**Calendar Thematic Plan for the 3rd grade within the framework of updating the**

**secondary education content**

**2020-2021 academic year**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **№** | **Unit** | **Theme** | **Learning objectives** | **Hours** | **Date** | **Correction** |
|  | **Animals****(Unit 1)****(8 hours)** | Animal types | 3.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines 3.L5 identify missing phonemes in incomplete words 3.UE14 use basic prepositions of location and position: at, behind, between, in, in front of, near, next to, on, to to describe where people and things are use prepositions of time: on, in, at to talk about days and times  3.UE9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts 3.UE5 use interrogative pronouns including which, what, where, whose to ask who people are and what they are doing | 1 | 01.09 |  |
|  | Animal types | 1 | 07.09 |  |
|  | Body parts | 3.R5 understand the main points of simple sentences on familiar topics by using contextual clues3.R1 read and spell out words for others 3.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 3.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines3.L6 understand some specific information in short, slow, carefully articulated talk on routine and familiar topics | 1 | 08.09 |  |
|  | Body parts | 1 | 14.09 |  |
|  | Animal song and dance | 3.UE4 use determiners a, an, the, some, any, this, these, that, those to identify things3.UE10 use common present continuous forms [positive, negative, question]3.L9 recognize the spoken form of familiar words and expressions3.L2 recognize with considerable support an increasing range of common personal questions3.W1 write with support short responses at phrase level to questions and other prompts | 1 | 15.09 |  |
|  | Animal song and dance | 1 | 21.09 |  |
|  | Craft project  | 3.UE8 use simple imperative forms [positive and negative] for basic commands and instructions3.R3 read and follow with considerable support simple, words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities3.L1 understand a range of short basic supported classroom instructions 3.L4 recognize with support short basic questions relating to features such as colour and number3.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines3.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines3.S6 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges3.S8 give simple instructions for others to follow | 1 | 22.09 |  |
|  |  | Unit Revision | 1 | 28.09 |  |
|  | **Light & Dark** **(Unit 2)****(8 hours)** | Day & Night |  3.S4 respond to basic supported questions giving personal and factual information 3.UE9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts3.R5 understand the main points of simple sentences on familiar topics by using contextual clues 3.L1 understand a range of short basic supported classroom instructions  3.L2 recognize with considerable support an increasing range of common personal questions3.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number 3.L6 understand some specific information in short, slow, carefully articulated talk on routine and familiar topics 3.L7 use contextual clues to predict content in short, supported talk on routine and familiar topics3.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines 3.UE13 use can to talk about ability and to make requests and offers use can / can’t to talk about permission 3.UE3 use common adjectives in descriptions and to talk about simple feelings 3.L6 understand some specific information in short, slow, carefully articulated talk on routine and familiar topics 3.W7 spell some familiar high-frequency words accurately during guided writing activities 3.R3 read and follow with considerable support simple, words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities3.S6 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges 3.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 3.W7 spell some familiar high-frequency words accurately during guided writing activities 3.L5 identify missing phonemes in incomplete words 3.L7 use contextual clues to predict content in short, supported talk on routine and familiar topics 3.L8 understand short narratives spoken slowly and distinctly on routine and familiar topics3.S6 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges 3.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 3.W7 spell some familiar high-frequency words accurately during guided writing activities 3.L5 identify missing phonemes in incomplete words 3.L7 use contextual clues to predict content in short, supported talk on routine and familiar topics 3.L8 understand short narratives spoken slowly and distinctly on routine and familiar topics | 1 | 29.09 |  |
|  | Day & Night | 1 | 05.10 |  |
|  | Sources of light  | 1 | 06.10 |  |
|  | Sources of light  | 1 | 12.10 |  |
|  | Out at night**Summative Assessment 1** | 1 | 13.10 |  |
|  | Revision | 1 | 19.10 |   |
|  | **Summative Assessment for term 1** | 1 | 20.10 |  |
|  | Unit revision | 3.S4 respond to basic supported questions giving personal and factual information 3.UE9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts3.R5 understand the main points of simple sentences on familiar topics by using contextual clues 3.L1 understand a range of short basic supported classroom instructions  3.L2 recognise with considerable support an increasing range of common personal questions3.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number 3.L6 understand some specific information in short, slow, carefully articulated talk on routine and familiar topics 3.L7 use contextual clues to predict content in short, supported talk on routine and familiar topics | 1 | 26.10 |  |
|  | **Time****( Unit 3)****(8 hours)** | Times of my day | 3.UE2 use cardinal numbers 1 -50 to count 3.UE14 use basic prepositions of location and position: at, behind, between, in, in front of, near, next to, on, to to describe where people and things areuse prepositions of time: on, in, at to talk about days and times 3.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines 3.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines 3.S4 respond to basic supported questions giving personal and factual information 3.W1 write with support short responses at phrase level to questions and other prompts 3.L8 understand short narratives spoken slowly and distinctly on routine and familiar topics | 1 | 27.10 |  |
|  | Times of my day | 1 | 02.11 |  |
|  |  Days of the week | 3.UE2 use cardinal numbers 1 -50 to count 3.UE9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts3.UE17 use me, too to give short answers3.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines3.S6 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges3.L7 use contextual clues to predict content in short, supported talk on routine and familiar topics 3.W6 use with support upper and lower case letters accurately when writing names and address 3.R1 read and spell out words for others | 1 | 03.11 |  |
|  | Days of the week | 1 | 16.11 |  |
|  | At the right time | 3.UE2 use cardinal numbers 1 -50 to count3.UE9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts 3.UE14 use basic prepositions of location and position: at, behind, between, in, in front of, near, next to, on, to to describe where people and things areuse prepositions of time: on, in, at to talk about days and times  3.R6 understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics 3.R3 read and follow with considerable support simple, words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities 3.S6 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges 3.L7 use contextual clues to predict content in short, supported talk on routine and familiar topics 3.L5 identify missing phonemes in incomplete words 3.L8 understand short narratives spoken slowly and distinctly on routine and familiar topics 3.L9 recognize the spoken form of familiar words and expressions | 1 | 17.11 |  |
|  | At the right time | 1 | 23.11 |  |
| 23 |  | At the right time **Summative Assessment 2** | 3.UE2 use cardinal numbers 1 -50 to count3.UE9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts 3.UE14 use basic prepositions of location and position: at, behind, between, in, in front of, near, next to, on, to to describe where people and things areuse prepositions of time: on, in, at to talk about days and times  3.R6 understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics 3.R3 read and follow with considerable support simple, words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities 3.S6 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges 3.L7 use contextual clues to predict content in short, supported talk on routine and familiar topics 3.L5 identify missing phonemes in incomplete words 3.L8 understand short narratives spoken slowly and distinctly on routine and familiar topics 3.L9 recognize the spoken form of familiar words and expressions | 1 | 24.11 |  |
| 24 | Unit revision | 3.UE2 use cardinal numbers 1 -50 to count 3.UE14 use basic prepositions of location and position: at, behind, between, in, in front of, near, next to, on, to to describe where people and things areuse prepositions of time: on, in, at to talk about days and times 3.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines 3.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines 3.S4 respond to basic supported questions giving personal and factual information 3.W1 write with support short responses at phrase level to questions and other prompts 3.L8 understand short narratives spoken slowly and distinctly on routine and familiar topics | 1 | 30.11 |  |
| 1. 25
 | **Buildings** **(Unit 4)** **(8 hours)** | Four walls | 3.UE11 use have got + noun to describe and ask about possessions use how many are there? question form3.R5 understand the main points of simple sentences on familiar topics by using contextual clues3.R4 begin to use with support a simple picture dictionary3.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines3.L1 understand a range of short basic supported classroom instructions 3.L6 understand some specific information in short, slow, carefully articulated talk on routine and familiar topics | 1 | 01.12 |  |
| 1. 26
 | Four walls | 1 | 07.12 |  |
|  | Our town | 3.UE14 use basic prepositions of location and position: at, behind, between, in, in front of, near, next to, on, to to describe where people and things are use prepositions of time: on, in, at to talk about days and times 3.UE1 use singular nouns, plural nouns – including some common irregular plural forms in giving simple descriptions3.UE11 use have got + noun to describe and ask about possessions use how many are there? question form3.UE9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts3.UE3 use common adjectives in descriptions and to talk about simple feelings3.S4 respond to basic supported questions giving personal and factual information3.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines3.W7 spell some familiar high-frequency words accurately during guided writing activities | 1 | 08.12 |  |
|  |  | Around the house  | 3.W1 write with support short responses at phrase level to questions and other prompts3.UE4 use determiners a, an, the, some, any, this, these, that, those to identify things 3.UE9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts 3.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines 3.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 3.S6 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges 3.R3 read and follow with considerable support simple, words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities 3.L1 understand a range of short basic supported classroom instructions  3.L4 recognize with support short basic questions relating to features such as colour and number | 1 | 14.12 |  |
|  |  | Days Out**Summative Assessment 3** |  3.W1 write with support short responses at phrase level to questions and other prompts 3.UE4 use determiners a, an, the, some, any, this, these, that, those to identify things 3.UE9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts 3.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines 3.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 3.S6 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges 3.R3 read and follow with considerable support simple, words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities 3.L1 understand a range of short basic supported classroom instructions  3.L4 recognize with support short basic questions relating to features such as colour and number |  | 15.12 |  |
|  | Days OutRevision | 3.W1 write with support short responses at phrase level to questions and other prompts 3.UE4 use determiners a, an, the, some, any, this, these, that, those to identify things 3.UE9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts 3.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines 3.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 3.S6 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges 3.R3 read and follow with considerable support simple, words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities 3.L1 understand a range of short basic supported classroom instructions  3.L4 recognize with support short basic questions relating to features such as colour and number | 1 | 21.12 |  |
|  | **Summative Assessment for term 2** | 1 | 22.12 |  |
|  |  | Unit revision | 3.W1 write with support short responses at phrase level to questions and other prompts 3.UE4 use determiners a, an, the, some, any, this, these, that, those to identify things 3.UE9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts 3.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines 3.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 3.S6 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges 3.R3 read and follow with considerable support simple, words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities 3.L1 understand a range of short basic supported classroom instructions  3.L4 recognize with support short basic questions relating to features such as colour and number | 1 | 28.12 |  |
