**3 сыныптарға арналған күнтізбелік-тақырыптық жоспар**

**Calendar Thematic Plan for grade 3**

**2020-2021 оқу жылы/ /academic year Virginia Evans**

**Express Publishing, 2016 2 hours a week – 68 houұүгнавыф rs in a year**

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| **№** | **Ауыспалы тақырыптар/ Crosscutting themes** | **Сабақтардың тақырыптары/ Theme** | **Оқудың мақсаттары /Learning objectives** | **Сағат саны** | **Күні/Date** | **Correction/****Ескерту** |
| **3A** |  |
| 1 | **Unit 1. Animals** | Animal types | 3.1.5.1- distinguish between phonemically distinct words; 3.2.1.1- make basic statements which provide personal information on a limited range of general topics;  | 1 | **2.09** |  |
| 2 |  | Body parts | 3.5.5.1- use interrogative pronouns including: which, what, where, whose, how many, what kind of … on a limited range of familiar topics;  | 1 | **7.09** |  |
| 3 |  | Body parts | 3.5.14.1- use prepositions of location and position: at, behind, between, in, in front of, near, next to, on, under, above to describe where people and things are;  | 1 | **9.09** |  |
| 4 |  | Animal song and dance | 3.5.14.2- use prepositions of time: on, in, at to talk about days and times and no preposition last week etc | 1 | **14.09** |  |
| 5 |  | Animal song and dance | 3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics; | 1 | **16.09** |  |
| 6 |  | Craft project | 3.2.1.1- make basic statements which provide personal information on a limited range of general topics; 3.3.1.1- recognize identify and sound with support a limited range of familiar words in simple sentences | 1 | **21.09** |  |
| 7 |  | Craftproject | 3.1.2.1- understand a limited range of short supported questions which ask for personal information; 3.1.9.1- recognise short basic words that are spelt out; | 1 | **23.09** |  |
| 8 |  | Unit revision | 3.4.1.1- plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics; 3.5.4.1- use determiners a, an, the, some, any, this, these, that, those to refer to things on a limited range general and some curricular topics; 3.5.10.1- use common present continuous forms, including short answers and contractions, to talk about what is happening now | 1 | **28.09** |  |
| 9 | **Unit 2. Light & Dark** | Day & Night | 3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics; 3.1.7.1- use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics | 1 | **30.09** |  |
| 10 |  | Day & Night.Plurals (regular and irregular | ; 3.2.4.1- respond to questions on a limited range of general and some curricular topics; 3.3.5.1- understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues | 1 | **5.10** |  |
| 11 |  | Sources of light | 3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics; 3.2.3.1- make basic statements which provide personal information on a limited range of general topics; | 1 | **7.10** |  |
| 12 |  | Sources of light.Clothes and Accessories | 3.3.3.1- begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and 5 curricular topics; 3.5.3.1- use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things | 1 | **12.10** |  |
| 13 |  | Sources of light.School Rules**SAU** | 3.5.13.1- use can to make requests and ask permission; 3.5.13.2- use must / mustn’t / have to to talk about obligation3.1.5.1- distinguish between phonemically distinct words; | 1 | **14.10** |  |
| 14 |  | Out at Night | 3.1.8.1- understand short, narratives on a limited range of general and some curricular topics; 3.2.3.1- give short, basic description of people and objects; 3.2.3.2 - begin to describe past experiences on a limited range of general and some curricular topics;  | 1 | **19.10** |  |
| 15 |  | Out at Night | 3.2.6.1- take turns when speaking with others in a limited range of short, basic exchanges | 1 | **21.10.** |  |
| 16 |  | Story time**.** | 3.4.5.1 link with support words or phrases using basic coordinatingconnectors ;3.4.7.1 spell a growing number of familiar high-frequency words accurately during guided writing activities | 1 | **26.10.** |  |
| 17 |  | **Summative Assessment for the 1st Term** |  | 1 | **28.10** |  |
| 18 |  | Correction work |  | 1 | **2.11** |  |
| 19 |  | Unit revision |  | 1 | **4.11** |  |
| **Term2** |
