



БЕКІТЕМІН:
Мектеп директоры:
Ж. Ақматаев

КЕЛІСЕМІН:
Оқу ісінң меңгерушісі:
С. Досымбетов
« 29 » 08
20 24 ж.

ҚАРАЛДЫ:
ӘБ жетекшісі:
А. Ошанов
« 29 » 08
20 24 ж.

«Тілектес» жалпы білім беретін мектеп» КММ

КҮНТІЗБЕЛІК-ТАҚЫРЫПТЫҚ ЖОСПАРЫ

Пән: Ағылшын тілі
Мұғалім: Махан Ермат
Сынып: 3
Апталық сағаты: 2

2024 -2025 оқу жылы

1- TERM

No	Unit	Theme	Learning objectives	Hours	Date	Notes
1 st term -16 hours						
1	Hello English!	Hello English! Alphabet	3.3.1.1 recognise sounds and name the letters of the alphabet; 3.3.3.1 understand short, simple instructions used in familiar everyday contexts.	1	03.09	
2		Greetings and names What's Your Name?	3.1.2.1 recognise familiar words with visual support; 3.2.2.1 use isolated words and basic expressions to provide personal information; 3.5.1.8 use personal subject and object pronouns in a limited range of familiar topics.	1	05.09	
3		Best friends. Greetings and names.	3.1.3.1 understand a range of short classroom instructions; 3.2.3.1 respond to basic questions with single words or short responses; 3.5.1.2 use the verb to be for presenting personal information and describe people and things	1	10.09	
4		Comic: About me.	3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics; 3.5.1.3 use cardinal numbers 1-10; 11-20; 21-100;	1	12.09	
5		Play and Write: About me.	3.1.1.1 recognise the sounds of phonemes and phoneme blends in words; 3.2.1.1 pronounce various sounds of phonemes and phoneme blends using appropriate stress, rhythm, and intonation; 3.1.2.1 recognise familiar words with visual support;	1	17.09	
6		C.I.H.1:Flags. Summative Assessment for the unit 1	3.1.2.1 recognise familiar words with visual support; 3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics;	1	19.09	
7		Culture page1.	3.1.3.1 understand a range of short classroom instructions; 3.3.3.1 understand short, simple instructions used in familiar everyday contexts.	1	24.09	
8		Unit revision 1	3.1.4.1 understand basic personal questions; 3.4.1.1 spell accurately a few high-frequency words; 3.4.2.2 use words and short simple phrases to complete a written text at a sentence level.	1	26.09	
9	My school	My school. My classroom and classroom activities	3.1.2.1 recognise familiar words with visual support; 3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics; 3.5.1.9 use imperative forms to give short instructions on a limited range of familiar topics;	1	01.10	
10		Best Friends. My schoolbag.	3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations; 3.3.3.2 find out the main points in short simple descriptions with visual support. 3.5.1.11 use has got/ have got; there is/are in a limited range of familiar topics;	1	03.10	

11		Our World: A Strange School	3.1.2.1 recognise familiar words with visual support; 3.2.3.1 respond to basic questions with single words or short responses; 3.5.1.7 use demonstrative pronouns this, these, that, and those to indicate things in closed questions with support;	1	08.10	
12		Play and Write: My Classroom	3.1.2.1 recognise familiar words with visual support 3.5.1.3 use cardinal numbers 1-10; 11 - 20; 21 - 100 to count 3.3.1.14 use basic prepositions of place. 3.5.1.11 use has got/ have got, there is/are in a limited range of familiar topics;	1	10.10	
13		CLIL- Calculations: Summative Assessment for the unit 2	3.1.2.1 recognise familiar words with visual support 3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations;	1	15.10	
14		Unit revision 2	3.1.4.1 understand basic personal questions. 3.4.1.1 spell accurately a few high-frequency words 3.4.2.2 use words and short simple phrases to complete a written text at a sentence level;	1	17.10	
15		Summative Assessment for the 1 st term	3.1.3.1 understand a range of short classroom instructions 3.2.3.1 respond to basic questions with single words or short responses. 3.3.3.1 understand short, simple instructions used in familiar everyday contexts. 3.4.1.1 spell accurately a few high-frequency words;	1	22.10	
16		Story 1.1 (Modules 1-2) The New Student	3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations; 3.1.2.1 recognise familiar words with visual support	1	24.10	

11-term:

Nr	Unit	Theme	Learning objectives	Hours	Date	Notes
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2nd term - 15 hours

17	PEOPLE I LOVE	People I Love: My Family	3.1.2.1 recognise familiar words with visual support; 3.2.3.3 make introductions and requests in basic interaction with others. 3.5.1.2 use the verb to-be for presenting personal information and describe people and things on a limited range of familiar topics; 3.5.1.4 use common adjectives in descriptions of people and things and simple feelings with support	1	05.11	
18		Best Friends: My Friends	3.1.2.1 recognise familiar words with visual support; 3.2.3.1 respond to basic questions with single words or short responses; 3.5.1.11 use has got/ have got; there is/are in a limited range of familiar topics.	1	07.11	
19		Our World: My friends	3.1.2.1 recognise familiar words with visual support; 3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics;	1	12.11	

		3.5.1.11 use has got/ have got; there is/are in a limited range of familiar topics.			
20		Play and Write: What do they do on Monday? 3.1.3.1 understand a range of short classroom instructions; 3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics; 3.3.3.1 understand short, simple instructions used in familiar everyday contexts; 3.5.1.10 use common present simple forms and contractions on a limited range of familiar topics;	1	14.11	
21		CLIL3: My Family 3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics; 3.4.2.1 follow word order rules in short statements;	1	19.11	
22		Unit Revision3 Summative Assessment for the unit 3 3.4.1.1 spell accurately a few high-frequency words; 3.4.2.1 follow word order rules in short statements; 3.4.2.2 use words and short simple phrases to complete a written text at a sentence level.	1	21.11	
23		Culture page 2: Famous people from Kazakhstan 3.1.2.1 recognise familiar words with visual support; 3.2.3.3 make introductions and requests in basic interaction with others; 3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary.	1	26.11	
24	WEATHER	Weather: Seasons 3.1.2.1 recognise familiar words with visual support; 3.2.3.1 respond to basic questions with single words or short responses; 3.5.1.10 use common present simple forms and contractions on a limited range of familiar topics; 3.5.1.15 use basic prepositions of time	1	28.11	
25		Best Friends: Seasons and Weather: 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support; 3.2.3.1 respond to basic questions with single words or short responses; 3.5.1.8 use personal subject and object pronouns in a limited range of familiar topics;	1	03.12	
26		Comic: Clothes I wear, The King's Clothes. 3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations; 3.3.3.1 understand short, simple instructions used in familiar everyday contexts; 3.5.1.5 use with considerable support basic determiners a, an, the to identify things;	1	05.12	
27		Play and Write: Clothes I wear, 3.2.3.2 make basic requests related to immediate personal needs; 3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations; 3.5.1.4 use common adjectives in descriptions of people and things and simple feelings with support;	1	10.12	
28		Unit Revision4 Summative Assessment 3.4.1.1 spell accurately a few high-frequency words; 3.4.2.1 follow word order rules in short statements;	1	12.12	

	for the unit 4	3.4.2.2 use words and short simple phrases to complete a written text at a sentence level.			
29	CLIL 4: Traditional Costumes	3.1.2.1 recognise familiar words with visual support; 3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics;	1	17.12	
30	Summative Assessment for the 2nd term	3.1.3.1 understand a range of short classroom instructions; 3.1.4.1 understand basic personal questions; 3.2.3.1 respond to basic questions with single words or short responses; 3.4.1.1 spell accurately a few high-frequency words;	1	19.12	
31	STORY 2 (MODULES) 3-4: The Snowman.	3.2.3.1 respond to basic questions with single words or short responses 3.3.2.1 identify some familiar words and signs on illustrations (pictures in common everyday situations;	1	24.12	
32	STORY 2 (MODULES) 3-4: The Snowman.	3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary.	1	26.12	