|  | **Art & Music (Unit 5)****(10 hours)** | Musical instruments | 3.S8 give simple instructions for others to follow3.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines3.S5 begin to articulate clearly the difference between various sounds 3.R1 read and spell out words for others 3.R2 identify, remember and sound out high-frequency sound and letter patterns3.L8 understand short narratives spoken slowly and distinctly on routine and familiar topics | 1 | 29.12 |  |
|  | Musical instruments | 1 | 11.01 |  |
|  | Drawing chairs | 3.L1 understand a range of short basic supported classroom instructions 3.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number 3.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines 3.R4 begin to use with support a simple picture dictionary3.UE11 use have got + noun to describe and ask about possessions use how many are there? question form | 1 | 12.01 |  |
|  | Drawing chairs | 1 | 18.01 |  |
|  | My music | 3.S8 give simple instructions for others to follow 3.S4 respond to basic supported questions giving personal and factual information 3.UE17 use me, too to give short answers 3.L5 identify missing phonemes in incomplete words 3.W3 write short phrases to identify people, places and objects | 1 | 19.01 |  |
|  | My music | 1 | 25.01 |  |
|  |  | Shadow puppet show | 3.L1 understand a range of short basic supported classroom instructions  3.L8 understand short narratives spoken slowly and distinctly on routine and familiar topics 3.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 3.S8 give simple instructions for others to follow3.W1 write with support short responses at phrase level to questions and other prompts 3.W6 use with support upper and lower case letters accurately when writing names and address 3.W7 spell some familiar high-frequency words accurately during guided writing activities 3.W8 include a full stop when writing very high-frequency short sentences in guided writing activity  | 1 | 26.01 |  |
|  | Shadow puppet show | 1 | 01.02 |  |
|  | Art and Music **Summative Assessment 4** | 1 | 02.02 |  |
|  | Unit revision | 1 | 08.02 |  |
|  | **Explorers & Inventors****(Unit 6)****(10 hours)** | Exploring space | 3.R5 understand the main points of simple sentences on familiar topics by using contextual clues3.R6 understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics3.W1 write with support short responses at phrase level to questions and other prompts3.W2 write letters and familiar high frequency words when read aloud or spelt3.L8 understand short narratives spoken slowly and distinctly on routine and familiar topics3.L2 recognize with considerable support an increasing range of common personal questions3.S8 give simple instructions for others to follow | 1 | 09.02 |  |
|  | Exploring space | 1 | 15.02 |  |
|  | Marco Polo | 3.L6 understand some specific information in short, slow, carefully articulated talk on routine and familiar topics3.R6 understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics3.S4 respond to basic supported questions giving personal and factual information3.S5 begin to articulate clearly the difference between various sounds3.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines3.W2 write letters and familiar high frequency words when read aloud or spelt3.W3 write short phrases to identify people, places and objects3.W6 use with support upper and lower case letters accurately when writing names and address | 1 | 16.02 |  |
|  | Marco Polo | 1 | 22.02 |  |
|  | Nice ideas  | 3.UE3 use common adjectives in descriptions and to talk about simple feelings3.UE6 use demonstrative pronouns this, these, that, those to make and respond to requests for information3.UE7 use personal subject and object pronouns to describe people and things3.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines3.L9 recognize the spoken form of familiar words and expressions | 1 | 23.02 |  |
|  | Inventions in Kazakhstan | 1 | 01.03 |  |
|  | Inventions in Kazakhstan**Summative Assessment 5** | 3.L6 understand some specific information in short, slow, carefully articulated talk on routine and familiar topics 3.L7 use contextual clues to predict content in short, supported talk on routine and familiar topics 3.L8 understand short narratives spoken slowly and distinctly on routine and familiar topics 3.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines | 1 | 02.03 |  |
|  | Unit Revision | 1 | 08.03 |  |
|  | **Summative Assessment for term 3**  | 1 | 09.03 |  |
|  |  Revision | 1 | 15.03 |  |
|  | **Water, water everywhere (Unit 7)** **(8 hours)** | Rain, rain |  3.R1 read and spell out words for others 3.R2 identify, remember and sound out high-frequency sound and letter patterns 3.S5 begin to articulate clearly the difference between various sounds 3.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines | 1 | 16.03 |  |
|  | Rain, rain | 1 | 05.04 |  |
|  | By the sea | 3.UE10 use common present continuous forms [positive, negative, question] 3.W7 spell some familiar high-frequency words accurately during guided writing activities 3.L5 identify missing phonemes in incomplete words  3.L4 recognize with support short basic questions relating to features such as colour and number 3.L8 understand short narratives spoken slowly and distinctly on routine and familiar topics 3.L1 understand a range of short basic supported classroom instructions 3.R1 read and spell out words for others | 1 | 06.04 |  |
|  | By the sea | 1 | 12.04 |  |
|  |  | A beach story | 3.R2 identify, remember and sound out high-frequency sound and letter patterns3.R5 understand the main points of simple sentences on familiar topics by using contextual clues 3.R6 understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics3.L1 understand a range of short basic supported classroom instructions 3.UE14 use basic prepositions of location and position: at, behind, between, in, in front of, near, next to, on, to to describe where people and things areuse prepositions of time: on, in, at to talk about days and times  3.W8 include a full stop when writing very high-frequency short sentences in guided writing activity  | 1 | 13.04 |  |
|  | A beach story  | 1 | 19.04 |  |
|  | Water**Summative Assessment 6** | 1 | 20.04 |  |
|  | Unit revision | 1 | 26.04 |  |
|  | **Having fun (Unit 8)****(8 hours)** | Fun places | 3.R3 read and follow with considerable support simple, words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities 3.R5 understand the main points of simple sentences on familiar topics by using contextual clues 3.R2 identify, remember and sound out high-frequency sound and letter patterns 3.R6 understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics 3.UE17 use me, too to give short answers3.UE9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts 3.S8 give simple instructions for others to follow 3.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 3.W7 spell some familiar high-frequency words accurately during guided writing activities 3.L7 use contextual clues to predict content in short, supported talk on routine and familiar topics3.L8 understand short narratives spoken slowly and distinctly on routine and familiar topics3.L6 understand some specific information in short, slow, carefully articulated talk on routine and familiar topics | 1 | 27.04 |  |
|  | Fun places | 1 | 03.05 |  |
|  | Number games | 3.UE8 use simple imperative forms [positive and negative] for basic commands and instructions 3.UE2 use cardinal numbers 1 -50 to count3.UE11 use have got + noun to describe and ask about possessionsuse how many are there? question form 3.L1 understand a range of short basic supported classroom instructions  3.R6 understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics3.UE10 use common present continuous forms [positive, negative, question 3.UE8 use simple imperative forms [positive and negative] for basic commands and instructions 3.L6 understand some specific information in short, slow, carefully articulated talk on routine and familiar topics 3.L1 understand a range of short basic supported classroom instructions  3.S4 respond to basic supported questions giving personal and factual information | 1 | 04.05 |  |
|  | Number games | 1 | 10.05 |  |
|  | Flying kites **Summative Assessment 7** | 1 | 11.05 |  |
|  | Unit revision | 1 | 17.05 |  |
|  | **Summative Assessment** **for term 4** | 1 | 18.05 |  |
|  |  Revision | 1 | 24.05 |  |

 **Calendar Thematic Plan for the 4th grade within the framework of updating the secondary education content**

**2020-2021 academic year**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **№** | **Unit** | **Theme** | **Learning objectives** | **Hours** | **Date** | **Correction** |
| 1 | **Kazakhstan in the World of Sport** | Children’s games 1 | 4.L2 understand an increasing range of questions which ask for personal information4.S4 respond to questions on an increasing range of general and some curricular topics4.W4 write with support a sequence short sentences in a paragraph to give basic personal information4.UE12 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often begin to use simple adverbs of manner e.g. well, badly, use common ly manner adverbs to describe actions e.g. slowly, quietly 4.UE14 use prepositions of location position and direction at, behind, between, in, in front of, near, next to, opposite, above, up, down, on the right, on the left, use prepositions of time: on, in, at, before, after use with/without to indicate, accompaniment with for instrument and for to indicate recipient4.UE17 use me, too\ and I don’t to give short answers, use when clauses to describe simple present and past actions on personal and familiar topics | 1 | 02.09 |  |
| 2 | Children’s games 2 | 1 | 03.09 |  |
| 3 | Olympic games | 4.S4 respond to questions on an increasing range of general and some curricular topics4.R2 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics4.W4 write with support a sequence short sentences in a paragraph to give basic personal information4.UE5 use interrogative pronouns who, what, where, how many, how much, how often, how big, what kind of … to ask questions on growing range of familiar topics4.UE8 use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics | 1 | 09.09 |  |
| 4 | Olympic games | 4.L4 understand an increasing range of short supported questions on general and some curricular topics4.S4 respond to questions on an increasing range of general and some curricular topics4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics4.W4 write with support a sequence short sentences in a paragraph to give basic personal information4.UE5 use interrogative pronouns who, what, where, how many, how much, how often, how big, what kind of … to ask questions on growing range of familiar topics | 1 | 10.09 |  |
| 5 |  | Aesop’s fables 1 | 4.L8 understand short, supported narratives on an increasing range of general and some curricular topics4.S4 respond to questions on an increasing range of general and some curricular topics4.S5 pronounce an increasing range of words, short phrases and simple sentences intelligibly4.R3 recognize basic opinions in short, simple texts on an increasing range of general and some curricular topics4.UE12 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often begin to use simple adverbs of manner e.g. well, badly, use common ly manner adverbs to describe actions e.g. slowly, quietly | 1 | 16.09 |  |
| 6 | Aesop’s fables 2 | 4.L3 understand the main points of short, supported talk on an increasing range of general and some curricular topics 4.L8 understand short, supported narratives on an increasing range of general and some curricular topics3.S8 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics4.UE3 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things use simple one- syllable and some two-syllable adjectives [comparative form] to make comparisons4.UE12 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often begin to use simple adverbs of manner e.g. well, badly, use common manner adverbs to describe actions e.g. slowly, quietly | 1 | 17.09 |  |
| 7 |  | Aesop’s fables 2  |  | 1 | 23.09 |  |
| 8 | Unit Revision | Revision module 1 | 1 | 24.09 |  |
| 9 | **Values in Myths and Legends** | Traditional stories 1 | 4.L4 understand an increasing range of short supportedquestions on general and some curricular topics4.L8 understand short, supported narratives on an increasing range of general and some curricular topics4.S2 ask questions to find out about present and possibly past experiences on an increasing range of general and somecurricular topics4.W7 spell most familiar high- frequency words accurately when writing independently4.UE15 use would you like to to invite and use appropriatere sponses yes please, no thanks use let’s + verb, verbs go, enjoy, like + verb + ing, begin use infinitive of purpose to describe simple actions and verbs want, start + infinitive, use declarative what + adjective+ noun to show feelings | 1 | 30.09 |  |
| 10 | Traditional stories 2 | 1 | 01.10 |  |
| 11 | People and places | 4.L8 understand short, supported narratives on an increasing range of general and some curricular topics4.S3 give short, basic description of people and objects on a limited range of general and some curricular topics begin to describe past experiences on an increasing range of general and some curricular topics4.S4 respond to questions on an increasing range of general and some curricular topics4.W1 plan, write and check sentences with support on arrange of basic personal, general and some curricular topics4.UE1 use singular nouns, plural nouns – including some common irregular plural and uncountable nouns,  possessive forms ‘s/s’ to name, describe and label things4.UE7 use personal subject and object pronouns including indirect object pronouns and use possessive pronouns mine, yours, to give personal information and describe actions and events4.UE15 use would you like to to invite and use appropriate responses yes please, no thanks use let’s + verb, verbs go, enjoy, like + verb + ing, begin use infinitive of purpose to describe simple actions and verbs want, start + infinitive, use declarative what + adjective+ noun to show feelings | 1 | 07.10 |  |
