**Calendar Thematic Plan for grade 1**

**within the framework of updating the secondary education content**

**2020-2021 academic year**

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| **№** | **Units/ Changing lessons** | **Theme** | **Learning objectives** | **Hours** | **Date** | **Notes** |
| **1st term 19 hours** | | | | | | |
| 1 | **Unit 1:**  **All about me**  (9 hours) | Let’s start | 1.L3 recognise with support common names and names of places; recognise 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.S6 make introductions and requests in basic interactions with others  1.UE6 use demonstrative pronouns *this, these that, those* to indicate things | 1 |  |  |
| 2 | Greetings and names | 1 |  |  |
| 3 | Greeting and names: His name is … / Her name is... | 1 |  |  |
| 4 | Colours | 1.L3 recognise with support common names and names of places; recognise the spoken form of a limited range of everyday and classroom words  1.L9 recognise 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.UE3 use basic adjectives to describe people and things  1.UE6 use demonstrative pronouns this, these that, those to indicate things | 1 |  |  |
| 5 | Colours:  This is …/These are… | 1 |  |  |
| 6 | Colours:  This is …/These are… | 1 |  |  |
| 7 | 1 to 10 | 1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly  1.L3 recognise with support common names and names of places; recognise the spoken form of a limited range of everyday and classroom words  1.S3 pronounce familiar words and expressions intelligibly  1.UE2 use cardinal numbers 1 - 20 to count | 1 |  |  |
| 8 | 1 to 20 (11-20) | 1 |  |  |
| 9 | Unit revision |  | 1 |  |  |
| 10 | **Unit 2:**  **My school**  (10 hours) | Classroom objects | 1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly  1.L3 recognise with support common names and names of places; recognise the spoken form of a limited range of everyday and classroom words  1.L9 recognise 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.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.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 |  |  |
| 11 | Classroom objects | 1 |  |  |
| 12 | My school things | 1 |  |  |
| 13 | Initial letters | 1 |  |  |
| 14 | Overwriting (lower case letters) | 1 |  |  |
| 15 | Classroom routines (listen, read, write, sing, say, look) | 1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly  1.L3 recognise with support common names and names of places; recognise the spoken form of a limited range of everyday and classroom words  1.S3 pronounce familiar words and expressions intelligibly  1.UE3 use basic adjectives to describe people and things 1.UE8 use simple imperative forms [positive] for basic commands or instructions  1.UE13 use can / can’t to describe ability | 1 |  |  |
| 16 | Classroom routines (“Go fish” game) | 1 |  |  |
| 17 | Describing things: Adjectives | 1.S1 make basic personal statements about people, objects and classroom routines  1.UE3 use basic adjectives to describe people and things | 1 |  |  |
| 18 | Describing things: Adjectives (big, small, long, short) | 1 |  |  |
| 19 | Unit revision | 1 |  |  |
| **2nd term 13 hours** | | | | | | |
| 20 | **Unit 3:**  **My family and friends**  (7 hours) | Family and friends: She is…/ He is …/You are…/I’m… | 1.L3 recognise with support common names and names of places recognise 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.UE1 use singular nouns, plural nouns – to talk about people and places  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 |  |  |
| 21 | Making a family silhouette picture | 1 |  |  |
| 22 | In my house:  There is/There are | 1.L3 recognise with support common names and names of places recognise the spoken form of a limited range of everyday and classroom words  1.L9 recognise 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.UE3 use basic adjectives to describe people and things  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 |  |  |
| 23 | In my house:  Is there/Are there…? Yes/No | 1 |  |  |
| 24 | Days of the week  (M, T,W) | 1.L3 recognise with support common names and names of places recognise 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.R1 recognise sound and name the letters of the alphabet  1.R2 recognise initial letters in names and places  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 |  |  |
| 25 | Days of the week (TH,F, S, S) | 1 |  |  |
| 26 | Unit revision |  | 1 |  |  |
| 27 | **Unit 4:**  **The world around us**  (6 hours) | Animals | 1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly  1.L3 recognise with support common names and names of places recognise the spoken form of a limited range of everyday and classroom words  1.S3 pronounce familiar words and expressions intelligibly  1.S5 use words in short exchanges  1.R1 recognise sound and name the letters of the alphabet  1.UE13 use can / can’t to describe ability | 1 |  |  |
| 28 | Making an animal mobile | 1 |  |  |
| 29 | Hot and cold | 1.L3 recognise with support common names and names of places recognise the spoken form of a limited range of everyday and classroom words  1.S3 pronounce familiar words and expressions intelligibly  1.S5 use words in short exchanges  1.UE3 use basic adjectives to describe people and things  1.UE7 use personal subject and object pronouns to give basic personal information | 1 |  |  |
| 30 | In Kazakhstan | 1.L4 recognise 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.R1 recognise sound and name the letters of the alphabet  1.R2 recognise initial letters in names and places  1.R4 use the alphabet to place the first letters of word in alphabetical order  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 |  |  |
| 31 | In the forest or on the plain? | 1 |  |  |
| 32 | Unit revision |  | 1 |  |  |
| **3d term 18 hours** | | | | | | |
| 33 | **Unit 5:**  **Travel**  (9 hours) | Getting to school: Transport | 1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly  1.S1 make basic personal statements about people, objects and classroom routines  1.S3 pronounce familiar words and expressions intelligibly  1.UE5 use interrogative pronouns which, what, where, how to ask basic questions  1.UE9 use common present simple forms [positive, negative and question] to give basic personal information | 1 |  |  |
| 34 | Getting to school: How do you get to school? | 1 |  |  |