III- term						
No	Unit	Theme	Learning objectives	Days	Date	Notes
3 rd term -21 hours						
33	MY FREE TIME	MY FREE TIME: I Can Do This!	3.1.4.2 understand simple descriptions of people, actions, and objects with visual support; 3.2.3.4 respond to basic questions with single words or short responses; 3.5.1.13 use can/ can't to describe ability;	1	09.01	
34		Reading: Amazing Animals	3.1.4.2 understand simple descriptions of people, actions, and objects with visual support; 3.3.3.2 find out the main points in short simple descriptions with visual support; 3.4.1.1 spell accurately a few high-frequency words;	1	14.01	
34		BEST FRIENDS My toys and sports, I like...	3.2.2.1 use isolated words and basic expressions to provide personal information; 3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary; 3.5.1.16 use let's + verb, verbs go/like + verb + ing.	1	16.01	
35		OUR WORLD: Toys and Sports Around the World	3.1.4.1 understand basic personal questions; 3.2.3.2 make basic requests related to immediate personal needs; 3.5.1.5 use with considerable support basic determiners a, an, the to identify things;	1	21.01	
36		PLAY AND WRITE: My toys and sports, I like....	3.1.2.1 recognise familiar words with visual support; 3.5.1.10 use common present simple forms contractions on a limited range of familiar topics; 3.5.1.13 use can/ can't to describe ability;	1	23.01	
37		PROJECT WORK: What can I do?	3.3.1.2 identify and read separate sounds (phonemes) within words, which may be represented by more than one letter; 3.4.3.1 create a poster or write a postcard, using words and simple phrases; 3.4.5.1 apply basic rules of punctuation (use capital letters, full stops, and question marks); 3.5.1.13 use can/ can't to describe ability;	1	28.01	
38		CLIL 5: Kite Flying	3.1.2.1 recognise familiar words with visual support; 3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary	1	30.01	
39		Unit revision 5 Summative Assessment for the unit 5	3.4.1.1 spell accurately a few high-frequency words; 3.4.5.1 apply basic rules of punctuation (use capital letters, full stops, and question marks)	1	04.02	
40		CULTURE PAGE 3: ASYK a traditional game from Kazakhstan	3.1.2.1 recognise familiar words with visual support; 3.3.3.1 understand short, simple instructions used in familiar everyday contexts; 3.3.3.2 find out the main points in short simple descriptions with visual support;	1	06.02	

41	HEALTH	HEALTH: Body parts	3.1.2.1 recognise familiar words with visual support; 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support; 3.2.3.1 respond to basic questions with single words or short responses;	1	11.02	
42		Reading: What Have You Got?	3.3.3.1 understand short, simple instructions used in familiar everyday contexts; 3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary; 3.5.1.1 use has got/ have got; there is/are in a limited range of familiar topics.	1	13.02	
43		BEST FRIENDS: Healthy food	3.2.3.1 respond to basic questions with single words or short responses; 3.3.3.2 find out the main points in short simple descriptions with visual support; 3.5.1.7 use demonstrative pronouns this, these, that, and those to indicate things in closed questions with support;	1	18.02	
44		OUR WORLD: What's your favourite food	3.1.2.1 recognise familiar words with visual support; 3.2.3.1 respond to basic questions with single words or short responses; 3.5.1.1 use singular and plural nouns, including some common irregular plural forms and high-frequency uncountable nouns;	1	20.02	
45		PLAY AND WRITE: My Favourite Food	3.2.4.1 provide simple descriptions of people, and objects; 3.3.3.1 understand short, simple instructions used in familiar everyday contexts; 3.4.2.2 use words and short simple phrases to complete a written text at a sentence level;	1	25.02	
46		PROJECT WORK: What's in my fridge?	3.2.4.1 provide simple descriptions of people, and objects; 3.3.1.2 identify and read separate sounds (phonemes) within words, which may be represented by more than one letter; 3.4.4.1 link ideas with and, but	1	27.02	
47		Unit revision 6: Summative Assessment for the unit	3.4.1.1 spell accurately a few high-frequency words; 3.4.2.2 use words and short simple phrases to complete a written text at a sentence level; 3.4.4.1 link ideas with and, but; 3.4.5.1 apply basic rules of punctuation (use capital letters, full stops, and question marks);	1	04.03	
48		Unit 6: My plate	3.2.4.1 provide simple descriptions of people, and objects; 3.4.3.1 create a poster or a postcard, using words and simple phrases.	1	06.03	
49		Food Pyramid	3.1.4.1 understand basic personal questions; 3.2.3.1 respond to basic questions with single words or short responses; 3.3.3.1 understand short, simple instructions used in familiar everyday contexts;	1	11.03	
50		Summative Assessment for the 3 rd term	3.1.4.1 understand basic personal questions; 3.2.3.1 respond to basic questions with single words or short responses; 3.3.3.1 understand short, simple instructions used in familiar everyday contexts; 3.4.1.1 spell accurately a few high-frequency words;	1	13.03	
51		STORY 3 (MODULES 5-6): A Day Out	3.1.2.1 recognise familiar words with visual support; 3.3.3.1 understand short, simple instructions used in familiar everyday contexts;	1	18.03	

			3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary			
52		Unit revision: MODULES 5-6	3.4.1.1 spell accurately a few high-frequency words; 3.4.2.2 use words and short simple phrases to complete a written text at a sentence level; 3.4.4.1 link ideas with and, but; 3.4.5.1 apply basic rules of punctuation (use capital letters, full stops, and question marks)	1	20.03	
IV- term						
Nº	Unit	Theme	Learning objectives	Hours	Date	Notes
4th term -16 hours						
53	BUILDINGS	BUILDINGS: Cool House	3.3.3.1 understand short, simple instructions used in familiar everyday contexts; 3.5.1.12 use basic adverbs of place here, there to say where things are; 3.5.1.14 use basic prepositions of place.	1	01.04	
54		BEST FRIENDS: My house, my room and objects	3.1.2.1 recognise familiar words with visual support; 3.2.3.1 respond to basic questions with single words or short responses 3.5.1.5 use with considerable support basic determiners a, an, the to identify things; 3.5.1.14 use basic prepositions of place.	1	03.04	
55		OUR WORLD: My Bedroom	3.1.4.2 understand simple descriptions of people, actions, and objects with visual support 3.2.2.1 use isolated words and basic expressions to provide personal information; 3.5.1.1 use singular and plural nouns, including some common irregular plural forms and high-frequency uncountable nouns	1	08.04	
56		PLAY AND WRITE: The Funny Town	3.3.3.1 understand short, simple instructions used in familiar everyday contexts; 3.3.4.1 find specific information in different types of texts (postcards, posters, flyers, messages, and notices: places, time, and prices); 3.5.1.3 use cardinal numbers 1-10; 11-20; 21-100;	1	10.04	
57		PROJECT WORK: My Town	3.2.1.1 pronounce various sounds of phonemes and phoneme blends using appropriate stress, rhythm, and intonation; 3.4.2.2 use words and short simple phrases to complete a written text at a sentence level; 3.4.3.1 create a poster or write a postcard, using words and simple phrases;	1	15.04	
58		CLIL: 7: Wonderful Cities	3.1.2.1 recognise familiar words with visual support; 3.3.3.2 find out the main points in short simple descriptions with visual support;	1	17.04	
59		Unit revision? Summative Assessment for the unit 7	3.2.3.2 make basic requests related to immediate personal needs 3.4.1.1 spell accurately a few high-frequency words; 3.4.2.1 follow word order rules in short statements; 3.4.5.1 apply basic rules of punctuation (use capital letters, full stops, and question marks).	1	22.04	