| 12 |  | Dragons and creatures 1 | 4.L5 identify initial, middle and final phonemes and blends 4.L8 understand short, supported narratives on an increasing range of general and some curricular topics4.R5 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues4.W2 begin to use joined up handwriting in a limited range of written work4.UE3 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things use simple one- syllable and some two-syllable adjectives [comparative form] to make comparisons | 1 | 08.10 |  |
| 13 | Dragons and creatures 2**Summative****Assessment 1** | 4.L5 identify initial, middle and final phonemes and blends 4.L8 understand short, supported narratives on an increasing range of general and some curricular topics4.R5 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues4.W2 begin to use joined up handwriting in a limited range of written work4.UE3 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things use simple one- syllable and some two-syllable adjectives [comparative form] to make comparisons | 1 | 14.10 |  |
| 14 | Unit Revision | 4.S4 respond to questions on an increasing range of general and some curricular topics4.W7 spell most familiar high- frequency words accurately when writing independently4.UE15 use would you like to to invite and use appropriate responses yes please, no thanks use let’s + verb, verbs go, enjoy, like + verb + ing, begin use infinitive of purpose to describe simple actions and verbs want, start + infinitive, use declarative what + adjective+ noun to show feelings4.UE16 use conjunctions and, or, but, because to linkwords and phrases | 1 | 15.10 |  |
| 15 | **Summative****Assessment for term 1** |  | 1 | 21.10 |  |
| 16 | Revision | Revision module 2 | 1 | 22.10 |  |
| 17 | **Treasure and heritage** | Treasure maps 1 | 4.S3 give short, basic description of people and objects on a limited range of general and some curricular topics begin to describe past experiences on an increasing range of general and some curricular topics4.S6 take turns when speaking with others in a growing range of short, basic exchanges 4.R4 find with support books, worksheets and other print materials in a class or school library according to classification4.UE1 use singular nouns, plural nouns – including some common irregular plural and uncountable nouns, possessive forms ‘s/s’ to name, describe and label things 4.UE8 use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics | 1 | 28.10 |  |
| 18 |  | Treasure maps 2 | 4.S3 give short, basic description of people and objects on a limited range of general and some curricular topics begin to describe past experiences on an increasing range of general and some curricular topics4.S6 take turns when speaking with others in a growing range of short, basic exchanges 4.R4 find with support books, worksheets and other print materials in a class or school library according to classification4.UE1 use singular nouns, plural nouns – including somecommon irregular plural and uncountable nouns, possessive forms ‘s/s’ to name, describe and label things 4.UE8 use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics | 1 | 29.10 |  |
| 19 | Treasure and numbers 1 | 4.L3 understand the main points of short, supported talk on an increasing range of general and some curricular topics 4.S4 respond to questions on an increasing range of general and some curricular topics4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics4.UE8 use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics4.UE11 use has got / have got there is / are statement, negative question forms including short and full answers and contractions4.UE14 use prepositions of location position and direction at, behind, between, in, in front of, near, next to, opposite, above, up, down, on the right, on the left, use prepositions of time: on, in, at, before, after use with/without to indicate, accompaniment with for instrument and for to indicate recipient | 1 | 04.11 |  |
| 20 |  | Treasure and numbers 2 | 4.S4 respond to questions on an increasing range of general and some curricular topics4.R3 recognize basic opinions in short, simple texts on an increasing range of general and some curricular topics4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics4.UE2 use cardinal numbers 1 -1000 and ordinal numbers 1 - 100 | 1 | 18.11 |  |
| 21 | Our planet’s treasure 1 | 4.L4 understand an increasing range of short supported questions on general and some curricular topics4.S5 pronounce an increasing range of words, short phrases and simple sentences intelligibly4.R3 recognize basic opinions in short, simple texts on an increasing range of general and some curricular topics4.W2 begin to use joined up handwriting in a limited range of written work4.UE5 use interrogative pronouns who, what, where, how many, how much, how often, how big, what kind of … to ask questions on growing range of familiar topics | 1 | 19.11 |  |
| 22 | Our planet’s treasure 1 | 4.L3 understand the main points of short, supported talk on an increasing range of general and some curricular topics 4.S3 give short, basic description of people and objectson a limited range of general and some curricular topics begin to describe past experiences on an increasing range of general and some curricular topics4.S6 take turns when speaking with others in a growing range of short, basic exchanges 4.R3 recognize basic opinions in short, simple texts on an increasing range of general and some curricular topics4.W4 write with support a sequence short sentences in a paragraph to give basic personal information | 1 | 25.11 |  |
| 23 | Our planet’s treasure 2**Summative****Assessment 2** |  | 1 | 26.11 |  |
| 24 |  | Unit Revision | Revision module 3 | 1 | 02.12 |  |
| 25 | **Professions and ways of Communication** | Body language | 4.L1 understand an increasing range of classroom instructions 4.S1 make basic statements which provide personal information on an increasing range of general and some curricular topics4.R1 recognize, identify and sound with support a growing range of language at text level4.W2 begin to use joined up handwriting in a limited range of written work4.UE1 use singular nouns, plural nouns – including some common irregular plural and uncountable nouns, possessive forms ‘s/s’ to name, describe and label things4.UE6 use demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and responses | 1 | 03.12 |  |
| 26 | Body language | 4.L1 understand an increasing range of classroom instructions 4.S1 make basic statements which provide personal information on an increasing range of general and some curricular topics4.R1 recognize, identify and sound with support a growing range of language at text level4.W2 begin to use joined up handwriting in a limited range of written work4.UE1 use singular nouns, plural nouns – including some common irregular plural and uncountable nouns, possessive forms ‘s/s’ to name, describe and label things4.UE6 use demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and responses | 1 | 09.12 |  |
| 27 | Communicating Around the World | 4.L1 understand an increasing range of classroom instructions 4.L3 understand the main points of short, supported talk on an increasing range of general and some curricular topics4.S1 make basic statements which provide personal information on an increasing range of general and some curricular topics4.R1 recognize, identify and sound with support a growing range of language at text level4.W6 use upper and lower case letters accurately when writing names, places and short sentences when writing independently | 1 | 10.12 |  |
| 28 | Technology**Summative****Assessment 3** |  | 1 | 16.12 |  |
| 29 |  | Technology | 4.L2 understand an increasing range of questions which askfor personal information4.S3 give short, basic description of people and objects on a limited range of general and some curricular topics begin to describe past experiences on an increasing range of general and some curricular topics4.W4 write with support a sequence short sentences in a paragraph to give basic personal information4.UE3 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things use simple one- syllable and some two-syllable adjectives [comparative form] to make comparisons4.UE11 use has got / have got there is / are statement, negative question forms including short and full answers and contractions | 1 | 17.12 |  |
| 30 | Unit Revision | .L2 understand an increasing range of questions which ask for personal information4.S3 give short, basic description of people and objects on a limited range of general and some curricular topics begin to describe past experiences on an increasing range of general and some curricular topics4.W4 write with support a sequence short sentences in a paragraph to give basic personal information4.UE3 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things use simple one- syllable and some two-syllable adjectives [comparative form] to make comparisons4.UE11 use has got / have got there is / are statement, negative question forms including short and full answers and contractions | 1 | 23.12 |  |
| 31 | **Summative****Assessment for term 2** |  | 1 | 24.12 |  |
| 32 | Revision | Revision module 4 | 1 | 30.12 |  |
| 33 | **Hot and Cold** | Weather 1 | 4.L9 recognize words that are spelt out from a limited rung of general and curricular topics 4.S1 make basic statements which provide information on an increasing range of general and some curricular topics4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues4.W5 link with some support sentences using basic coordinating connectors4.W7 spell most familiar high-frequency words accurately when writing independently 4.UE10 use common present continuous forms, including short answers and contractions, to talk about what is happening now and future arrangements on a limited range of personal and familiar topics/ using –ing forms swimming, spelling as nouns to describe familiar and classroom activities4.UE16 use conjunctions and, or, but, because to link words and phrases | 1 | 13.01 |  |
| 34 |  | Weather 1 | 4.L9 recognize words that are spelt out from a limited rung of general and curricular topics 4.S1 make basic statements which provide information on an increasing range of general and some curricular topics4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues4.W5 link with some support sentences using basic coordinating connectors4.W7 spell most familiar high-frequency words accurately when writing independently 4.UE10 use common present continuous forms, including short answers and contractions, to talk about what is happening now and future arrangements on a limited range of personal and familiar topics/ using –ing forms swimming, spelling as nouns to describe familiar and classroom activities4.UE16 use conjunctions and, or, but, because to link words and phrases | 1 | 14.01 |  |
| 35 | Weather 2 | 4.L4 understand a limited range of short supported questions on general and some curricular topics4.S2 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics4.S4 respond to questions on an increasing range of general and some curricular topics4.S7 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges4.R6 understand with some support, some specificinformation and detail in short, simple texts on a growing range of general and some curricular topics4.W4 write with support short basic sentences with appropriate spaces between words4.W7 spell most familiar high-frequency words accurately when writing independently 4.W8 to include appropriate use of a full stops and question marks, as sentence level with some accuracy when writing independently  | 1 | 20.01 |  |
| 36 |  | Weather 2 | 4.L4 understand a limited range of short supported questions on general and some curricular topics4.S2 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics4.S4 respond to questions on an increasing range of general and some curricular topics4.S7 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges4.R6 understand with some support, some specificinformation and detail in short, simple texts on a growing range of general and some curricular topics4.W4 write with support short basic sentences with appropriate spaces between words4.W7 spell most familiar high-frequency words accurately when writing independently 4.W8 to include appropriate use of a full stops and question marks, as sentence level with some accuracy when writing independently  | 1 | 21.01 |  |
| 37 | Volcanoes | 4.L4 understand a limited range of short supported questions on general and some curricular topics4.S2 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics4.S4 respond to questions on an increasing range of general and some curricular topics4.S7 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges4.R6 understand with some support, some specificinformation and detail in short, simple texts on a growing range of general and some curricular topics4.W4 write with support short basic sentences with appropriate spaces between words4.W7 spell most familiar high-frequency words accurately when writing independently 4.W8 to include appropriate use of a full stops and question marks, as sentence level with some accuracy when writing independently  | 1 | 27.01 |  |
| 38 |  | Volcanoes | 4.L3 understand the main points of short supported talk on an increasing range of general and some curricular topics4L6 understand some specific information and detail of short, supported talk on an increasing range of general and some curricular topics4L7 use contextual clues to predict content in short, supported talk on an increasing range of general and some curricular topics4.R3 recognize basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues4.W2 begin to use joined-up handwriting in a limited range of written work | 1 | 28.01 |  |
