**Short term plan**

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| **Unit 5: Health and body** | | **School:** 14 | | | |
| **Date:** | | **Teacher: Bissengali Karlygash Baktybaikyzy** | | | |
| **Grade:** 2 | | **Number present: absent:** | | | |
| **Theme of the lesson: Our body** | | | | | |
| **Learning objective(s) that this lesson is contributing to** | | **2.R1** recognise, sound and name the letters of the alphabet  **2.S3** respond to basic supported questions about people, objects and classroom routines  **2.UE6** use can / can’t to describe ability use can to make requests | | | |
| **Lesson objectives** | | **All learners will be able to:**   * Ask and answer the questions with some support * Write what body parts can do   **Most learners will be able to:**   * Ask and answer the questions * Write what body parts can do   **Some learners will be able to:**   * Help others to ask and answer the questions   Write what body parts can do | | | |
| **Language objectives** | | What can you do with your legs? I can kick the ball. | | | |
| **ICT skills** | | Projector | | | |
| **Value links** | | Communication | | | |
| **Previous learning** | | Vocabulary | | | |
| **Cross curricular links** | | Physical Education | | | |
| **Intercultural awareness** | | Learners can name body parts in different languages | | | |
| **Kazakh culture** | | Learners can name body parts in Kazakh language | | | |
| **Pastoral Care** | | Assure you met all learners’ needs | | | |
| **Plan** | | | | | |
| **Planned timings** | **Planned activities** | | | **Resources** | |
| Beginning  5 min-s | **Greetings, dividing into groups**   1. Greeting. 2. Dividing into 2 groups. (using picture puzzles)   **Brainstorming**  **Our body**  Write the following on the side of the board:   * I can name and write body parts * I can listen and recognize body parts * I can say what I can do with my body parts.   Every pupil writes answers to these questions on their copybooks.  Example: I can hear.  I can kick.  I can shake. | | | puzzles | |
| Middle  15 min-s | Watching a video ``Parts of the body``  Pupils pronounce names of the the parts of the body.  ``I`ve got blue eyes`` Pupils do some exercises using materials from Bilim.land.  During this task pupils, who answer quick and right get coloured circles (red – “not bad”, green- “good”, blue- “very good”)  Physical exercise ``Head, shoulders, knees and toes``  “This is my face” Pupils do exercises using materials from Bilim.land.  During this task pupils, who answer quick and right get coloured circles (red – “not bad”, green- “good”, blue- “very good”) | | | <https://bilimland.kz/kk/courses/english-language/core-curriculum-for-english/year-2/lesson/020-i-ve-got-blue-eyes>  <https://www.youtube.com/watch?v=YBJ_-MyV2rUhead>  <https://bilimland.kz/kk/courses/english-language/core-curriculum-for-english/year-2/lesson/019-this-is-my-face> | |
| Ending  5min-s | **Homework & Reflection**   * To find parts of the body in crossword * Ask students if they enjoyed the lesson.   Choose one of them.  C:\Users\Пользователь\Desktop\138976_html_405aa934.png | | | <https://bilimland.kz/kk/courses/english-language/grammar-vocabulary-kk/7-10-zhas/lesson/bilgenge-marzhan-dene-musheleri-mamandyqtar-tuster-zhanaurlar-scorm-package> | |
| **Additional information** | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | | **Assessment – how are you planning to check learners’ learning?** | | **Health and safety check** |
| More able learners can be encouraged to write more for what words they learned that day at the end of the lesson. More able learners may be paired with students needing extra help for the TPS at the **beginning** of the lesson. | | | The teacher will be able to assess how well the students have acquired the new words through the Touch the Word game. The teacher will know how well the students are doing at writing the new words and sentences by circulating the room often and checking written work. | | Lessons will be delivered in accordance with health and safety standards |
| **Summary evaluation**  **What two things went really well (consider both teaching and learning)?**  **1:**  **2:**  **What two things would have improved the lesson (consider both teaching and learning)?**  **1:**  **2:**  **What have I learned from this lesson about the class or** **achievements/difficulties of individuals that will inform my next lesson?** | | | | | |