60		CULTURE PAGE 4: Day and Night in Astoria	3.1.2.1 recognise familiar words with visual support; 3.3.3.2 find out the main points in short simple descriptions with visual support; 3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary.	1	24.04	
61		MY HOLIDAYS; Family holidays	3.1.2.1 recognise familiar words with visual support; 3.3.3.1 understand short, simple instructions used in familiar everyday contexts; 3.5.1.6 use interrogative pronouns who, what, where, how, and when to ask basic questions	1	29.04	
62		BEST FRIENDS: Where are the children?	3.2.3.1 respond to basic questions with single words or short responses 3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary. 3.5.1.14 use basic prepositions of place;	1	01.05	
63		OUR WORLD; Summer in Australia	3.1.4.2 understand simple descriptions of people, actions, and objects with visual support; 3.3.4.1 find specific information in different types of texts (postcards, posters, flyers, messages, and notices: places, time, and prices); 3.5.1.15 use basic prepositions of time	1	06.05	
64		PROJECT WORK: My Holiday	3.2.3.1 respond to basic questions with single words or short responses; 3.4.3.1 create a poster or write a postcard, using words and simple phrases; 3.5.1.6 use interrogative pronouns who, what, where, how, and when to ask basic questions;	1	08.05	
65		Unit revision8 Summative Assessment for the unit 8	3.4.1.1 spell accurately a few high-frequency words; 3.4.2.1 follow word order rules in short statements 3.4.4.1 link ideas with and, but; 3.4.5.1 apply basic rules of punctuation (use capital letters, full stops, and question marks).	1	13.05	
66		CLIL 8: Let's go shopping!	3.1.2.1 recognise familiar words with visual support 3.2.3.1 respond to basic questions with single words or short responses 3.3.3.1 understand short, simple instructions used in familiar everyday contexts;	1	15.05	
67		Summative Assessment for the 4 th term	3.1.4.1 understand basic personal questions; 3.2.3.1 respond to basic questions with single words or short responses; 3.3.3.1 understand short, simple instructions used in familiar everyday contexts; 3.4.1.1 spell accurately a few high-frequency words;	1	20.05	
68		STORY 4 (MODULES 7-8): At The Bench	3.1.5.1 use contextual clues to predict content in short, supported talk on a limited range of familiar topics. 3.3.3.1 understand short, simple instructions used in familiar everyday contexts;	1	22.05	

БЕКІТЕМІН:

Мектеп директоры:

Е.А. Аманжол

«19» 08

2024 ж.



КЕЛІСЕМІН:

Оқу ісін меңгерушісі:

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ӘБ жетекшісі:

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«Тілектес» жалпы білім беретін мектеп» КММ

КҮНТІЗБЕЛІК-ТАҚЫРЫПТЫҚ ЖОСПАРЫ

Пән: Ағылшын тілі

Мұғалім: Махан Ермат

Сынып: 4

Аптадық сағаты: 2

2024-2025 оқу жылы

4 сыныптарға арналған күнтізбелік-тематикалық жоспар
 Календарно-тематический план для 4 класса
 Calendar Thematic Plan for the 4th grade
 2024-2025 оқу жылы/учебный год/academic year(68сағат)

№	Theme	Learning objectives	hours	date	notes
1 term 16 hours					
Unit 1: Kazakhstan in the World of Sport					
1	Children's games 1	4.1.2.1 understand an increasing range of supported questions which ask for personal information 4.2.4.1 respond to questions on an increasing range of general and some curricular topics	1	02.09	
2	Children's games 2	4.1.2.1 understand an increasing range of supported questions which ask for personal information 4.3.2.1 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics 4.5.12.1 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, use commonly manner adverbs to describe actions example given slowly	1	06.09	
3	Free time activities and hobbies	4.3.2.1 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics 4.2.2.1 understand an increasing range of supported questions which ask for personal information 4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information	1	09.09	
4	Olympic Games	4.2.4.1 respond to questions on an increasing range of general and some curricular topics 4.3.4.1 respond to questions on an increasing range of general and some curricular topics 4.5.5.1 use interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of to ask questions on growing range of familiar topics	1	12.09	
5	Sports events	4.2.4.1 respond to questions on an increasing range of general and some curricular topics 4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic	1	15.09	

		personal information			
6	Time for CLIL: Aesop's Fables 2	4.1.3.1 understand the main points of short, supported talk on an increasing range of general and some curricular topics 4.2.8.1 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics	1	19.09	
7	Our world – Check point Summative assessment for the cross curricular unit «Kazakhstan in the World of Sports»	4.1.8.1 understand short, supported narratives on an increasing range of general and some curricular topics 4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general and some curricular topics	1	23.09	
Unit 2: Values in Myths and Legends					
8	Traditional stories 1Q2	4.2.2.1 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics 4.1.4.1 understand an increasing range of short supported questions on general and some curricular topics 4.4.7.1 spell most familiar high-frequency words accurately when writing independently	1	27.09	
9	The Vikings	4.2.3.1 give short, basic description of people and objects; begin to describe past experiences on an increasing range of general and some curricular topics 4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics 4.5.7.1 use personal subject and object pronouns, including indirect object pronouns and use possessive pronouns mine, yours to give personal information and describe actions and events	1	30.09	
10	A legend of Korkyt Ata	4.1.8.1 understand short, supported narratives on an increasing range of general and some curricular topics 4.3.3.1 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 4.5.3.1 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 and superlative] to make comparisons	1	03.10	
11	People and places	4.1.5.1 identify initial, middle and final phonemes and blends; 4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues; 4.5.3.1 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 and superlative] to make comparisons	1	07.10	

12	When I was little	4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues 4.4.2.1 begin to use joined-up handwriting in a limited range of written work	1	10.10	
13	Time for CLIL: Dragons and Creatures 1 Summative Assessment for the cross curricular unit «Values in Myths and Legends»	4.2.4.1 respond to questions on an increasing range of general and some curricular topics 4.4.7.1 spell most familiar high-frequency words accurately when writing independently 4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive 's/s' to name, describe and label things	1	14.10	
14	Our world - Check point Dragons and Creatures 2	4.3.3.1 recognize basic opinions in short, simple texts on an increasing range of general and some curricular topics 4.4.3.1 write with support short sentences which describe people, places and objects 4.5.12.1 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, use common -ly manner adverbs to describe actions example given slowly	1	17.10	
15	Summative Assessment for Term 1	4.1.8.1 Understand short, supported narratives on an increasing range of general and some curricular topics 4.3.3.1 Recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics 4.5.12.1 Use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often begin to use simple adverbs of manner e.g. well, badly, use common -ly manner adverbs to describe actions e.g. slowly, quickly 4.2.8.1 Express basic likes and dislikes; recount short, basic stories and events on a limited range of general and some curricular topics	1	21.10	
16	Storytime The Legend of William Tell	4.2.3.1 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 4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics	1	24.10	
2 term 16 hours					
Unit 3: Treasure and heritage					
17	Treasure Maps 1-2	4.2.3.1 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 4.4.1.1 plan, write and check sentences with support on a range of basic personal,	1	04.11	

		general and some curricular topics			
18	Treasure and numbers1	4.3.4.1 respond to questions on an increasing range of general and some curricular topics 4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics 4.5.2.1 use cardinal numbers 1 – 1000 and ordinal numbers 1 – 100	1	07.11	
19	Treasure and numbers2	4.1.4.1 understand an increasing range of short supported questions on general and some curricular topics 4.2.3.1 recognise basic opinions in short, simple texts on an increasing range of general range of general and some smk.edu.kz 69 curricular topics	1	11.11	
20	Our planet's treasure	4.1.3.1 understand the main points of short, supported talk on an increasing range of general and some curricular topics 4.2.3.1 recognise basic opinions in short, simple texts on an increasing range of general range of general and some smk.edu.kz 69 curricular topics 4.5.4.1 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 topics	1	14.11	
21	My holiday	4.2.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues 4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information	1	18.11	
22	Time for CLIL: Geography	4.1.4.1 understand short, supported narratives on an increasing range of general and some curricular topics 4.2.6.1 take turns when speaking with others in a growing range of short, basic exchanges	1	21.11	
23	Our world- Check point Summative Assessment for the cross curricular unit «Treasure and heritage»	4.2.8.1 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics 4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues 4.5.4.1 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 topics	1	25.11	
		Unit 4: Professions and ways of Communication			
24	Body language	4.1.4.1 understand short, supported narratives on an increasing range of general and some curricular topics 4.2.1.1 make basic statements which provide personal information on an increasing range of general and some curricular topics	1	28.11	