| 39 | Snow and Ice | 4.L3 understand the main points of short supported talk on an increasing range of general and some curricular topics4L6 understand some specific information and detail of short, supported talk on an increasing range of general and some curricular topics4L7 use contextual clues to predict content in short, supported talk on an increasing range of general and some curricular topics4.R3 recognize basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues4.W2 begin to use joined-up handwriting in a limited range of written work | 1 | 03.02 |  |
| 40 |  | Snow and Ice |  | 1 | 04.02 |  |
| 41 | Snow and Ice**Summative****Assessment 4** |  | 1 | 10.02 |  |
| 42 | Unit Revision | Revision module 5 | 1 | 11.02 |  |
| 43 | **Healthy world**  | Healthy bodies 1 | 4.S5 pronounce an increasing range of words and short phrases and simple sentences intelligibly 4.W7 spell most familiar high-frequency words accurately when writing independently 4.UE9 use common present simple forms including short answer forms and contraction, to give personal information and talk about habitual actions, facts and future timetabled events continue to use common past simple forms [regular and irregular]to describe actions and feelings and narrate simple events including short answer forms and contractions4.UE12 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often begin to use simple adverbs of manner e.g. well, badly, use common –ly manner adverbs to describe actions e/g/ slowly, quickly | 1 | 17.02 |  |
| 44 | Healthy bodies 2 | 4.UE9 use common present simple forms including short answer forms and contraction, to give personal information and talk about habitual actions, facts and future timetabled events continue to use common past simple forms [regular and irregular]to describe actions and feelings and narrate simple events including short answer forms and contractions4.UE12 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often begin to use simple adverbs of manner e.g. well, badly, use common –ly manner adverbs to describe actions e/g/ slowly, quickly | 1 | 18.02 |  |
| 45 | Healthy bodies 2 | 4.S6 take turns when speaking with others in a growing range of short, basic exchanges 4.W2 begin to use joined-up handwriting in a limited range of written work4.W7 spell most familiar high-frequency words accurately when writing independently 4.UE3 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one- syllable and some two-syllable adjectives [comparative form] to make comparisons4.UE10 use common present continuous forms, including short answers and contractions, to talk about what is happening now and future arrangements on a limited range of personal and familiar topics/ using –ing forms swimming, spelling as nouns to describe familiar and classroom activities | 1 | 24.02 |  |
| 46 | Save our Animals 1 | 4.S7 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics4.W2 begin to use joined-up handwriting in a limited range of written work4.UE1 use singular nouns, plural nouns– including some common irregular plural forms and uncountable nouns, use possessive forms ‘s/s’ to name, describe and label things4.UE5 use interrogative pronouns including: who, what, which, where, whose, how many, how much, how often, how big, what kind of … to ask questions on growing range of familiar topics | 1 | 25.02 |  |
| 47 | Save our Animals 2 | 4.L3 understand the main points of short supported talk on an increasing range of general and some curricular topics4.S3 give short, basic description of people and objects on a limited range of general and some curricular topics, begin to describe past experiences on an increasing range of general and some curricular topics4.R2 read and understand with some support short simple fiction and non-fiction texts4.W5 link with some support sentences using basic coordinating connectors | 1 | 03.03 |  |
| 48 | Help the planet 1 | 4.L3 understand the main points of short supported talk on an increasing range of general and some curricular topics4.L4 understand a limited range of short supported questions on general and some curricular topics4.S6 take turns when speaking with others in a growing range of short, basic exchanges 4.R2 read and understand with some support short simple fiction and non-fiction texts4.UE12 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often begin to use simple adverbs of manner e.g. well, badly, use common –ly manner adverbs to describe actions e/g/ slowly, quickly | 1 | 04.03 |  |
| 49 | Help the Planet 2 **Summative Assessment 5** |  | 1 | 10.03 |  |
| 50 | Unit Revision  | 4.L3 understand the main points of short supported talk on an increasing range of general and some curricular topics4.L4 understand a limited range of short supported questions on general and some curricular topics4.S6 take turns when speaking with others in a growing range of short, basic exchanges 4.R2 read and understand with some support short simple fiction and non-fiction texts4.UE12 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often begin to use simple adverbs of manner e.g. well, badly, use common –ly manner adverbs to describe actions e/g/ slowly, quickly | 1 | 11.03 |  |
| 51 | **Summative Assessment for term 3** | 4.L5 identify initial, middle and final phonemes and blends4.S4 respond to questions on an increasing range of general and some curricular topics4.S8 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues4.UE8 use imperative forms [positive and negative] to give short instructions on growing range of familiar topics | 1 | 17.03 |  |
| 52 | Unit revision | Revision module 6 | 1 | 18.03 |  |
| 53 | **Journey into Space**  | Into Space 1 | 4.L5 identify initial, middle and final phonemes and blends4.R3 recognize basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics4.W7 spell most familiar high-frequency words accurately when writing independently 4.UE3 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one- syllable and some two-syllable adjectives [comparative form] to make comparisons4.UE5 use interrogative pronouns including: who, what, which, where, whose, how many, how much, how often, how big, what kind of … to ask questions on growing range of familiar topics4.UE13 use can to make requests and ask permission, use must / mustn’t / have to to talk about obligation, use have to +object + infinitive to talk about obligations | 1 | 01.04 |  |
| 54 |  | Into Space 1 | 4.S3 give short, basic description of people and objects on a limited range of general and some curricular topics, begin to describe past experiences on an increasing range of general and some curricular topics 4.S6 take turns when speaking with others in a growing range of short, basic exchanges 4.R6 understand with some support, some specificinformation and detail in short, simple texts on a growing range of general and some curricular topics4.W4 write with support short basic sentences with appropriate spaces between words | 1 | 07.04 |  |
| 55 | Into Space 2 | 4L6 understand some specific information and detail of short, supported talk on an increasing range of general and some curricular topics4.R1 recognize, identify and sound with support a growing range of language at text level4.R4 find with support books, worksheets and other print materials in a class or school library according to classification 4.W4 write with support short basic sentences with appropriate spaces between words4.UE2 use cardinal numbers 1 -100 to count and ordinal numbers 1 - 1004.UE17 use me, too and I don’t to give short answers, use when clause to describe simple present and past actions on personal and familiar topics | 1 | 08.04 |  |
| 56 | Planets 1 | 4.L4 understand a limited range of short supported questions on general and some curricular topics4.S4 respond to questions on an increasing range of general and some curricular topics4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues4.W2 begin to use joined-up handwriting in a limited range of written work4.UE1 use singular nouns, plural nouns– including some common irregular plural forms and uncountable nouns, use possessive forms ‘s/s’ to name, describe and label things4.UE2 use cardinal numbers 1 -100 to count and ordinal numbers 1 - 1004.UE3 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one- syllable and some two-syllable adjectives [comparative form] to make comparisons | 1 | 14.04 |  |
| 57 |  | Planets 2 | 4.L5 identify initial, middle and final phonemes and blends4.L8 understand short, supported, narratives on an increasing range of general and some curricular topics4.S4 respond to questions on an increasing range of general and some curricular topics4.R6 understand with some support, some specificinformation and detail in short, simple texts on a growing range of general and some curricular topics4.W7 spell most familiar high-frequency words accurately when writing independently 4.UE3 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one- syllable and some two-syllable adjectives [comparative form] to make comparisons4.UE4 use determiners a, an, the, zero article, some, any, this, these, that, those to refer to things on a growing range of general and some curricular topics4.UE16 use conjunctions and, or, but, because to link words and phrases | 1 | 15.04 |  |
| 58 | Aliens 1 | 4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics4.W5 link with some support sentences using basic coordinating connectors4.UE9 use common present simple forms including short answer forms and contraction, to give personal information and talk about habitual actions, facts and future timetabled events continue to use common past simple forms [regular and irregular]to describe actions and feelings and narrate simple events including short answer forms and contractions | 1 | 21.04 |  |
| 59 |  | Aliens 2**Summative****Assessment 6** |  | 1 | 22.04 |  |
| 60 | Unit revision | Revision module 7 | 1 | 28.04 |  |
| 61 | **Machines**  | Slow machines 1 | 4L6 understand some specific information and detail of short,supported talk on an increasing range of general and some curricular topics4.S3 give short, basic description of people and objects on a limited range of general and some curricular topics, begin to describe past experiences on an increasing range of general and some curricular topics 4.R3 recognize basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics4.W7 spell most familiar high-frequency words accurately when writing independently 4.UE5 use interrogative pronouns including: who, what, which, where, whose, how many, how much, how often, how big, what kind of … to ask questions on growing range of familiar topics4.UE12 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often begin to use simple adverbs of manner e.g. well, badly, use common –ly manner adverbs to describe actions e/g/ slowly, quickly | 1 | 29.04 |  |
| 62 | Slow machines 2 | 4L6 understand some specific information and detail of short,supported talk on an increasing range of general and some curricular topics4.S1 make basic statements which provide information on an increasing range of general and some curricular topics4.R2 read and understand with some support short simple fiction and non-fiction texts4.W5 link with some support sentences using basic coordinating connectors4.UE1 use singular nouns, plural nouns– including some common irregular plural forms and uncountable nouns, use possessive forms ‘s/s’ to name, describe and label things4.UE6 use demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and responses | 1 | 05.05 |  |
| 63 |  | Fast machines 1 | 4.L5 identify initial, middle and final phonemes and blends4.S4 respond to questions on an increasing range of general and some curricular topics4.S7 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges4.R1 recognize, identify and sound with support a growing range of language at text level4.W2 begin to use joined-up handwriting in a limited range of written work4.UE3 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one- syllable and some two-syllable adjectives [comparative form] to make comparisons4.UE14 use prepositions of location and position and direction: at, in, on, behind, between, in front of, near, next to, opposite, up, down, under, above, on the right, on the left, use prepositions of time: on, in, at, before, after, use with/ without to indicate, accompaniment with for instrument and for indicate recipient  | 1 | 06.05 |  |
| 64 | Fast machines 2 | 4.S4 respond to questions on an increasing range of general and some curricular topics4.S6 take turns when speaking with others in a growing range of short, basic exchanges 4.W4 write with support short basic sentences with appropriate spaces between words4.W7 spell most familiar high-frequency words accurately when writing independently 4.UE3 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one- syllable and some two-syllable adjectives [comparative form] to make comparisons4.UE13 use can to make requests and ask permission, use must / mustn’t / have to to talk about obligation, use have to +object + infinitive to talk about obligations4.UE16 use conjunctions and, or, but, because to link words and phrases | 1 | 12.05 |  |
| 65 |  | Robots 1**Summative****Assessment 7** | 4.L8 understand short, supported, narratives on an increasing range of general and some curricular topics4.S4 respond to questions on an increasing range of general and some curricular topics4.R3 recognize basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics4.W8 to include appropriate use of a full stops and question marks, as sentence level with some accuracy when writing independently 4.UE4 use determiners a, an, the, zero article, some, any, this, these, that, those to refer to things on a growing range of general and some curricular topics4.UE11 use has got / have got there is / are statement, negative and question forms including short and full answers and contractions4.UE14 use prepositions of location and position and direction: at, in, on, behind, between, in front of, near, next to, opposite, up, down, under, above, on the right, on the left, use prepositions of time: on, in, at, before, after, use with/ without to indicate, accompaniment with for instrument and for indicate recipient  | 1 | 13.05 |  |