| 20 | **Unit 3.Time** | Times of my day.Daily routine | 3.4.5.1- link with support words or phrases using basic coordinating connectors ; 3.4.7.1- spell a growing number of familiar high-frequency words accurately during guided writing activities3.1.8.1- understand short, narratives on a limited range of general and some curricular topics; 3.2.1.1- make basic statements which provide personal information on a limited range of general topics;;3.2.4.1- respond to questions on a limited range of general and some curricular topics; 3.4.1.1- plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics; | 1 | **16.11** |  |
| 21 |  | Times of my day. | 1 | **18.11** |  |
| 22 |  | Days of the week | 3.5.2.1- use cardinal numbers 1 -100 to count and ordinal numbers 1 – 10; 3.5.14.1- use prepositions of location and position: at, behind, between, in, in front of, near, next to, on, under, above to describe where people and things  | 1 | **23.11** |  |
| 23 |  | Days of the weekPrepositions of time | 3.5.14.2 - use prepositions of time: on, in, at to talk about days and times and no preposition last week etc.3.1.7.1- use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics; | 1 | **25.11** |  |
| 24 |  | At the right time | ; 3.2.2.1- ask questions to find out about present experiences on a limited range of general and some curricular topics; 3.2.6.1- take turns when speaking with others in a limited range of short, basic exchanges; | 1 | **30.11** |  |
| 25 |  | At the right timeNumbers 1-100. | ; 3.3.1.1- write with support short basic sentences with appropriate spaces between words; 3.4.6.1- use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities; | 1 | **2.12** |  |
| 26 | **Unit 4.****Buildings** | Four walls. | 3.1.1.1- understand short supported classroom instructions in an increasing range of classroom routines; 3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics; | 1 | **7.12** |  |
| 27 |  | Four walls. | 3.3.5.1 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues;3.5.11.1 use has got / have got there is / are statement and question forms including short answers and contractions | 1 | **9.12** |  |
| 28 |  | Our Town**SAU** | 3.4.7.1 spell a growing number of familiar high-frequency words accurately during guided writing activities; 3.5.1.1 use singular nouns, plural nouns – including some common irregular plural forms, use possessive forms ‘s/s’ with proper names and nouns to talk about ownership;  | 1 | **14.12** |  |
| 29 |  | Our Town | 3.5.3.1 use adjectives, including possessive adjectives, on a limited 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 | **16.12** |  |
| 30 |  | Our Town |  3.5.9.1 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like, habits and facts, simple future timetabled events, use common past simple forms to describe actions and feelings; 3.5.14.1 use prepositions of location and position: at, behind, between, in, in front of, near, next to, on, under, above to describe where people and things are, use prepositions of time: on, in, at to talk about days and times and no preposition last week | 1 | **21.12** |  |
| 31 |  | **SAT 2** |  | 1 | **23.12** |  |
| 32 |  | Around the house | 3.3.4.1- use with some support a simple picture dictionary; 3.3.5.1- understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues; | 1 | **28.12** |  |
| 33 |  | Around the houseUnit revision | 3.1.4.1- understand a limited range of short supported questions on general and some curricular; 3.2.2.1- ask questions to find out about present experiences on a 7 limited range of general and some curricular topics; 13.3.3.1- begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics; | 1 |  |  |
| **Term3**  |
| 34 |  | Musical instruments | 3.1.8.1 understand short, narratives on a limited range of general and some curricular topics;3.2.3.1 give short, basic description of people and objects, begin to describe past experiences on a limited range of general and some curricular topics;3.2.5.1 pronounce familiar words and short phrases intelligibly when reading aloud; | 1 |  |  |
| 35 |  | Musical instruments | 3.2.7.1 contribute a limited range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges;3.2.8.1 recount very short, basic stories and events on a limited range of general and some curricular topics;3.3.1.1 recognise, identify and sound with support a limited range of familiar words in simple sentences;3.3.2.1 read and follow with limited support familiar instructions for classroom activities; 3.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner example given well, badly | 1 |  |  |