25	Means of transport	4.2.1.1 make basic statements which provide personal information on an increasing range of general and some curricular topics 4.4.2.1 begin to use joined-up handwriting in a limited range of written work 4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive 's/’s to name, describe and label things.	1	02.12	
26	Terminic transport	4.1.3.1 understand the main points of short, supported talk on an increasing range of general and some curricular topics 4.5.4.1 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 topics.	1	05.12	
27	Professions	4.1.1.1 understand an increasing range of classroom instructions 4.2.1.1 make basic statements which provide personal information on an increasing range of general and some curricular topics 4.4.2.1 begin to use joined-up handwriting in a limited range of written work.	1	09.12	
28	My favourite community helper Summative Assessment for the cross-curricular unit « Professions and ways of Communications»	4.2.1.1 make basic statements which provide personal information on an increasing range of general and some curricular topics 4.4.2.1 begin to use joined-up handwriting in a limited range of written work 4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics.	1	12.12	
29	Time for CLIL: Geography	4.1.3.1 understand the main points of short, supported talk on an increasing range of general and some curricular topics 4.2.3.1 give short, basic description of people and objects, begin to describe past experiences on an increasing range of general and some curricular topics. 4.4.6.1 use upper and lower case letters accurately when writing names, places and short sentences when writing independently	1	16.12	
30	Our world, Check point	4.1.2.1 understand an increasing range of supported questions which ask for personal information 4.2.3.1 give short, basic description of people and objects, begin to describe past experiences on an increasing range of general and some curricular topics.		19.12	
31	Summative Assessment Term 2	4.2.1.1 make basic statements which provide personal information on an increasing range of general and some curricular topics 4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics 4.4.2.1 begin to use joined-up handwriting in a limited range of written work.	1	21.12	

		4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns; possessive 's/s' to name, describe and label things.			
32	Story time: The trumpeter of Krakow	4.1.3.1 understand the main points of short, supported talk on an increasing range of general and some curricular topics 4.2.3.1 give short, basic description of people and objects, begin to describe past experiences on an increasing range of general and some curricular topics	1	26.01	
3 term 20 hours					
Unit 5: Hot and Cold					
33	Weather 1	4.1.9.1 recognise words that are spelt out from a limited range of general and curricular topics 4.2.1.1 make basic statements which provide information on an increasing range of general and some curricular topics 4.5.15.1 use conjunctions and, or, but, because to link words and phrases	1	10.01	
34	Camping Safety	4.2.1.1 make basic statements which provide information on an increasing range of general and some curricular topics 4.4.7.1 spell most familiar high-frequency words accurately when writing independently 4.5.13.1 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	13.01	
35	Camping Safety	4.1.7.1 use contextual clues to predict content and meaning in short supported talk on an increasing range of general and some curricular topics 4.2.7.1 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges	1	16.01	
36	Weather 2	4.1.7.1 use contextual clues to predict content and meaning in short supported talk on an increasing range of general and some curricular topics 4.2.1.1 make basic statements which provide information on an increasing range of general and some curricular topics 4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics	1	20.01	
37	Volcanoes	4.1.5.1 understand some specific information and detail of short, supported talk on an increasing range of general and some curricular topics 4.2.1.1 make basic statements which provide information on an increasing range of general and some curricular topics 4.3.5.1 understand with some support some specific information and detail in short, simple texts on a growing range of general and some curricular topics	1	23.01	
38	Time for CLIL: snow and	4.2.8.1 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics	1	27.01	

	ice.	4.5.14.1 use prepositions of location, position and direction: at, in, on, behind, between, in front of, near, next to, opposite, above, up, down, on the right, on the left, use prepositions of time: in, on, at, before, after, use with/without to indicate accompaniment, with for instrument and for to indicate recipient			
39	Our world -Checkpoint Summative Assessment for the cross-curricular unit «Hot and Cold»	4.2.7.1 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges 4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics 4.4.5.1 link with some support sentences using basic coordinating connectors	1	30.01	
Unit 6. Healthy world					
40	Healthy bodies 1	4.3.5.1 pronounce an increasing range of words, short phrases and simple sentences intelligibly 4.4.7.1 spell most familiar high-frequency words accurately when writing independently	1	03.02	
41	Food and drinks	4.3.6.1 take turns when speaking with others in a growing range of short, basic exchanges 4.4.2.1 begin to use joined-up handwriting in a limited range of written work	1	06.02	
42	Snack Attack	4.1.10.1 recognise words similar to words in student native language 4.2.7.1 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges	1	10.02	
43	Food and containers	4.3.6.1 take turns when speaking with others in a growing range of short, basic exchanges 4.5.4.1 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 topics	1	13.02	
44	Healthy snacks	4.3.6.1 take turns when speaking with others in a growing range of short, basic exchanges 4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics	1	17.02	
45	Time for OLIL: Save our animals 1-2	4.3.7.1 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges 4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics	1	20.02	
46	Help the planet 1	4.2.6.1 take turns when speaking with others in a growing range of short, basic exchanges 4.3.2.1 read and understand with some support short simple fiction and non-fiction texts	1	24.02	

47	Help the planet 2	4.2.5.1 take turns when speaking with others in a growing range of short, basic exchanges 4.3.2.1 read and understand with some support short simple fiction and non-fiction texts		27.02	
48	Our world Summative Assessment for the cross curricular unit «Healthy world»	4.3.2.1 read and understand with some support short simple fiction and non-fiction texts 4.4.5.1 link with some support sentences using basic coordinating connectors 4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often begin to use simple adverbs of manner e.g. well, badly, use common -ly manner adverbs to describe actions e.g. slowly, quickly	1	03.03	
49	Endangered animals	4.2.4.1 respond to questions on an increasing range of general and some curricular topics 4.3.5.1 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues	1	06.03	
50	Over to you	4.3.2.1 read and understand with some support short simple fiction and non-fiction texts 4.4.5.1 link with some support sentences using basic coordinating connectors	1	10.03	
51	Check point	4.4.1.1 plan, write and check sentences with support on a range of basic personal general and some curricular topics 4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive 's' to name, describe and label things	1	13.03	
52	Summative Assessment Term 3	4.2.4.1 respond to questions on an increasing range of general and some curricular topics 4.3.2.1 read and understand with some support short simple fiction and non-fiction texts 4.4.5.1 link with some support sentences using basic coordinating connectors 4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often begin to use simple adverbs of manner e.g. well, badly, use common -ly manner adverbs to describe actions e.g. slowly, quickly	1	17.03	
53	Story time	4.1.3.1 understand the main points of short supported talk on an increasing range of general and some curricular topics 4.2.4.1 respond to questions on an increasing range of general and some curricular topics	1	20.03	
IV term – 16 hours					
Unit 7: Journey into Space					
54	Into Space 1	4.1.5.1 identify initial, middle and final phonemes and blends 4.5.5.1 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	03.04	

		of familiar topics 4.4.7.1 spell most familiar high-frequency words accurately when writing independently			
55	Holidays	4.2.6.1 take turns when speaking with others in a growing range of short, basic exchanges; 4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information 4.3.6.1 understand with some support, some specific information and detail in short, simple texts on a growing range of general and some curricular topics	1	07.04	
56	Into Space 2	4.1.6.1 understand some specific information and detail of short, supported talk on an increasing range of general and some curricular topics 4.3.4.1 find with support books, worksheets and other print materials in a class or school library according to classification	1	10.04	
57	Planets 1-2	4.3.5.1 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues 4.4.2.1 begin to use joined-up handwriting in a limited range of written work 4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive 's to name, describe and label things	1	14.04	
58	Aliens 1-2	4.1.8.1 understand short, supported narratives on an increasing range of general and some curricular topics 4.2.4.1 respond to questions on an increasing range of general and some curricular topics 4.4.7.1 spell most familiar high-frequency words accurately when writing independently	1	17.04	
59	CLIL Science: Space facts	4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues 4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics	1	21.04	
60	All about Mars	4.3.5.1 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues 4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics	1	24.04	
61	Our World Summative Assessment for the cross-curricular unit «Journey into Space»	4.2.4.1 respond to questions on an increasing range of general and some curricular topics 4.4.2.1 begin to use joined-up handwriting in a limited range of written work 4.3.6.1 understand with some support, some specific information and detail in short, simple texts on a growing range of general and some curricular topics 4.5.3.1 use adjectives, including possessive adjectives, on a growing range of general	1	28.04	

