p>Superlative adjectives</p> <p><i>Where is the ...?</i></p> <p><u>Lexis:</u></p> <p>Place (prepositions)</p> <p>Sports and physical activities</p> <p>Personal well-being</p>	<p>Understanding basic names of illnesses, sports, and physical activities</p> <p>Listening and understanding the location of things</p> <p>Listening, understanding, and responding to basic directions</p> <p>Listening to a short dialogue and understanding conversations about future plans</p> <p>Listening and understanding a text comparing two or more people, places, or things</p>	<p>Reading and understanding a short text related to sports and activities</p> <p>Understanding information related to the location of places in a town</p> <p>Reading and understanding a short simple text related to a person's health condition</p> <p>Reading and understanding a short text about future plans and intentions</p>	<p>SP: Talking about where things are</p> <p>SP: Comparing things with others in a group</p> <p>SP: Talking about plans for the future</p> <p>SI: Asking for and giving basic directions about a place in a town</p> <p>SI: Making a suggestion on a future activity and accepting or refusing a suggestion which has been made</p> <p>SI: Accepting or declining</p>	<p>Writing questions and answers about future plans and intentions</p> <p>Writing a short text about future plans and intentions</p> <p>Writing a short paragraph about sports and physical activities</p> <p>Writing a short descriptive paragraph about learners' hometown</p> <p>Writing sentences to make comparisons between two</p>	<p>WCA: By looking at a big map, one learner gives directions and the rest of the class try to find the place.</p> <p>PW: Learners ask their partners about their future plans and intentions and report results to the class.</p> <p>GW: Learners prepare a dialogue about a problem (<i>giving advice</i>) and act out in front of the class.</p> <p><u>Portfolio Dossier:</u> Learners search the Internet for information on the most</p>	<p>Cooperative learning</p> <p>Personal and social capability (Inter-personal communication, Social interaction) Creativity</p> <p>Problem solving</p> <p>ICT literacy</p> <p>Critical thinking</p>	<p>Good citizen (Collaboration, Social awareness, Cross-cultural Awareness)</p> <p>Safety and traffic (Health literacy)</p>	<p>Portfolio Check 5 %</p> <p>Quiz 4 (Units 5, 6 and 7) 5%</p> <p>Second Semester Final Examination – four skills 90 %</p>

	<p>ability to adapt to the context in solving problems in English</p> <p>-develop reflective and self-assessment skills through portfolio work</p> <p>-acquire adequate CMC related skills for English language learning and use</p>				<p>an offer or an invitation</p> <p>SI: Engaging in a conversation to compare and contrast the qualitative features of people, places or things</p>	<p>or more things</p>	<p>amazing and strangest sport records of the world and prepare a visual display / presentation.</p>			
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**REVISION: 16<sup>th</sup> of May – 20<sup>th</sup> of May**

**Abbreviations:**

**SP: Spoken production**

**SI: Spoken interaction**

**IW: Individual Work**

**PW: Pair Work**

**GW: Group Work**

**WCA: Whole Class Activity**