| 35 | This is the way... | 1.L2 recognise with support a limited range of basic common personal questions spoken slowly and distinctly  1.S3 pronounce familiar words and expressions intelligibly  1.S5 use words in short exchanges  1.UE13 use can / can’t to describe ability | 1 |  |  |
| 36 | Everyday routines | 1 |  |  |
| 37 | Where is it? | 1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly  1.L3 recognise with support common names and names of places recognise the spoken form of a limited range of everyday and classroom words  1.S3 pronounce familiar words and expressions intelligibly  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.UE14 use basic prepositions of location and position e.g. in, at, next to, near, on, to describe where people and things are; | 1 |  |  |
| 38 | Рrepositions- on, in, under, next to, in front of, behind | 1 |  |  |
| 39 | The big red bus | 1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly  1.L3 recognise with support common names and names of places recognise the spoken form of a limited range of everyday and classroom words  1.L4 recognise with support short basic questions about what something is  1.L5 recognise the sounds of phonemes and phoneme blends  1.S3 pronounce familiar words and expressions intelligibly  1.S5 use words in short exchanges | 1 |  |  |
| 40 | The big red bus | 1 |  |  |
| 41 | Unit revision | 1 |  |  |
| 42 | **Unit 6: Traditions and folklore**  (9 hours) | Happy Birthday | 1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly  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.S6 make introductions and requests in basic interactions with others  1.R3 recognise 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 |  |  |
| 43 | Happy Birthday | 1 |  |  |
| 44 | Springtime in Kazakhstan | 1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly  1.L3 recognise with support common names and names of places recognise the spoken form of a limited range of everyday and classroom words  1.S3 pronounce familiar words and expressions intelligibly | 1 |  |  |
| 45 | Hats and masks | 1 |  |  |
| 46 | Hats and masks | 1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly  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.UE11 use there is / there are to make short statements and ask questions | 1 |  |  |
| 47 | Story time | 1 |  |  |
| 48 | Story time | 1.L3 recognise with support common names and names of places recognise the spoken form of a limited range of everyday and classroom words  1.S5 use words in short exchanges  1.S4 respond to basic supported questions about people, objects and classroom routines | 1 |  |  |
| 49 | ABC – Review | 1 |  |  |
| 50 | Unit revision | 1 |  |  |
| **4th term 16 hours** | | | | | | |
| 51 | **Unit 7:**  **Food and drink**  (8 hours) | Things I like: ‘I like’ ‘I do not like’ | 1.L4 recognise 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.R1 recognise sound and name the letters of the alphabet  1.R4 use the alphabet to place the first letters of word in alphabetical order  1.UE9 use common present simple forms [positive, negative and question] to give basic personal information | 1 |  |  |
| 52 | Things I like*: What colour* questions | 1 |  |  |
| 53 | Hot or cold: Yes, he does / No, he doesn’t | 1.L3 recognise with support common names and names of places recognise 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.S5 use words in short exchanges  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 |  |  |
| 54 | Animals like … | 1.L3 recognise with support common names and names of places recognise 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.S5 use words in short exchanges  1.UE9 use common present simple forms [positive, negative and question] to give basic personal information | 1 |  |  |
| 55 | Animals like: Making animal shadow shapes | 1 |  |  |
| 56 | Nice or nasty | 1.L2 recognise with support a limited range of basic common personal questions spoken slowly  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.UE5 use interrogative pronouns which, what, where, how to ask basic questions | 1 |  |  |
| 57 | Nice or nasty | 1 |  |  |
| 58 | Unit revision | 1 |  |  |
| 59 | **Unit 8:**  **Health and body**  (8 hours) | Hands and head | 1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly  1.L2 recognise with support a limited range of basic common personal questions spoken slowly and distinctly  1.L3 recognise with support common names and names of places recognise 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.UE1 use singular nouns, plural nouns – to talk about people and places  1.UE9 use common present simple forms [positive, negative and question] to give basic personal information | 1 |  |  |
| 60 | Parts of Body | 1 |  |  |
| 61 | Parts of Body | 1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly  1.L2 recognise with support a limited range of basic common personal questions spoken slowly and distinctly  1.S1 make basic personal statements about people, objects and classroom routines  1.S4 respond to basic supported questions about people, objects and classroom routines  1.S5 use words in short exchanges  1.R1 recognise sound and name the letters of the alphabet  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 |  |  |
| 62 | Let’s move | 1 |  |  |
| 63 | Let’s move | 1.L3 recognise with support common names and names of places recognise the spoken form of a limited range of everyday and classroom words  1.L5 recognise the sounds of phonemes and phoneme blends  1.S2 ask questions in basic exchanges about people, objects and classroom routines  1.UE8 use simple imperative forms [positive] for basic commands or instructions | 1 |  |  |
| 64 | Making a puppet | 1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly  1.L3 recognise with support common names and names of places recognise the spoken form of a limited range of everyday and classroom words  1.L4 recognise with support short basic questions about what something is  1.S3 pronounce familiar words and expressions intelligibly  1.S5 use words in short exchanges | 1 |  |  |
| 65 | A special dance | 1 |  |  |
| 66 | Unit revision |  | 1 |  |  |
| **Total: 66**  **Annotation: Summative control work for the Unit -20 minutes**  **Summative control work for the Term – 40 minutes** | | | | | | |