		and some curricular topics to describe things, use simple one-syllable and some two-syllable.			
63	Check point	4.3.4.1 find with support books, worksheets and other print materials in a class or school library according to classification; 4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive 's/s' to name, describe and label things	1	01.05	
8. Machines					
63	Slow machines 1	4.1.6.1 understand some specific information and detail of short supported task on an increasing range of general and some curricular topics 4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics	1	05.05	
64	Materials	4.2.1.1 make basic statements which provide information on an increasing range of general and some curricular topics 4.3.2.1 read and understand with some support short simple fiction and non-fiction texts; 4.4.5.1 link with some support sentences using basic coordinating connectors;	1	08.05	
65	Fast machines 1	4.2.7.1 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges 4.3.1.1 recognise, identify and sound with support a growing range of language at text level	1	12.05	
66	Fast machines 2 Summative Assessment for the cross-curricular unit «Machines»	4.2.6.1 take turns when speaking with others in a growing range of short, basic exchanges; 4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information	1	15.05	
67	Summative Assessment Term 4	4.2.6.1 take turns when speaking with others in a growing range of short, basic exchanges; 4.3.6.1 understand with some support some specific information and detail in short, simple texts on a growing range of general and some curricular topics; 4.4.5.1 link with some support sentences using basic coordinating connectors;	1	19.05	
68	People in history	4.1.6.1 understand short, supported narratives on an increasing range of general and some curricular topics 4.4.6.1 to include appropriate use of full stops and question marks, at sentence level with some accuracy when writing independently	1	22.05	

БЕКІТЕМІН:

Мектеп директоры:

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КЕЛІСЕМІН:

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2024 ж.

«Тілектес» жалпы білім беретін мектеп» КММ

КҮНТІЗБЕЛІК-ТАҚЫРЫПТЫҚ ЖОСПАРЫ

Пән: ағылшын тілі

Мұғалім: Махан Е.Ж

Сынып: 5

Апталық сағаты: 3

2024-2025 оқу жылы

5 сыныптарға арналған күнтізбелік - тақырыптық жоспар
 Календарно - тематический план для 5 класса в рамках обновления содержания среднего образования
 Calendar Thematic Plan for the 5th grade within the framework of updating the secondary education content
 2024-2025 оқу жылы/учебный год/academic year (на основе 5МІС EnglishPlus КЗ) - 399

No	Unit	Theme	Learning objectives	Hour	Date	Notes
1 term – 24 hour						
Unit 1 At home and away from home						
1		Familiar Words p4	5. 1. 9. 1 use imagination to express thoughts, ideas, experiences and feelings 5. 2. 3. 1 unaided understanding of simple questions of general and study topics; 5. 3. 1. 1 provide basic information about oneself and others at the sentence level within a number of general topics;	1	04.09	
2		Introduce and say good bye! p5	5. 3. 1. 1 provide basic information about oneself and others at the sentence level within a number of general topics; 5. 5. 2. 1 systematic writing of sentences in a paragraph on some general and educational topics with the support of the teacher; 5. 6. 11. 1 limited familiar general reading and use of be / look / sound / feel / taste / smell like and be made of;	1	05.09	
3		Countries p6	5. 2. 6. 1 to determine a number of general and educational topics with the support of meaning from the context of a short conversation; 5. 5. 3. 1 write specific details with the support of the teacher, describing people, places and objects at the text level;	1	06.09	
4		People's ages and where they are from. p7	5. 2. 1.1 Understand with support the sequence of instructions in class ; 5. 5. 3. 1 write specific details with the support of the teacher, describing people, places and objects at the text level;	1	11.09	
5		People's ages and where they are from. p7	5. 2. 1.1 Understand with support the sequence of instructions in class ; 5. 5. 3. 1 write specific details with the support of the teacher, describing people, places and objects at the text level;	1	12.09	
6		Numbers 1-20. p8	5. 2. 3. 1 unaided understanding of simple questions of general and study topics; 5. 3. 2. 1 asking simple questions to obtain information on a number of general topics;	1	13.09	
7		What's in my classroom? p9	5. 2. 1.1 Understand with support the sequence of instructions in class ; 5. 5. 3. 1 write specific details with the support of the teacher, describing people, places and objects at the text level;	1	18.09	

No	Unit	Theme	Learning objectives	Hour	Date	Notes
8		Review. Unit 1. P10	5. 6. 6. 1 use of basic participle pronouns, relative pronouns and numerical pronouns some, any, something, nothing anything on general familiar and study topics 5. 5. 3. 1 write specific details with the support of the teacher, describing people, places and objects at the text level; 5. 6. 1. 1 appropriate use of appropriate countable and uncountable nouns, including common phrases describing time and location, on a number of familiar general and educational topics;	1	19.09	
9		Review. Unit 1. Summative assessment for the unit "Home and away p10	5. 2. 3. 1 unaided understanding of simple questions of general and study topics; 5. 3. 1. 1 provide basic information about oneself and others at the sentence level within a number of general topics; 5. 5. 3. 1 write specific details with the support of the teacher, describing people, places and objects at the text level;	1	20.09	
10		Reading for pleasure p11	5. 2. 3. 1 unaided understanding of simple questions of general and study topics; 5. 4. 2. 1 understand specific information in simple, short texts on a number of general and educational topics with little help from the teacher;	1	25.09	
Unit 4 Living organisms						
11		Families p40	5. 2. 1. 1 understand with support the sequence of instructions in class 1; 5. 3. 1. 1 provide basic information about oneself and others at the sentence level within a number of general topics; 5. 5. 1. 1 plan, write, correct and check text-level works on some general and academic topics;	1	26.09	
12		Twins Festival p42	5. 2. 3. 1 unaided understanding of simple questions of general and study topics; 5. 4. 1. 1 understand the main idea of some simple short texts on general and educational topics;	1	27.09	
13		My family and their possessions p43	5. 2. 6. 1 to determine a number of general and educational topics with the support of meaning from the context of a short conversation; 5. 3. 7. 1 using subject-specific vocabulary and syntax within a range of general topics 5. 6. 3. 1 in general and educational topics, the use of descriptive nouns, including dependent adjectives, the use of simple one-syllable and two-syllable adjectives (relative and selective) for comparison;	1	02.10	
14		Describe people and families p44	5. 2. 3. 1 unaided understanding of simple questions of general and study topics; 5. 3. 1. 1 provide basic information about oneself and others at the sentence level within a number of general topics; 5. 6. 3. 1 in general and educational topics, the use of descriptive nouns, including dependent	1	03.10	

No	Unit	Theme	Learning objectives	Hour	Date	Notes
			adjectives; the use of simple one-syllable and two-syllable adjectives (relative and selective) for comparison;			
15		People's appearance and possessions p45	5.3.1.1 provide basic information about oneself and others at the sentence level within a number of general topics; 5.5.3.1 write specific details with the support of the teacher, describing people, places and objects at the text level; 5.6.3.1 in general and educational topics, the use of descriptive nouns, including dependent adjectives, the use of simple one-syllable and two-syllable adjectives (relative and selective) for comparison;	1	04.10	
16		Describe people in a photo. p46	5.2.3.1 unaided understanding of simple questions of general and study topics; 5.3.1.1 provide basic information about oneself and others at the sentence level within a number of general topics;	1	09.10	
17		Description of people for a blog	5.4.5.1 identify the main idea from the context of short texts within the framework of some familiar general and reading topics 5.5.3.1 write specific details with the support of the teacher, describing people, places and objects at the text level;	1	10.10	
18		My Country. Living things. p48	5.3.1.1 provide basic information about oneself and others at the sentence level within a number of general topics; 5.5.7.1 use a format appropriate to the level of the text in some written genres on a familiar general and a number of reading topics with some support	1	11.10	
19		Communication. Asking friends for things and describing where they are. p49 Summative assessment for the unit "Living things" p47	5.1.6.1 organize and present information in a way that is understandable to others; 5.2.3.1 unaided understanding of simple questions of general and study topics; 5.3.7.1 using subject-specific vocabulary and syntax within a range of general topics	1	16.10	
20		My Family. Project. p50	5.3.7.1 using subject-specific vocabulary and syntax within a range of general topics 5.4.2.1 understand specific information in simple, short texts on a number of general and educational topics with little help from the teacher;	1	17.10	
21		Vocabulary	5.3.1.1 provide basic information about oneself and others at the sentence level within a number	1		