| 36 |  | Drawing chairs | 3.1.1.1 understand short supported classroom instructions in an increasing range of classroom routines;3.1.3.1 understand the main points of short, slow, carefully articulated talk on a limited range of general and some curricular topics; | 1 |  |  |
| 37 |  | Drawing chairs | 3.3.4.1 use with some support a simple picture dictionary;3.5.11.1 use has got / have got there is / are statement and question forms including short answers and contractions |  |  |  |
| 38 |  | My music | 3.1.5.1 distinguish between phonemically distinct words;3.2.4.1 respond to questions on a limited range of general and some curricular topics; | 1 |  |  |
| 39 |  | My music | 3.4.3.1 write short phrases to identify people, places and objects;3.4.5.1 link with support words or phrases using basic coordinating connectors ;3.5.17.1 use me, too and I don’t to give short answers | 1 |  |  |
| 40 |  | Shadow puppet show | 3.1.8.1 understand short, narratives on a limited range of general and some curricular topics;3.4.1.1 plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics; | 1 |  |  |
| 41 |  | Shadow puppet show | 3.4.6.1 use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities;3.4.8.1 include appropriate use of a full stop during guided writing of short, familiar sentences; | 1 |  |  |
| 42 |  | Unit revision. |  3.4.1.1- plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics; 3.4.6.1- use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities | 1 |  |  |
| 43 | **Unit 6. Explorers&Inventors** | Space exploration | 3.1.2.1 understand a limited range of short supported questions which ask for personal information;3.1.8.1 understand short, narratives on a limited range of general and some curricular topics;3.2.8.1 recount very short, basic stories and events on a limited range of general and some curricular topics; | 1 |  |  |
| 44 |  | Space exploration | 3.3.5.1 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues; | 1 |  |  |
| 45 |  | Space exploration | 3.3.6.1 understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics;3.4.1.1 plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics;3.4.2.1 write words and phrases of regular size and shape; 3.5.9.1 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like, habits and facts, simple future timetabled events, use common past simple forms to describe actions and feelings | 1 |  |  |
| 46 |  | Marco Polo  | 3.1.6.1 understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics;3.2.3.1 give short, basic description of people and objects, begin to describe past experiences on a limited range of general and some curricular topics; 3.2.4.1 respond to questions on a limited range of general and some curricular topics;3.2.5.1 pronounce familiar words and short phrases intelligibly when reading aloud; | 1 |  |  |
| 47 |  | Marco Polo  | 3.2.7.1 contribute a limited range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges;3.3.6.1 understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics;3.4.2.1 write words and phrases of regular size and shape;3.4.3.1 write short phrases to identify people, places and objects;3.4.6.1 use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities; 3.5.15.1 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 | 1 |  |  |
| 48 |  | Bright ideas | 3.5.3.1- use common present simple forms [positive, negative, question] and contractions to talk about what you want and like, habits and facts, simple future timetabled events; use common past simple forms to describe actions and feelings | 1 |  |  |
| 49 |  | Bright ideas | 3.5.6.1 use demonstrative pronouns this, these, that, those in open and closed questions;3.5.7.1 use personal object pronouns [indirect] in conjunction with direct object nouns to describe actions and events |  |  |  |
| 50 |  | InventionsinKazakhstan | 3.1.7.1 use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics;3.1.8.1 understand short, narratives on a limited range of general and some curricular topics; | 1 |  |  |
| 51 |  | InventionsinKazakhstan | 3.2.2.1 ask questions to find out about present experiences on a limited range of general and some curricular topics;3.4.5.1 link with support words or phrases using basic coordinating connectors | 1 |  |  |