| 66 | Robots 2 | 4.L8 understand short, supported narratives on an increasing range of general and some curricular topics4.R2 read and understand with some support short simple fiction and non-fiction texts4.UE13 use can to make requests and ask permission; use must / mustn’t / have to to talk about obligation; use have + object + infinitive to talk about obligations | 1 | 19.05 |  |
| 67 | **Summative Assessment****for term 4** |  | 1 | 20.05 |  |
| 68 | Revision | 4.R4 find with support books, worksheets and other print materials in a class or school library according to classification4.R6 understand with some support some specific information and detail in short, simple texts on a growing range of general and some curricular topics4.W5 link with some support sentences using basic coordinating connectors4.UE15 use would you like to to invite and use appropriate responses yes please, no thanks; use let’s + verb; verbs go enjoy like + verb + ing;begin use infinitive of purpose to describe simple actions and verbs want, start + infinitive;use declarative what [a/an] + adjective + noun to show feelings | 1 | 25.05 |  |

 **Calendar Thematic Plan for the 1st grade within the framework of updating the secondary education content**

**2020-2021 academic year**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **№** | **Unit** | **Theme** | **Learning objectives** | **Hours** | **Date** | **Correction** |
| 1 | **All about me****(Unit 1)****(8 hours)** | Let’s start.  | 1.L1 recognize short basic instructions for a limited range of classroom routines spoken slowly and distinctly 1.L3 recognize with support common names and names of places; recognize the spoken form of a limited range of everyday and classroom words 1.L9 recognize the names of letters of the alphabet 1.S1 make basic personal statements about people, objects and classroom routines 1.S3 pronounce familiar words and expressions intelligibly 1.S6 make introductions and requests in basic interactions with others 1.UE2 use cardinal numbers 1 - 20 to count 1.UE3 use basic adjectives to describe people and things 1.UE6 use demonstrative pronouns this, these that, those to indicate things | 1 | 02.09 |  |
| 2 | Greetings and names  | 1 | 07.09 |  |
| 3 | About myself. | 1 | 09.09 |  |
| 4 | My family  | 1 | 14.09 |  |
| 5 | Colours  | 1 | 16.09 |  |
| 6 | My favourite colour” (project) | 1 | 21.09 |  |
| 7 | Story Time. The Queen Bee  | 1 | 23.09 |  |
| 8 | Numbers 1-10. Check Point 1.  | 1 | 29.09 |  |
| 9 | **My family and friends****(Unit 3)****(9 hours)** | Family and friends | 1.L1 recognize short basic instructions for a limited range of classroom routines spoken slowly and distinctly 1.L3 recognize with support common names and names of places; recognize the spoken form of a limited range of everyday and classroom words 1.L9 recognize the names of letters of the alphabet 1.S1 make basic personal statements about people, objects and classroom routines 1.S3 pronounce familiar words and expressions intelligibly 1.UE1 use singular nouns, plural nouns – to talk about people and places 1.UE3 use basic adjectives to describe people and things 1.UE4 use determiners a, an, some, the, this, these to indicate what /where something is 1.UE6 use demonstrative pronouns this, these that, those to indicate things 1.UE8 use simple imperative forms [positive] for basic commands or instructions 1.UE13 use *can* / *can’t* to describe ability 1.UE14 use basic prepositions of location and position e.g. in, at, next to, near, on, to describe where people and things are; use basic prepositions of time: on, to talk about days  | 1 | 30.09 |  |
| 10 | My friend’s family  | 1 | 05.10 |  |
| 11 | Commands  | 1 | 07.10 |  |
| 12 | In my house  | 1 | 12.10 |  |
| 13 | Toys in my room  | 1 | 14.10 |  |
| 14 | Toys in my house  | 1 | 19.10 |  |
| 15 | Our world “A picture of the transport” | 1 | 21.10 |  |
| 16 | Story time ”The little engine that could…”  | 1 | 26.10 |  |
| 17 | Review  | 1 | 28.10 |  |
| 18 | **My school****(Unit 2)****(9 hours)**   | My school  | 1.L3 recognize with support common names and names of places; recognize the spoken form of a limited range of everyday and classroom words 1.L9 recognize the names of letters of the alphabet 1.S1 make basic personal statements about people, objects and classroom routines 1.S3 pronounce familiar words and expressions intelligibly 1.S5 use words in short exchanges 1.R1 recognize sound and name the letters of the alphabet 1.R2 recognize initial letters in names and places 1.UE1 use singular nouns, plural nouns – to talk about people and places 1.UE3 use basic adjectives to describe people and things 1.UE4 use determiners a, an, some, the, this, these to indicate what /where something is 1.UE7 use personal subject and object pronouns to give basic personal information 1.UE11 use there is / there are to make short statements and ask questions 1.UE14 use basic prepositions of location and position e.g. in, at, next to, near, on, to describe where people and things are; use basic prepositions of time: on to talk about days  | 1 | 02.11 |  |
| 19 | Classroom objects  | 1 | 04.11 |  |
| 20 | Counting classroom objects  | 1 | 16.11 |  |
| 21 | My school things | 1 | 18.11 |  |
| 22 | Classroom routines | 1 | 23.11 |  |
| 23 | Describing things | 1 | 25.11 |  |
| 24 | Days of the week | 1 | 30.11 |  |
| 25 | Story time. Count to ten  | 1 | 02.12 |  |
| 26 | Check point | 1 | 07.12 |  |
| 27 | **The world around us****(Unit 4)****(6 hours)** | Animals. My pets  | 1.L1 recognize short basic instructions for a limited range of classroom routines spoken slowly and distinctly 1.L3 recognize with support common names and names of places; recognize the spoken form of a limited range of everyday and classroom words 1.L4 recognize with support short basic questions about what something is 1.S1 make basic personal statements about people, objects and classroom routines 1.S3 pronounce familiar words and expressions intelligibly 1.S5 use words in short exchanges 1.R1 recognize sound and name the letters of the alphabet 1.R2 recognize initial letters in names and places 1.R4 use the alphabet to place the first letters of word in alphabetical order 1.UE3 use basic adjectives to describe people and things 1.UE7 use personal subject and object pronouns to give basic personal information 1.UE11 use there is / there are to make short statements and ask questions 1.UE13 use *can* / *can’t* to describe ability 1.UE14 use basic prepositions of location and position e.g. in, at, next to, near, on, to describe where people and things are; use basic prepositions of time: on to talk about days  | 1 | 09.12 |  |
| 28 | Colours and size  | 1 | 14.12 |  |
| 29 | Pets and wild animals  | 1 | 16.12 |  |
| 30 | Our world “An animal from your country” | 1 | 21.12 |  |
| 31 | Story time. The mouse’s Garden  | 1 | 23.12 |  |
| 32 | Review  | 1 | 28.12 |  |
| 33 | **Travel****(Unit 5)****(9 hours)** | Hot and cold | 1.L1 recognize short basic instructions for a limited range of classroom routines spoken slowly and distinctly 1.L2 recognize with support a limited range of basic common personal questions spoken slowly and distinctly 1.L3 recognize with support common names and names of places; recognize the spoken form of a limited range of everyday and classroom words 1.L4 recognize with support short basic questions about what something is 1.L5 recognize the sounds of phonemes and phoneme blends 1.S1 make basic personal statements about people, objects and classroom routines 1.S3 pronounce familiar words and expressions intelligibly 1.S5 use words in short exchanges 1.R4 use the alphabet to place the first letters of word in alphabetical order 1.UE5 use interrogative pronouns which, what, where, how to ask basic questions 1.UE8 use simple imperative forms [positive] for basic commands or instructions 1.UE9 use common present simple forms [positive, negative and question] to give basic personal information 1.UE13 use *can* / *can’t* to describe ability 1.UE14 use basic prepositions of location and position e.g. in, at, next to, near, on, to describe where people and things are; use basic prepositions of time: on, in to talk about days and time; use with to indicate accompaniment  | 1 | 30.12 |  |
| 34 | In Kazakhstan  | 1 | 11.01 |  |
| 35 | Getting to school  | 1 | 13.01 |  |
| 36 | Let’s travel  | 1 | 18.01 |  |
| 37 | My favourite place  | 1 | 20.01 |  |
| 38 | This is the way… | 1 | 25.01 |  |
| 39 | Where is it? | 1 | 27.01 |  |
| 40 | The big red bus | 1 | 01.02 |  |
| 41 | I like travelling **Summative Assessment 1** | 1 | 03.02 |  |
| 42 | **Traditions and folklore****(Unit 6)****(10 hours)** | Musical instruments.  | 1.L1 recognize short basic instructions for a limited range of classroom routines spoken slowly and distinctly 1.L3 recognize with support common names and names of places; recognize the spoken form of a limited range of everyday and classroom words 1.S1 make basic personal statements about people, objects and classroom routines 1.S3 pronounce familiar words and expressions intelligibly 1.S4 respond to basic supported questions about people, objects and classroom routines 1.S5 use words in short exchanges 1.S6 make introductions and requests in basic interactions with others 1.R3 recognize and identify some familiar sight words from local environment 1.UE2 use cardinal numbers 1 - 20 to count 1.UE5 use interrogative pronouns which, what, where, how to ask basic questions 1.UE11 use there is / there are to make short statements and ask questions  | 1 | 15.02 |  |
| 43 | I can dance  | 1 | 17.02 |  |
| 44 | Parts of the face  | 1 | 22.02 |  |
| 45 | I can play…  | 1 | 24.02 |  |
| 46 | My music**Summative Assessment 2** | 1 | 01.03 |  |
| 47 | Story time “The Three Princesses!”  | 1 | 03.03 |  |
| 48 | Music. Review **Summative Assessment for term 3** | 1 | 08.03 |  |
| 49 | Happy birthday | 1 | 10.03 |  |
| 50 | Springtime in Kazakhstan  | 1 | 15.03 |  |
| 51 | Hats and masks | 1 | 17.03 |  |
| 52 | **Food and drink (Unit 7)****(9 hours)** | My food **Summative Assessment 3** | 1.L2 recognize with support a limited range of basic common personal questions spoken slowly and distinctly 1.L3 recognize with support common names and names of places; recognize the spoken form of a limited range of everyday and classroom words 1.L4 recognize with support short basic questions about what something is 1.S1 make basic personal statements about people, objects and classroom routines 1.S2 ask questions in basic exchanges about people, objects and classroom routines 1.S3 pronounce familiar words and expressions intelligibly 1.S4 respond to basic supported questions about people, objects and classroom routines 1.S5 use words in short exchanges 1.R1 recognize sound and name the letters of the alphabet 1.R4 use the alphabet to place the first letters of word in alphabetical order 1.UE5 use interrogative pronouns which, what, where, how to ask basic questions 1.UE7 use personal subject and object pronouns to give basic personal information 1.UE9 use common present simple forms [positive, negative and question] to give basic personal information  | 1 | 05.04 |  |
| 53 | Fruit and vegetables  | 1 | 07.04 |  |
| 54 | Food and drinks consolidation  | 1 | 12.04 |  |
| 55 | Things I like  | 1 | 14.04 |  |
| 56 | My favourite food  | 1 | 19.04 |  |
| 57 | Hot or cold | 1 | 21.04 |  |
| 58 | Animals like  | 1 | 26.04 |  |
| 59 | Nice or nasty | 1 | 28.04 |  |
| 60 | My food. Review **Summative Assessment 4** | 1 | 03.05 |  |
| 61 | **Health and body (Unit 8)****(6 hours)** | Hands and head | 1.L1 recognize short basic instructions for a limited range of classroom routines spoken slowly and distinctly 1.L2 recognize with support a limited range of basic common personal questions spoken slowly and distinctly 1.L3 recognize with support common names and names of places; recognize the spoken form of a limited range of everyday and classroom words 1.L4 recognize with support short basic questions about what something is 1.L5 recognize the sounds of phonemes and phoneme blends 1.S1 make basic personal statements about people, objects and classroom routines 1.S2 ask questions in basic exchanges about people, objects and classroom routines 1.S3 pronounce familiar words and expressions intelligibly 1.S4 respond to basic supported questions about people, objects and classroom routines 1.S5 use words in short exchanges 1.UE1 use singular nouns, plural nouns – to talk about people and places 1.UE8 use simple imperative forms [positive] for basic commands or instructions 1.UE9 use common present simple forms [positive, negative and question] to give basic personal information  | 1 | 05.05 |  |
| 62 | Let’s move | 1 | 10.05 |  |
| 63 | Making a puppet | 1 | 12.05 |  |
| 64 | A special dance | 1 | 17.05 |  |
| 65 | My body**Summative Assessment for term 4** | 1 | 19.05 |  |
| 66 | Health and body. Review | 1 | 24.05 |  |