No	Unit	Theme	Learning objectives	Hour *	Date	Notes
		puzzles: Family Adjectives p51	of general topics; 5. 4. 2. 1 understand specific information in simple, short texts on a number of general and educational topics with little help from the teacher;		18.10	
22		Review. Unit 4 p52	5. 5. 7. 1 using subject-specific vocabulary and syntax within a range of general topics; 5. 5. 2. 1 systematic writing of sentences in a paragraph on some general and educational topics with the support of the teacher; 5. 6. 3. 1 use of adjectives, including dependent adjectives, when describing things in general and educational topics, use of simple one-syllable and two-syllable adjectives (comparative and selective) for comparison;	1	23.10	
23		Summative control work for the 1 st term	5. 2. 6. 1 identify a range of general and learning topics with support for meaning from a short conversational context 5. 3. 1. 1 provide basic information about oneself and others at the sentence-level within a number of general topics; 5. 4. 1. 1 understand the main idea of some simple short texts on general and educational topics; 5. 5. 1. 1 plan, write, correct and check text-level works on some general and academic topics;	1	24.10	
24		Reading for pleasure. P 53	5. 3. 6. 1 to express one's thoughts clearly and concretely in sentences in pairs, groups and with the whole class; 5. 4. 2. 1 understand specific information in simple, short texts on a number of general and educational topics with little help from the teacher;	1	25.10	

II term – 24 hours

Unit 5 Values

25		Celebrations and special days p54	5. 2. 1. 1 Understand with support the sequence of instructions in class 1; 5. 3. 4. 1 respond in sentences with some flexibility to unexpected comments on a variety of general and educational topics; 5. 5. 4. 1 write long sentences in paragraph size with the teacher's support to provide personal information;	1	06.11	
26		International Festivals p56	5. 2. 2. 1 understand simple questions about providing personal information; 5. 3. 4. 1 respond in sentences with some flexibility to unexpected comments on a variety of general and educational topics; 5. 4. 1. 1 understand the main idea of some simple short texts on general and educational topics;	1	07.11	
27		Special days in my home p57	5. 3. 4. 1 respond in sentences with some flexibility to unexpected comments on a variety of general and educational topics; 5. 5. 3. 1 write specific details with the support of the teacher, describing people, places and objects at the text level; 5. 6. 9. 1 use simple present tense and simple past tense, regular and non-regular forms to describe	1	08.11	

No	Unit	Theme	Learning objectives	Hour	Date	Notes
			procedures, habits and situations in everyday life related to limited familiar general and academic topics;			
28		The months and seasons. P58	5. 2. 6. 1 to determine a number of general and educational topics with the support of meaning from the context of a short conversation; 5. 3. 4. 1 respond in sentences with some flexibility to unexpected comments on a variety of general and educational topics; 5. 5. 7. 1 use a format appropriate to the level of the text in some written genres in a familiar general and a number of educational topics with some support;	1	13.11	
29		Different times of the year. P59	5. 3. 7. 1 using subject-specific vocabulary and syntax within a range of general topics 5. 5. 7. 1 use a format appropriate to the level of the text in some written genres in a familiar general and a number of educational topics with some support;	1	14.11	
30		Making suggestions p60	5. 2. 7. 1 identifying the speaker's thoughts in a simple conversation with the help of a teacher on a number of general and educational topics 5. 3. 6. 1 to express one's thoughts clearly and concretely in sentences in pairs, groups and with the whole class; 5. 5. 7. 1 use a format appropriate to the level of the text in some written genres in a familiar general and a number of educational topics with some support;	1	15.11	
31		A composition about a special occasion. P61	5. 4. 6. 1 identify the author's opinion or point of view in short texts on some general and educational topics; 5. 5. 5. 1 write specific details with the support of the teacher, describing people, places and objects at the text level;	1	20.11	
32		My Country, Holidays. P62	5. 3. 3. 1 express an opinion in a sentence within the framework of a number of general and educational topics; 5. 4. 4. 1 reading some short texts in fiction and non-fiction with little help from the teacher; 5. 6. 3. 1 use of adjectives, including dependent adjectives, when describing things in general and educational topics; use of simple one-syllable and two-syllable adjectives (comparative and selective) for comparison;	1	21.11	
33		Asking about dates	5. 2. 8. 1 supported understanding of general and academic topics in a range of longer conversations, including stories 5. 5. 7. 1 use a format appropriate to the level of the text in some written genres in a familiar general and a number of educational topics with some support;	1	22.11	

No	Unit	Theme	Learning objectives	Hour	Date	Notes
34		Project: Values p64	5.3.3.1 express an opinion in a sentence within the framework of a number of general and educational topics; 5.4.3.1 to understand the evidence in the context of some familiar general and academic topics;	1	27.11	
35		Celebrations and special days p65	5.3.3.1 express an opinion in a sentence within the framework of a number of general and educational topics; 5.5.1.1 plan, write, correct and check text-level works on some general and academic topics;	1	28.11	
36		Review of Unit 5 p66 Summative assessment for the unit "Values" p63	5.5.8.1 correct spelling of frequently used words in some general topics 5.6.7.1 use common verbs in the completed form to convey the event that happened in a limited environment [in the indefinite tense] in familiar general topics;	1	29.11	
37		Reading for pleasure p67	5.2.8.1 supported understanding of general and academic topics in a range of longer conversations, including stories 5.3.5.1 attempt to communicate in the exchange of information at the basic level within the framework of various general and educational topics;	1	04.12	
Unit 6 The world of professions						
38		Studying habits p68	5.3.3.1 express an opinion in a sentence within the framework of a number of general and educational topics; 5.3.6.1 logically combine sentences into paragraphs with some support using basic connectives on some common topics;	1	05.12	
39		A day at school p70	5.2.1.1 Understand with support the sequence of instructions in class 1; 5.3.3.1 express an opinion in a sentence within the framework of a number of general and educational topics; 5.4.6.1 identify the author's opinion or point of view in short texts on some general and educational topics;	1	06.12	
40		A school report p71	5.4.6.1 identify the author's opinion or point of view in short texts on some general and educational topics; 5.3.7.1 use a format appropriate to the level of the text in some written genres in a familiar general and a number of educational topics with some support; 5.6.6.1 use of basic participle pronouns, relative pronouns and numerical pronouns some, any, something, nothing, anything on general familiar and study topics;	1	11.12	

No	Unit	Theme	Learning objectives	Hour	Date	Notes
41		Languages and communication, p72	5. 2. 6. 1 to determine a number of general and educational topics with the support of meaning from the context of a short conversation; 5. 4. 4. 1 reading some short texts in fiction and non-fiction with little help from the teacher;	1	12.12	
42		Studying habits p73	5. 3. 7. 1 using subject-specific vocabulary and syntax within a range of general topics 5. 5. 3. 1 write specific details with the support of the teacher, describing people, places and objects at the text level; 5. 6. 9. 1 use simple present tense and simple past tense, regular and non-regular forms to describe procedures, habits and situations in every-day life related to limited familiar general and academic topics;	1	13.12	
43		Asking questions in class.p74	5. 2. 6. 1 to determine a number of general and educational topics with the support of meaning from the context of a short conversation; 5. 3. 7. 1 using subject-specific vocabulary and syntax within a range of general topics	1	18.12	
44		Writing a report. Summative assessment for the unit "The world of work" p74	5. 4. 5. 1 identify the main idea from the context of short texts within the framework of some familiar general and educational topics; 5. 5. 3. 1 write specific details with the support of the teacher, describing people, places and objects at the text level;	1	19.12	
45		Creative work: I can talk about famous Kazakh artists p76	5. 3. 6. 1 to express one's thoughts clearly and concretely, in sentences in pairs, groups and with the whole class; 5. 4. 4. 1 reading some short texts in fiction and non-fiction with little help from the teacher;	1	20.12	
46		Asking about Timetable p77	5. 2. 7. 1 identifying the speaker's thoughts in a simple conversation with the help of a teacher on a number of general and educational topics 5. 3. 2. 1 asking simple questions to obtain information on a number of general topics;	1	25.12	
47		Summative control work for the 2 nd term	5. 2. 6. 1 to determine a number of general and educational topics with the support of meaning from the context of a short conversation; 5. 3. 7. 1 using subject-specific vocabulary and syntax within a range of general topics 5. 4. 4. 1 reading some short texts in fiction and non-fiction with little help from the teacher; 5. 5. 3. 1 write specific details with the support of the teacher, describing people, places and objects at the text level;	1	26.12	