| 52 |  | **Summative Assessment for the 3 Term** | .1- use demonstrative pronouns this, these, that, those in open and closed questions; 3.5.7.1- use personal object pronouns [indirect] in conjunction with direct object nouns to describe actions and events | 1 |  |  |
| 53 |  | Unit revision |  |  |  |  |
| **Term 4** |
| 54 | **Unit 7. Water, water everywhere** | Rain, rain | 3.2.5.1- pronounce familiar words and short phrases intelligibly when reading aloud;3.3.1.1 recognise, identify and sound with support a limited range of familiar words in simple sentences;3.3.2.1 read and follow with limited support familiar instructions for classroom activities  | 1 |  |  |
| 55 |  | How much does it rain aweek? | 3.1.4.1 understand a limited range of short supported questions on general and some curricular;3.1.5.1 distinguish between phonemically distinct words;3.4.7.1 spell a growing number of familiar high-frequency words accurately during guided writing activities; | 1 |  |  |
| 56 |  | By the sea | 3.5.10.1 use common present continuous forms, including short answers and contractions, to talk about what is happening now  | 1 |  |  |
| 57 |  | Seaside activities | 3.1.4.1- understand a limited range of short supported questions on general and some curricular; 3.1.5.1- distinguish between phonemically distinct words; | 1 |  |  |
| 58 |  | Water sports | 3.5.7.1 spell a growing number of familiar high-frequency words accurately during guided writing activities; 3.5.10.1- use common present continuous forms, including short answers and contractions, to talk about what is happening now | 1 |  |  |
| 59 |  | A beach story | 3.3.5.1- understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues; 3.3.6.1- understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics; | 1 |  |  |
| 60 |  | **Unit revision.** | 3.4.8.1- include appropriate use of a full stop during guided writing of short, familiar sentences | 1 |  |  |
| 61 | **Unit 8. Having fun** | Fun places | 3.1.7.1 use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics;3.2.8.1 recount very short, basic stories and events on a limited range of general and some curricular topics; | 1 |  |  |
| 62 |  | Fun places | 3.3.3.1 begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics;3.4.7.1 spell a growing number of familiar high-frequency words accurately during guided writing activities; | 1 |  |  |
| 63 |  | Fun places | 3.5.9.1 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like, habits and facts, simple future timetabled events, use common past simple forms to describe actions and feelings;3.5.17.1 use me, too and I don’t to give short answers  | 1 |  |  |
| 64 |  | Number games | 3.1.1.1 understand short supported classroom instructions in an increasing range of classroom routines;3.3.6.1 understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics;3.5.2.1 use cardinal numbers 1 -100 to count and ordinal numbers 1 – 10;3.5.8.1 use imperative forms [positive and negative] to give short instructions on limited range of familiar topics;3.5.11.1 use has got / have got there is / are statement and question forms including short answers and contractions | 1 |  |  |
| 65 |  | Magic Squares**.** | 3.5.9.2- use common past simple forms to describe actions and feelings ; 3.5.17.1- use me, too and I don’t to give short answers | 1 |  |  |
| 66 |  | Flying kites | 3.1.1.1- understand short supported classroom instructions in an increasing range of classroom routines; 3.2.6.1- understand with considerable support, some specific information and detail in short, | 1 |  |  |
| 67 |  | **Unit revision****Summative Assessment for the 4 Term** | 3.5.2.1- use cardinal numbers 1 -100 to count and ordinal numbers 1 – 10 10; 3.5.8.1- use imperative forms [positive and negative] to give short instructions on limited range of familiar topics; 3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics 3.2.4.1- respond to questions on a limited range of general and some curricular topics 3.3.4.1- use with some support a simple picture dictionary | 1 |  |  |
| 68 |  | Unit revision | 3.5.10.1- use common present continuous forms, including short answers and contractions, to talk about what is happening now 3.UE16 use conjunctions and, or, but to link words and phrases | 1 |  |  |