 **Calendar Thematic Plan for the 2nd grade within the framework of updating the secondary education content**

**2020-2021 academic year**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **№** | **Unit** | **Theme** | **Learning objectives** | **Hours** | **Date** | **Correction** |
| 1 | **Unit 1:****All about me****(8 hours)** | Hello again  | **2.L1** understand a range of short basic supported classroom instructions **2.L2** recognize with considerable support an increasing range of common personal questions **2.L3** understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number **2.S1** make basic statements related to personal information, people and objects on familiar topics and classroom routines **2.S2** ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines **2.S4** respond to basic supported questions giving personal and factual information **2.S6** use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges **2.S8** give simple instructions for others to follow **2.R2** identify, remember and sound out high-frequency sound and letter patterns **2.R3** read and follow with considerable support simple, words, phrases and sentences on familiar topics **2.W5** write letters and familiar high frequency words when read aloud or spelt out for learners **2.W6** use with support upper and lower case letters accurately when writing familiar high frequency words **2.UE1** use singular nouns, plural nouns – including some common irregular plural forms in giving simple descriptions **2.UE3** use common adjectives in descriptions and to talk about simple feelings **2.UE13** use can to talk about ability and to make requests and offers; use can / can’t to talk about permission **2.L2** recognise with considerable support an increasing range of common personal questions **2.S8** give simple instructions for others to follow  | 1 | 01.09 |  |
| 2 | Shapes  | 1 | 03.09 |  |
| 3 | Goodbye, everyone!  | 1 | 08.09 |  |
| 4 | I can…  | 1 | 10.09 |  |
| 5 | My clothes and things | 1 | 15.09 |  |
| 6 | Shapes around us  | 1 | 17.09 |  |
| 7 | All about me | 1 | 22.09 |  |
| 8 | Unit revision | 1 | 24.09 |  |
| 9 | **Unit 2:****My family and friends (8 hours)** | Who and what  | **2.L1** understand a range of short basic supported classroom instructions **2.L3** understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number **2.S1** make basic statements related to personal information, people and objects on familiar topics and classroom routines **2.S3** use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines **2.S5** begin to articulate clearly the difference between various sounds **2.S6** use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges **2.R1** read and spell out words for others **2.R3** read and follow with considerable support simple, words, phrases and sentences on familiar topics **2.W1** write with support short responses at phrase level to questions and other prompts **2.W2** write letters and familiar high frequency words when read aloud or spelt **2.UE3** use common adjectives in descriptions and to talk about simple feelings **2.UE6** use demonstrative pronouns this, these, that, those to make and respond to requests for information **2.UE13** use can to talk about ability and to make requests and offers; use can / can’t to talk about permission **2.R1** read and spell out words for others **2.UE13** use can to talk about ability and to make requests and offers; use can / can’t to talk about permission**2.L1** understand a range of short basic supported classroom instructions **2.R1** read and spell out words for others **2.S3** use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines **2.W5** write letters and familiar high frequency words when read aloud or spelt out for learners **2.UE1** use singular nouns, plural nouns – including some common irregular plural forms in giving simple descriptions  | 1 | 28.09 |  |
| 10 | Friends’ names  | 1 | 01.10 |  |
| 11 | Helping hands  | 1 | 06.10 |  |
| 12 | People I know | 1 | 08.10 |  |
| 13 | My family and friends.**Summative assessment 1** | 1 | 13.10 |  |
| 14 | Unit revision | 1 | 15.10 |  |
| 15 | **Summative assessment for term 1** | 1 | 20.10 |  |
| 16 | Revision | 1 | 22.10 |  |
| 17 | **Unit 3:****My school** **(7hours)** | Ready for school  | **2.L1** understand a range of short basic supported classroom instructions **2.L2** recognize with considerable support an increasing range of common personal questions **2.L3** understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number **2.L4** recognize with support short basic questions relating to features such as colour and number **2.L5** identify missing phonemes in incomplete words **2.S2** ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines **2.S3** use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines **2.S4** respond to basic supported questions giving personal and factual information **2.R2** identify, remember and sound out high-frequency sound and letter patterns **2.R4** begin to use with support a simple picture dictionary **2.W3** write short phrases to identify people, places and objects **2.W7** spell some familiar high-frequency words accurately during guided writing activities **2.UE2** use cardinal numbers 1 -50 to count **2.UE7** use personal subject and object pronouns to describe people and things **2UE10** use common present continuous forms [positive, negative, question] **2.UE11** use *have got+noun* to describe and ask about possessions **2.UE14** use basic prepositions of location and position: *at, behind, between, in, in front of, near, next to, on, to* to describe where people and things are; use prepositions of time: *on, in, at* to talk about days and times  | 1 | 27.10 |  |
| 18 | Around school  | 1 | 29.10 |  |
| 19 | Counting and measuring  | 1 | 03.11 |  |
| 20 | Class photos  | 1 | 17.11 |  |
| 21 | School days  | 1 | 19.11 |  |
| 22 | My school. **Summative assessment 2** | **2.L3** understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number **2.W7** spell some familiar high-frequency words accurately during guided writing activities  | 1 | 24.11 |  |
| 23 | Unit revision | 1 | 26.11 |  |
| 24 | **Unit 4:****The world around us (9 hours)**   | Different places  | **2.L3** understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number **2.L5** identify missing phonemes in incomplete words **2.S1** make basic statements related to personal information, people and objects on familiar topics and classroom routines **2.S2** ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines **2.S3** use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines **2.S4** respond to basic supported questions giving personal and factual information **2.R3** read and follow with considerable support simple, words, phrases and sentences on familiar topics **2.UE4** use determiners a, an, the, some, any, this, these, that, those to identify things **2.UE5** use interrogative pronouns including which, what, where, whose to ask who people are and what they are doing **2.UE8** use simple imperative forms [positive and negative] for basic commands and instructions **2.UE12** use basic adverbs of place here / there to say where things are **2.UE13** use can to talk about ability and to make requests and offers; use can / can’t to talk about permission  | 1 | 01.12 |  |
| 25 | Where’s it from?  | 1 | 03.12 |  |
| 26 | Reading signs  | 1 | 08.12 |  |
| 27 | Be careful on road | 1 | 10.12 |  |
| 28 | Days out | 1 | 15.12 |  |
| 29 | The world around us.**Summative assessment 3** | **2.S3** use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines **2.UE13** use can to talk about ability and to make requests and offers; use can / can’t to talk about permission**2.L1** understand a range of short basic supported classroom instructions **2.R3** read and follow with considerable support simple, words, phrases and sentences on familiar topics **2.W7** spell some familiar high-frequency words accurately during guided writing activities **2.UE2** use cardinal numbers 1 -50 to count **2.S3** use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines  | 1 | 17.12 |  |
| 30 | Unit revision | 1 | 22.12 |  |
| 31 | **Summative assessment for term 2** | 1 | 24.12 |  |
| 32 | Revision | 1 | 28.12 |  |
| 33 | **Unit 5:****Health and body** **(9 hours)** | Our body  | **2.L1** understand a range of short basic supported classroom instructions **2.L3** understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number **2.L4** recognize with support short basic questions relating to features such as colour and number **2.L5** identify missing phonemes in incomplete words **2.S3** use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines **2.S4** respond to basic supported questions giving personal and factual information **2.S8** give simple instructions for others to follow **2.R1** read and spell out words for others **2.R3** read and follow with considerable support simple, words, phrases and sentences on familiar topics **2.R4** begin to use with support a simple picture dictionary **2.W3** write short phrases to identify people, places and objects **2.UE2** use cardinal numbers 1 -50 to count **2.UE6** use demonstrative pronouns this, these, that, those to make and respond to requests for information **2.UE13** use can to talk about ability and to make requests and offers; use can / can’t to talk about permission **2.S3** use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines **2.R3** read and follow with considerable support simple, words, phrases and sentences on familiar topics  | 1 | 12.01 |  |
| 34 | This/that/these/those | 1 | 14.01 |  |
| 35 | Let’s measure | 1 | 19.01 |  |
| 36 | Hats and bats. | 1 | 21.01 |  |
| 37 | Which food is good or bad?  | 1 | 26.01 |  |
| 38 | Big or small  | 1 | 28.01 |  |
| 39 | My favourite dish | 1 | 02.02 |  |
| 40 | Health and body. **Summative assessment 4** | 1 | 04.02 |  |
| 41 | Unit revision | 1 | 09.02 |  |
| 42 | **Unit 6:****Tradition and custom****(10hours)** | Special Days  | **2.L1** understand a range of short basic supported classroom instructions **2.L3** understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number **2.L9** recognize the spoken form of familiar words and expressions **2.S3** use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines **2.S4** respond to basic supported questions giving personal and factual information **2.R1** read and spell out words for others **2.W7** spell some familiar high-frequency words accurately during guided writing activities **2.UE8** use simple imperative forms [positive and negative] for basic commands and instructions **2.UE9** use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts **2.L9** recognize the spoken form of familiar words and expressions **2.UE8** use simple imperative forms [positive and negative] for basic commands and instructions **2.L5** identify missing phonemes in incomplete words **2.R1** read and spell out words for others **2.UE13** use can to talk about ability and to make requests and offers; use can / can’t to talk about permission**2.W7** spell some familiar high-frequency words accurately during guided writing activities **2.S8** give simple instructions for others to follow  | 1 | 11.02 |  |
| 43 | I like/don`t like  | 1 | 16.02 |  |
| 44 | Numbers. Before and after.  | 1 | 18.02 |  |
| 45 | What`s your favourite food?  | 1 | 23.02 |  |
| 46 | Traditional dance.  | 1 | 25.02 |  |
| 47 | Home cooking | 1 | 02.03 |  |
| 48 | Tradition and customs.**Summative assessment 5** | 1 | 04.03 |  |
| 49 | Unit revision | 1 | 09.03 |  |
| 50 | **Summative assessment for term 3** | 1 | 11.03 |  |
| 51 | Revision | 1 | 16.03 |  |
| 52 | **Unit 7:****The natural environment** **(8 hours)** | The Weather | **2.L1** understand a range of short basic supported classroom instructions **2.L3** understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number **2.L4** recognize with support short basic questions relating to features such as colour and number **2.S3** use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines **2.R1** read and spell out words for others **2.R3** read and follow with considerable support simple, words, phrases and sentences on familiar topics **2.W5** write letters and familiar high frequency words when read aloud or spelt out for learners **2.UE3** use common adjectives in descriptions and to talk about simple feelings **2.UE9** use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts **2.UE10** use common present continuous forms [positive, negative, question] **2.UE13** use can to talk about ability and to make requests and offers; use can / can’t to talk about permission **2.UE17** use me, too to give short answers **2.L4** recognize with support short basic questions relating to features such as colour and number **2.UE13** use can to talk about ability and to make requests and offers; use can / can’t to talk about permission  | 1 | 18.03 |  |
| 53 | What can animals do? | 1 | 06.04 |  |
| 54 | can and cannot  | 1 | 08.04 |  |
| 55 | Changing Seasons  | 1 | 13.04 |  |
| 56 | My favourite season  | 1 | 15.04 |  |
| 57 | Sea Adventures | 1 | 20.04 |  |
| 58 |  | The natural environment. **Summative assessment 6** | 1 | 22.04 |  |
| 59 | Unit revision | 1 | 27.04 |  |
| 60 | **Unit 8:****Travel (9 hours)** | A to B. I`m wearing… | **2.L1** understand a range of short basic supported classroom instructions **2.L3** understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number **2.L5** identify missing phonemes in incomplete words **2.S1** make basic statements related to personal information, people and objects on familiar topics and classroom routines **2.S3** use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines **2.S4** respond to basic supported questions giving personal and factual information **2.R3** read and follow with considerable support simple, words, phrases and sentences on familiar topics **2.W3** write short phrases to identify people, places and objects **2.UE9** use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts **2.UE10** use common present continuous forms [positive, negative, question] **2.UE11** use *have got+noun* to describe and ask about possessions **2.UE13** use can to talk about ability and to make requests and offers; use can / can’t to talk about permission **2.UE14** use basic prepositions of location and position: *at, behind, between, in, in front of, near, next to, on, to* to describe where people and things are; use prepositions of time: *on, in, at* to talk about days and times **2.R3** read and follow with considerable support simple, words, phrases and sentences on familiar topics **2.S4** respond to basic supported questions giving personal and factual information **2.L3** understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number**2.R3** read and follow with considerable support simple, words, phrases and sentences on familiar topics **2.UE10** use common present continuous forms [positive, negative, question] **2.W5** write letters and familiar high frequency words when read aloud or spelt out for learners **2.S3** use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines  | 1 | 29.04 |  |