No	Unit	Theme	Learning objectives	Hours	Date	Notes
48		Projects: countries, people and jobs p78	5. 3. 7. 1 using subject-specific vocabulary and syntax within a range of general topics 5. 4. 3. 1 identify the main idea from the context of short texts within the framework of some familiar general and educational topics;	1	27.12	
			III term – 30 hours Unit 8 Creativity			
49		Culture p96	5. 2. 4. 1 to understand general and educational topics in a long conversation with the support of the main ideas; 5. 3. 7. 1 using subject-specific vocabulary and syntax within a range of general topics 5. 5. 1. 1 plan, write, correct and check text-level works on some general and academic topics;	1		
50		Making plans p98	5. 4. 2. 1 understand specific information in simple, short texts on a number of general and educational topics with little help from the teacher; 5. 5. 4. 1 write long sentences in paragraph size with the teacher's support to provide personal information;			
51		Talk about plans p99	5. 3. 4. 1 respond in sentences with some flexibility to unexpected comments on a variety of general and academic topics; 5. 5. 3. 1 write specific details with the support of the teacher, describing people, places and objects at the text level; 5. 6. 10. 1 use of present and future continuous tense forms on limited familiar general and educational topics;	1		
52		Films and stories p100	5. 2. 4. 1 to understand general and educational topics in a long conversation with the support of the main ideas; 5. 3. 3. 1 express an opinion in a sentence within the framework of a number of general and educational topics;	1		
53		Ask questions about plans. P101	5. 3. 4. 1 respond in sentences with some flexibility to unexpected comments on a variety of general and academic topics; 5. 5. 7. 1 use a format appropriate to the level of the text in some written genres on a familiar general and a number of reading topics with some support 5. 6. 10. 1 use of present and future continuous tense forms on limited familiar general and educational topics;	1		
54		Unit Review Summative assessment for	5. 5. 6. 1 logically combine sentences into paragraphs with some support using basic connectives on some common topics; 5. 6. 10. 1 use of present and future continuous tense forms on limited familiar general and	1		

No	Unit	Theme	Learning objectives	Hour	Date	Notes
		the unit "Creativity" p102	educational topics.			
55		Reading for pleasure: The President's story. P103	5.2.6.1 to determine a number of general and educational topics with the support of meaning from the context of a short conversation; 5.3.1.1 provide basic information about oneself and others at the sentence level within a number of general topics;	1	23.01	
		Unit 9 Reading (we read with interest)				
56		Types of writing p104	5.3.7.1 use subject-specific vocabulary and syntax within a number of general topics; 5.5.2.1 systematic writing of sentences in a paragraph on some general and educational topics with the support of the teacher;	1	24.01	
57		A Famous story p106	5.4.3.1 to understand the evidence in the context of some familiar general and academic topics; 5.5.6.1 logically combine sentences into paragraphs with some support using basic connectives on some common topics;	1	29.01	
58		Tee a story p107	5.3.2.1 asking simple questions to obtain information on a number of general topics; 5.5.1.1 plan, write, correct and check test-level works on some general and academic topics;	1	30.01	
59		Biography of a writer p108	5.2.4.1 to understand general and educational topics in a long conversation with the support of the main ideas; 5.3.2.1 asking simple questions to obtain information on a number of general topics;	1	31.01	
60		Biography of a writer p108	5.3.2.1 asking simple questions to obtain information on a number of general topics; 5.2.4.1 to understand general and educational topics in a long conversation with the support of the main ideas;	1	05.02	
61		Ask questions about past events p109	5.3.3.1 express an opinion in a sentence within the framework of a number of general and educational topics; 5.5.3.1 write specific details with the support of the teacher, describing people, places and objects at the text level;	1	06.02	
62		Unit Review-9 p110	5.3.6.1 to express one's thoughts clearly and concretely in sentences in pairs, groups and with the whole class; 5.5.3.1 write specific details with the support of the teacher, describing people, places and objects at the text level;	1	07.02	
63		A Book festival. Kazakh famous writers and poets. P111	5.3.3.1 express an opinion in a sentence within the framework of a number of general and educational topics; 5.4.5.1 identify the main idea from the context of short texts within the framework of some familiar general and educational topics;	1	12.02	

No	Unit	Theme	Learning objectives	Hour	Date	Notes
Unit 3 In the world of wonders						
64		People and places p26	5.2.4.1 to understand general and educational topics in a long conversation with the support of the main ideas; 5.3.6.1 to express one's thoughts clearly and concretely in sentences in pairs, groups and with the whole class; 5.3.3.1 write specific details with the support of the teacher, describing people, places and objects at the text level;	1	13.02	
65		An article about two places. P28	5.3.3.1 write specific details with the support of the teacher, describing people, places and objects at the text level; 5.3.6.1 to express one's thoughts clearly and concretely in sentences in pairs, groups and with the whole class; 5.4.1.1 understand the main idea of some simple short texts on general and educational topics;	1	14.02	
66		Describe a town p29	5.3.3.1 express an opinion in a sentence within the framework of a number of general and educational topics; 5.3.8.1 correct spelling of frequently used words in some general topics; 5.6.6.1 use of basic participle pronouns, relative pronouns and numerical pronouns some, any, something, nothing anything on general familiar and study topics;	1	19.02	
67		Describe a town p29	5.1.7.1 systematic argumentation and confirmation in oral and written words; 5.4.6.1 identify the author's opinion or point of view in short texts on some general and educational topics 5.6.14.1 on some familiar general and academic topics, use auxiliaries to talk about time and location, to indicate the subject, auxiliaries to describe things, to, into, out of, from, towards auxiliaries to indicate the direction of movement using words;		20.02	
68		Shops. P30	5.2.6.1 to determine a number of general and educational topics with the support of meaning from the context of a short conversation; 5.3.7.1 using subject-specific vocabulary and syntax within a range of general topics 5.3.3.1 write specific details with the support of the teacher, describing people, places and objects at the text level;	1	21.02	
69		Ask questions about a town. P31	5.3.6.1 to express one's thoughts clearly and concretely in sentences in pairs, groups and with the whole class; 5.3.3.1 write specific details with the support of the teacher, describing people, places and objects at the text level;	1	26.02	
70		Asking about places in a town.	5.2.6.1 to determine a number of general and educational topics with the support of meaning from the context of a short conversation;	1	27.02	