| 61 | Types of vehicle | 1 | 04.05 |  |
| 62 | Weather  | 1 | 06.05 |  |
| 63 | My plane  | 1 | 11.05 |  |
| 64 | Travel. **Summative assessment 7** | 1 | 13.05 |  |
| 65 | Unit revision | 1 | 18.05 |  |
| 66 | **Summative assessment for term 4** | 1 | 20.05 |  |
| 67 | Bike Story  | 1 | 24.05 |  |
| 68 | Revision | 1 | 25.05 |  |

 **Calendar Thematic Plan for the 6th grade within the framework of updating the secondary education content**

**2020-2021 academic year**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **№** | **Unit** | **Theme** | **Learning objectives** | **Hours** | **Date** | **Correction** |
| 1 | **Our class** **( Unit 1)** **(12 hours)**  | **My class's hobbies and interests.**Describing classroom, greet and introduce people and speak about their hobbies, writing about classmates. | 6.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.C3 respect differing points of view6.L1 understand a longer sequence of supported classroom instructions6.L2 understand more complex supported questions which ask for personal information6.L5 understand most specific information and detail of supported, extended talk on a range general and curricular topics6.S1 provide basic information about themselves and others at discourse level on a range of general topics6.S2 ask simple questions to get information about a growing range of general topics6.R1 understand the main points in a growing range of short, simple texts on general and curricular topics 6.R2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics6.R4 read independently a limited range of short simple fiction and non-fiction texts6.R8 use independently familiar paper and digital reference resources to check meaning and extend understanding6.R9 recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics6.W1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics 6.W2 write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics 6.W3 write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics6.W6 link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics6.UE1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics6.UE3 use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics6.UE9 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics 6.UE12 use an increased variety of adverbs, including adverbs of degree too, not enough, quite , rather on a growing range of familiar general and curricular topics 6.UE13 use modal forms including mustn’t (prohibition), need (necessity), should (for advice) on a range of familiar general and curricular topics6.UE15 use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics  | 1 | 02.09 |  |
| 2 | **Reading. What are you into?**Talking about people's interests and hobbies.Practicing describing pictures | 1 | 03.09 |  |
| 3 | **Hobbies and interests**Practicing joined up writing, speaking about different hobbies and interests. | 1 | 07.09 |  |
| 4 | **Language Focus. Interrogative pronouns.** | 1 | 09.09 |  |
| 5 | **A Diagnostic test**  | 1 | 10.09 |  |
| 6 | **Meeting people.****Greeting and introduction.** | 1 | 14.09 |  |
| 7 | **Writing an email.****Practicing writing an email about a class.**  | 1 | 16.09 |  |
| 8 | **My Country.** | 1 | 17.09 |  |
| 9 | **CLIL. Visual arts: Colour.**  | 1 | 21.09 |  |
| 10 | **Review. Unit 1****p.18** | 1 | 23.09 |  |
| 11 | **Daily routines** | 1 | 24.09 |  |
| 12 | **Review . Unit 1****Project: My Class p.19** | 1 | 28.09 |  |
| 13 | **Helping and heroes** **(Unit 2)** **(12 hours)** | **Countries, nationalities and languages.** Speak about heroes from different countries and their nationalities. p.p.20 – 21 | 6.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups6.C3 respect differing points of view6.C8 develop intercultural awareness through reading and discussion6.L1 understand a longer sequence of supported classroom instructions6.L6 deduce meaning from context in supported extended talk on a range of general and curricular topics6.L7 recognise the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics6.L8 understand supported narratives including some extended talk, on a range of general and curricular topics6.S3 give an opinion at sentence and discourse level on an increasing range of general and curricular topics6.S6 communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges 6.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics6.S8 recount some extended stories and events on a limited range of general and curricular topics6.R1 understand the main points in a growing range of short, simple texts on general and curricular topics 6.R2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 6.R4 read independently a limited range of short simple fiction and non-fiction texts6.R6 recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics6.W1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics 6.W2 write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics 6.W3 write with some support about personal feelings and opinion on a limited range of familiar general and curricular topics6.W8 spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics6.UE1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics6.UE3 use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics6.UE5 use questions including questions with whose, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics 6.UE12 use an increased variety of adverbs, including adverbs of degree too, not enough, quite, rather on a growing range of familiar general and curricular topics6.UE15 use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics  | 1 | 30.09 |  |
| 14 | **Reading. A cosmopolitan city.**Talking about the different cultures that exist in Almaty, discuss other countries.p.22  | 1 | 01.10 |  |
| 15 | **Language Focus.****Present Simple: affirmative and negative.**Talking about people's lives. p.23  | 1 | 05.10 |  |
| 16 | **Daily lives**Talking about people's lives.p.24**Language Focus.**Present Simple:Questions.p.25 | 1 | 07.10 |  |
| 17 | **Helping with housework.**Talking about helping with housework.p.26 | 1 | 08.10 |  |
| 18 | **Country and language report.**Writing a report about a country.p.27 | 1 | 12.10 |  |
| 19 | **My Country. National heroes.**Talking about famous people. | 1 | 14.10 |  |
| 20 | **CLIL. Language and literature: Non - verbal language. p.29.**Practicing different ways of communicating. | 1 | 15.10 |  |
| 21 | **Skills Round - up****p.31** **Summative Assessment 1** | 1 | 19.10 |  |
| 22 |  | **Review. Unit 2 p.30** | 1 | 21.10 |  |
| 23 | **Summative Assessment for term 1** | 1 | 22.10 |  |
| 24 | **Correction work and Unit revision** | 1 | 26.10 |  |
| 25 | **Our Countryside****(Unit 3)** **(12 hours)** |  **Animals.** **Talking about animals. Animals description. p.32** | 6.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world6.L1 understand a longer sequence of supported classroom instructions6.L5 understand most specific information and detail of supported, extended talk on a range general and curricular topics6.L6 deduce meaning from context in supported extended talk on a range of general and curricular topics6.S2 ask simple questions to get information about a growing range of general topics6.S3 give an opinion at sentence and discourse level on an increasing range of general and curricular topics6.S8 recount some extended stories and events on a limited range of general and curricular topics 6.R2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics6.R4 read independently a limited range of short simple fiction and non-fiction texts 6.R5 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts6.R8 use independently familiar paper and digital reference resources to check meaning and extend understanding6.W1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics 6.W2 write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics 6.W3 write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics6.W6 link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics6.W8 spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics6.UE3 use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics6.UE9 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics 6.UE11 use common impersonal structures with: it, there on a growing range of familiar general and curricular topics 6.UE14 use an increased variety of prepositions of time, location and direction; use by and with to denote agent and instrument; use prepositions before nouns and adjectives in common prepositional phrases on a growing range of familiar general and curricular topics6.UE16 use conjunctions if, when, where, so, and, or, but, because, before, after to link parts of sentences in short texts on a growing range of familiar general and curricular topics6.UE17 use subordinate clauses following think know believe hope, say, tell; use subordinate clauses following sure, certain; use defining relative clauses with which who that where on a growing range of familiar general and curricular topics  | 1 | 28.10 |  |
| 26 | **The red list p.34****Speak about animals in danger.** | 1 | 29.10 |  |
| 27 | **Language Focus.****Present Continuous****Talking about things happening now. p.35** | 1 | 02.11 |  |
| 28 | **Animal behaviour p.36** | 1 | 04.11 |  |
| 29 | **Present Continuous.****Questions. p.37** | 1 | 16.11 |  |
| 30 | **Phoning a friend.****Speaking about the activity at the moment. p.38** | 1 | 18.11 |  |
| 31 | **A description of a wildlife photo.****p.39** | 1 | 19.11 |  |
| 32 | **My country: National parks.** | 1 | 23.11 |  |
| 33 | **CLIL. Natural science: Animals. p.41** | 1 | 25.11 |  |
| 34 | **Talking about Kazakhstan's plants and animals. p.40****Summative Assessment 2** | 1 | 26.11 |  |
| 35 | **Review 3 p.42** | 1 | 30.11 |  |
| 36 | **Skills Round - up.****Animals description. p.43**  | 1 | 02.12 |  |
| 37 | **Drama and comedy** **(Unit 4)** **(12 hours)** | **Films and theatre p.44** | 6.C3 respect differing points of view6.C6 organise and present information clearly to others 6.C9 use imagination to express thoughts, ideas, experiences and feelings6.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world6.L1 understand a longer sequence of supported classroom instructions6.L5 understand most specific information and detail of supported, extended talk on a range general and curricular topics6.S2 ask simple questions to get information about a growing range of general topics6.S4 respond with limited flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics6.S5 keep interaction going in longer exchanges on a range of general and curricular topics6.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics6.S8 recount some extended stories and events on a limited range of general and curricular topics6.R2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 6.R3 understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts6.W2 write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics 6.W3 write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics 6.W5 develop with support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics6.W8 spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics6.UE7 use simple perfect forms to express indefinite and unfinished past [with for and since] on a growing range of familiar general and curricular topics6.UE12 use an increased variety of adverbs, including adverbs of degree too, not enough, quite, rather on a growing range of familiar general and curricular topics6.UE15 use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics  | 1 | 03.12 |  |
| 38 | **Video Games** **p.46** | 1 | 07.12 |  |
| 39 | **Language Focus.****Past Simple p.47** | 1 | 09.12 |  |
| 40 | **Describing People. p.48**  | 1 | 10.12 |  |
| 41 | **Past Simple. Questions. p.49** | 1 | 14.12 |  |
| 42 | **Talking about past events p.50** | 1 | 16.12 |  |
| 43 | **A profile.****Writing about a life of a famous person. p.51** | 1 | 17.12 |  |
| 44 | **My country: Kazakh films.****Talking about people in Kazakh films and plays. p.52** | 1 | 21.12 |  |
| 45 | **CLIL. Technology:****The Internet.** **p.53****Summative Assessment 3** | 1 | 23.12 |  |
| 46 | **Review 4 p.54** | 1 | 24.12 |  |
| 47 | **Summative Assessment for term 2** | 1 | 29.12 |  |
| 48 |  | **Project. Trump card game: films and theatre. p.55** | 1 | 30.12 |  |
| 49 | **Our Health (Unit 5)** **(10 hours)** | **Activities in and out of school**Talking about school timetable and after - school activities | 6.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 6.C8 develop intercultural awareness through reading and discussion6.C9 use imagination to express thoughts, ideas, experiences and feelings6.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world6.L5 understand most specific information and detail of supported, extended talk on a range general and curricular topics curricular topics6.L7 recognise the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics6.S1 provide basic information about themselves and others at discourse level on a range of general topics6.S3 give an opinion at sentence and discourse level on an increasing range of general and curricular topics6.S4 respond with limited flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics6.S5 keep interaction going in longer exchanges on a range of general and curricular topics6.S6 communicate meaning clearly at sentence and discourse level during pair, group and whole class exchanges6.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics6.R4 read independently a limited range of short simple fiction and non-fiction texts6.R5 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts6.R6 recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics6.R8 use independently familiar paper and digital reference resources to check meaning and extend understanding6.W1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics 6.W6 link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics 6.W7 use with some support appropriate layout at text level for a growing range of written genres on familiar general topics and some curricular topics 6.W8 spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics6.W9 punctuate written work at text level on a limited range of general topics and some curricular topics with some accuracy6.UE1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics6.UE2 use quantifiers including more, little, few less, fewer not as many , not as much on a growing range of familiar general and curricular topics6.UE3 use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics6.UE8 use future form will to make offers, promises, and predictions on a growing range of familiar general and curricular topics6.UE9 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics 6.UE10 use present continuous forms with present and future meaning and past continuous forms for background and interrupted past actions on a limited range of familiar general and curricular topics 6.UE13 use modal forms including, mustn’t (prohibition), need (necessity), should (for advice) on a range of familiar general and curricular topics6.UE15 use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics  | 1 | 11.01 |  |
| 1 | 13.01 |  |
| 50 | **School life.**Practicing an interview about a school. p.58 |
| 51 | **Language Focus.*****Can***for ability and permission. p.59 | 1 | 14.01 |  |
| 52 | **Food and drink**.Talking about eating habits. p. 60 | 1 | 18.01 |  |
| 53 | **Language Focus.****Countable and uncountable nouns:** a/an, the, some, any, much, many, a lot of.Talking about food and meals. p.61 | 1 | 20.01 |  |
| 54 | **Making, accepting and refusing invitations** p. 62 | 1 | 21.01 |  |
| 55 | My Country. Almaty Marathon. p.64 | 1 | 25.01 |  |
| 56 | **CLIL. Physical Education: Rules of a game.** p.65 | 1 | 27.01 |  |
| 57 | **My favourite food.****Summative Assessment 4** | 1 | 28.01 |  |
| 58 | **Review 5**Project: My Dream | 1 | 01.02 |  |
| 59 | **Travel and holidays** **(Unit 6)** **(10 hours)** | **Travel equipment.**Talking about activities done on an expedition. p.p. 68 – 69 | 6.C2 use speaking and listening skills to provide sensitive feedback to peers6.C3 respect differing points of view6.C5 use feedback to set personal learning objectives 6.C6 organise and present information clearly to others6.L1 understand a longer sequence of supported classroom instructions6.L5 understand most specific information and detail of supported, extended talk on a range general and curricular topics6.L6 deduce meaning from context in supported extended talk on a range of general and curricular topics6.L7 recognise the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics6.L8 understand supported narratives including some extended talk, on a range of general and curricular topics6.S3 give an opinion at sentence and discourse level on an increasing range of general and curricular topics6.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics6.R2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 6.R5 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts6.R6 recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics6.R7 recognise typical features at word, sentence and text level in a range of written genres 6.R9 recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics6.W3 write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics 6.W6 link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics 6.W7 use with some support appropriate layout at text level for a growing range of written genres on familiar general topics and some curricular topics6.W8 spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics6.UE1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics6.UE2 use quantifiers including more, little, few, less, fewer not as many, not as much on a growing range of familiar general and curricular topics6.UE3 use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics6.UE7 use simple perfect forms to express indefinite and unfinished past [with for and since] on a growing range of familiar general and curricular topics6.UE8 use future form will to make offers, promises, and predictions on a growing range of familiar general and curricular topics6.UE10 use present continuous forms with present and future meaning and past continuous forms for background and interrupted past actions on a limited range of familiar general and curricular topics | 1 | 03.02 |  |
| 60 | **An adventure story**  p.70 | 1 | 04.02 |  |
| 61 | **Language Focus** ***to be going to******will / won't***Talking about plans and intentions. p.71Presenting predictions about the future p.73 | 1 | 08.02 |  |
| 62 | **Weather conditions**Talking about the weather. p.72 | 1 | 10.02 |  |
| 63 | **How was your weekend?**Talking about a short break. p.74 | 1 | 11.02 |  |
| 64 | **A blog.** Practicing writing a blog. p.75 | 1 | 15.02 |  |
| 65 | **My Country. An adventure holiday.**Talking about holidays in Kazakhstan. p.76 | 1 | 17.02 |  |
| 66 | **CLIL. Natural science: Weather and climate.** p.77 | 1 | 18.02 |  |
| 67 | **Climate in Kazakhstan.****Summative Assessment 5** | 1 | 22.02 |  |
| 68 |  | **Review 6. p.78****Skills Round - up. p.79**  | 1 | 24.02 |  |
| 69 | **Reading for pleasure** **(Unit 7)**  **(10 hours)**  | **Talking about books.** p.80 - p.81 | 6.C4 evaluate and respond constructively to feedback from others6.C7 develop and sustain a consistent argument when speaking or writing6.S5 keep interaction going in basic exchanges on a growing range of general and curricular topics6.R1 understand the main points in a growing range of short, simple texts on general and curricular topics 6.R2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics6.R3 understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts 6.R4 read independently a limited range of short simple fiction and non-fiction texts6.R5 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts6.R6 recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics6.R7 recognise typical features at word, sentence and text level in a range of written genres 6.R8 use independently familiar paper and digital reference resources to check meaning and extend understanding6.R9 recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics6.W4 write with some support topics with some paragraphs to give basic personal information 6.W5 develop with support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics  | 1 | 25.02 |  |
| 70 | **Young writers**. p.82 | 1 | 01.03 |  |
| 71 | **Language Focus.** **Present Perfect** p. 83 - p.85 | 1 | 03.03 |  |
| 72 | **Books and writers.**Talking about writers and their books. p.84 | 1 | 04.03 |  |
| 73 | **Asking for and giving opinions.** p.86 | 1 | 08.03 |  |
| 74 | **An online book or film review.**Writing a book or film review. p.87 | 1 | 10.03 |  |
| 75 | My Country. **A folktale** p.88 | 1 | 11.03 |  |
| 76 | **CLIL. Language and literature:** Myths and legends. p.89.**Revision.** | 1 | 15.03 |  |
| 77 | **Summative Assessment for term 3** | 1 | 17.03 |  |
| 78 | **Review 7****Project. Poster:** *My novel p.91* | 1 | 18.03 |  |
| 79 | **Our neighbourhood** **(Unit 8)** **(12 hours)** | **Places in a town.**Describe a place you know. p.92 - p.93 | 6.C2 use speaking and listening skills to provide sensitive feedback to peers6.C3 respect differing points of view6.L4 understand with limited support the main points of extended talk on a range of general and curricular topics6.L5 understand most specific information and detail of supported, extended talk on a range general and curricular topics6.S1 provide basic information about themselves and others at discourse level on a range of general topics6.S2 ask simple questions to get information about a growing range of general topics6.R6 recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics 6.R7 recognise typical features at word, sentence and text level in a range of written genres6.W3 write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics6.W6 link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics 6.W8 spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics 6.W9 punctuate written work at text level on a limited range of general topics and some curricular topics with some accuracy6.UE1 begin to use basic abstract nouns and compound nouns and noun phrases describing times and location on a growing range of familiar general and curricular topics6.UE6 use a variety of personal, demonstrative and quantitative pronouns including someone, somebody, everybody, no-one on a growing range of familiar general and curricular topics6.UE9 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics 6.UE10 use present continuous forms with present and future meaning and past continuous forms for background and interrupted past actions on a limited range of familiar general and curricular topics 6.UE13 use modal forms including, mustn’t (prohibition), need (necessity), should (for advice) on a range of familiar general and curricular topics6.UE14 use an increased variety of prepositions of time, location and direction; use by and with to denote agent and instrument; use prepositions before nouns and adjectives in common prepositional phrases on a growing range of familiar general and curricular topics 6.UE15 use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics  | 1 | 05.04 |  |
| 80 | **A description of a modern city** p.94 | 1 | 07.04 |  |
| 81 | **Language Focus.***Is there/ Are there* Practicing asking and answering questions about the place you live. p.95 | 1 | 08.04 |  |
| 82 | **Describing places.** p.96 | 1 | 12.04 |  |
| 83 | Language Focus.**Comparative adjectives.** p.97 | 1 | 14.04 |  |
| 84 | **Asking for travel information**. p.98 | 1 | 15.04 |  |
| 85 | **A description of a****town.**Practicing writing about a town or city. p.99 | 1 | 19.04 |  |
| 86 | **My Country. A city park**. p.100 | 1 | 21.04 |  |
| 87 | **CLIL. Geography:** Reading a map. p.101 | 1 | 22.04 |  |
| 88 | **Project.** **City** **profile**. p.103 | 1 | 26.04 |  |
| 89 | **My favourite place.****Summative Assessment 6** | 1 | 28.04 |  |
| 90 | **Review 8** p.104 | 1 | 29.04 |  |
| 91 | **Transport (Unit 9)****(12 hours)** | **Jobs.**Talking about jobs and people connected to transport.p.104 - p.105 | 6.C8 develop intercultural awareness through reading and discussion6.C9 use imagination to express thoughts, ideas, experiences and feelings6.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world6.L3 understand more complex supported questions on a growing range of general and curricular topics6.L4 understand with limited support the main points of extended talk on a range of general and curricular topics6.L6 deduce meaning from context in supported extended talk on a range of general and curricular topics6.S2 ask simple questions to get information about a growing range of general topics6.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics6.S8 recount some extended stories and events on a limited range of general and curricular topics6.R2 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 6.R4 read independently a limited range of short simple fiction and non-fiction texts 6.R6 recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics6.R7 recognise typical features at word, sentence and text level in a range of written genres 6.R8 use independently familiar paper and digital reference resources to check meaning and extend understanding6.W6 link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics 6.W8 spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics 6.W9 punctuate written work at text level on a limited range of general topics and some curricular topics with some accuracy 6.UE2 use quantifiers including more, little, few, less, fewer not as many , not as much on a growing range of familiar general and curricular topics 6.UE3 use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics6.UE4 use a variety of determiners including all, other on a growing range of familiar general and curricular topics6.UE5 use questions including questions with whose, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics 6.UE8 use future form will to make offers, promises, and predictions on a growing range of familiar general and curricular topics6.UE15 use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics 6.UE17 use subordinate clauses following think know believe hope, say , tell; use subordinate clauses following sure, certain; use defining relative clauses with which who that where on a growing range of familiar general and curricular topics  | 1 | 03.05 |  |
| 92 | **The history of the steam engine** p.106 | 1 | 05.05 |  |
| 93 | **Language Focus.**was/ were, there was/ there were p.107 | 1 | 06.05 |  |
| 94 | **Strange Town USA.**Talking about the names of some American towns. p.108 | 1 | 10.05 |  |
| 95 | **Language Focus.**Past Simple of regular verbs. p.109 | 1 | 12.05 |  |
| 96 | **Making and** **responding to suggestions.** p.110 | 1 | 13.05 |  |
| 97 | **An article about a town.**Practicing writing about a place and its history. p.111**Summative Assessment 7** | 1 | 17.05 |  |
| 98 |  **My Country.** **Public transport.** p. 112  | 1 | 19.05 |  |
| 99 | **Summative Assessment for term 4** | 1 | 20.05 |  |
| 100 | **CLIL. History:** Famous explorers. p.113 | 1 | 21.05 |  |
| 101 | **Skill Round - up.** p.115 | 1 | 24.05 |  |
| 102 |  | **Review 9** p.114  | 1 | 25.05 |  |