No	Unit	Theme	Learning objectives	Hour	Date	Notes
		P32	5.3.6.1 to express one's thoughts clearly and concretely in sentences in pairs, groups and with the whole class; 5.5.8.1 correct spelling of frequently used words in some general topics;			
71		A brochure about your town. P33	5.4.2.1 understand specific information in simple, short texts on a number of general and educational topics with little help from the teacher; 5.5.8.1 correct spelling of frequently used words in some general topics;	1	28.02	
72		My country, My world p34 Summative assessment for the unit "Fantasy world"	5.3.7.1 using subject-specific vocabulary and syntax within a range of general topics; 5.4.1.1 understand the main idea of some simple short texts on general and educational topics; 5.5.3.1 write specific details with the support of the teacher, describing people, places and objects at the text level;	1	05.03	
73		My country, My world	5.3.7.1 using subject-specific vocabulary and syntax within a range of general topics; 5.4.1.1 understand the main idea of some simple short texts on general and educational topics;	1	06.03	
74		Shopping p35	5.2.7.1 of a simple conversational speaker with teacher assistance on a range of general and academic topics; 5.3.7.1 using subject-specific vocabulary and syntax within a range of general topics; 5.5.6.1 logically combine sentences into paragraphs with some support using basic connectives on some common topics;	1	07.03	
75		Fantasy world p36	5.4.6.1 identify the author's opinion or point of view in short texts on some general and educational topics; 5.5.6.1 logically combine sentences into paragraphs with some support using basic connectives on some common topics;	1	12.03	
76		Vocabulary puzzles: People and places, Shops p37	5.3.7.1 using subject-specific vocabulary and syntax within a range of general topics; 5.5.6.1 logically combine sentences into paragraphs with some support using basic connectives on some common topics;	1	13.03	
77		Review, Unit3 p38	5.3.3.1 express an opinion in a sentence within the framework of a number of general and educational topics; 5.5.3.1 write specific details with the support of the teacher, describing people, places and objects at the text level;	1	14.02	
78		Summative control work	5.2.6.1 to determine a number of general and educational topics with the support of meaning from the context of a short conversation;	1	19.03	

No	Unit	Theme	Learning objectives	Hour	Date	Notes
		for the 3 rd term	5.3.3.1 express an opinion in a sentence within the framework of a number of general and educational topics; 5.4.1.1 understand the main idea of some simple short texts on general and educational topics; 5.5.2.1 systematic writing of sentences in a paragraph on some general and educational topics with the support of the teacher.			
79		Reading for pleasure p39	5.2.6.1 to determine a number of general and educational topics with the support of meaning from the context of a short conversation; 5.4.1.1 understand the main idea of some simple short texts on general and educational topics;	1	20.03	
IV term – 24 hours						
Unit 2 Sports						
80		Describe people, places and things p12	5.2.2.1 understand simple questions about providing personal information; 5.5.1.1 plan, write, correct and check text-level works on some general and academic topics; 5.6.3.1 use of adjectives, including dependent adjectives, when describing things in general and educational topics, use of simple one-syllable and two-syllable adjectives (comparative and selective) for comparison;	1	02.04	
81		A web page about clubs for young people p14	5.2.4.1 to understand general and educational topics in a long conversation with the support of the main ideas; 5.3.2.1 asking simple questions to obtain information on a number of general topics; 5.4.1.1 understand the main idea of some simple short texts on general and educational topics;	1	03.04	
82		Clubs and free time activities p15	5.5.1.1 plan, write, correct and check text-level works on some general and academic topics; 5.6.10.1 use of present and future continuous tense forms on limited familiar general and educational topics;	1	04.04	
83		Favourite things p16	5.2.4.1 to understand general and educational topics in a long conversation with the support of the main ideas; 5.3.2.1 asking simple questions to obtain information on a number of general topics; 5.5.4.1 write long sentences in paragraph size with the teacher's support to provide personal information;	1	09.04	
84		Give my opinion p17	5.2.4.1 to understand general and educational topics in a long conversation with the support of the main ideas; 5.3.4.1 respond in sentences with some flexibility to unexpected comments on a variety of general and academic topics;	1	10.04	
85		Giving personal	5.2.3.1 unaided understanding of simple questions of general and study topics;	1	11.04	

Nr	Unit	Theme	Learning objectives	Hour	s	Date	Notes
		information p18	5.3.4. I respond in sentences with some flexibility to unexpected comments on a variety of general and academic topics; 5.5.6. I logically combine sentences into paragraphs with some support using basic connectives on some common topics				
86		An email p19	5.4.1. I understand the main idea of some simple short texts on general and educational topics; 5.5.1. I plan, write, correct and check text-level works on some general and academic topics	1		16.04	
87		My Country, Sports p20	5.4.1. I understand the main idea of some simple short texts on general and educational topics; 5.5.1. I plan, write, correct and check text-level works on some general and academic topics	1		17.04	
88		Asking and telling the time p21	5.2.2. I understand simple questions about providing personal information; 5.3.6. I to express one's thoughts clearly and concretely in sentences in pairs, groups and with the whole class; 5.5.1. I plan, write, correct and check text-level works on some general and academic topics	1		18.04	
89		A Club poster p22	5.4.2. I understand specific information in simple, short texts on a number of general and educational topics with little help from the teacher; 5.5.1. I plan, write, correct and check text-level works on some general and academic topics	1		23.04	
90		Vocabulary puzzles; Favourite things Summative assessment for the unit "Sports" p23	5.2.8. I understand with support a range of longer conversations on general and academic topics, including stories; 5.3.7. I using subject-specific vocabulary and syntax within a range of general topics; 5.4.4. I reading some short texts in fiction and non-fiction with little help from the teacher;	1		24.04	
91		Review for the unit p24	5.5.4. I write long sentences in paragraph size with the teacher's support to provide personal information; 5.6.8. I use the forms of the future tense "will be" and "will be" to predict when talking about specific plans related to general and educational topics of limited familiarity;			25.04	
92		Reading for pleasure: A poem p25	5.2.2. I understand simple questions about providing personal information; 5.4.2. I understand specific information in simple, short texts on a number of general and educational topics with little help from the teacher;	1		30.04	
			Unit 7 Holidays				
93		Holiday activities p82	5.2.2. I understand simple questions about providing personal information; 5.3.6. I Express your thoughts clearly and clearly in sentences in pairs, groups, and with the whole class.	1		01.05	

No	Unit	Theme	Learning objectives	Hour	Date	Notes
			5.5.3.1 write specific details with the support of the teacher, describing people, places and objects at the text level;			
94		On holiday p84	5.2.3.1 unaided understanding of simple questions of general and study topics; 5.4.1.1 understand the main idea of some simple short texts on general and educational topics; 5.5.3.1 write specific details with the support of the teacher, describing people, places and objects at the text level;	1	02.05	
95		What people are doing now? P85	5.3.3.1 express an opinion in a sentence within the framework of a number of general and educational topics; 5.5.4.1 write long sentences in paragraph size with the teacher's support to provide personal information; 5.6.10.1 use of present and future continuous tense forms on limited familiar general and educational topics;	1	07.05	
96		Journeys. P86	5.2.8.1 supported understanding of general and academic topics in a range of longer conversations, including stories 5.3.4.1 respond in sentences with some flexibility to unexpected comments on a variety of general and academic topics;	1	08.05	
97		What they are doing now? P87	5.3.4.1 respond in sentences with some flexibility to unexpected comments on a variety of general and academic topics; 5.5.3.1 write specific details with the support of the teacher, describing people, places and objects at the text level; 5.6.10.1 use of present and future continuous tense forms on limited familiar general and educational topics;	1	09.05	
98		A phone conversation about a holiday p88	5.2.8.1 supported understanding of general and academic topics in a range of longer conversations, including stories 5.3.6.1 Express your thoughts clearly and clearly in sentences in pairs, groups, and with the whole class. 5.5.3.1 write specific details with the support of the teacher, describing people, places and objects at the text level;	1	14.05	
99		An email about a holiday. Summative assessment for the unit "Holidays" p89	5.3.6.1 Express your thoughts clearly and clearly in sentences in pairs, groups, and with the whole class. 5.4.1.1 understand the main idea of some simple short texts on general and educational topics; 5.5.4.1 write long sentences in paragraph size with the teacher's support to provide personal information;	1	15.05	

Sr	Unit	Theme	Learning objectives	Hour	Date	Notes
100		Weekend arrangements p00	5.2.3.1 unaided understanding of simple questions of general and study topics; 5.3.6.1 Express your thoughts clearly and clearly in sentences in pairs, groups, and with the whole class.	1	16.05	
101		A tourist information poster p02	5.4.1.1 understand the main idea of some simple short texts on general and educational topics; 5.5.7.1 use a format appropriate to the level of the text in some written genres on a familiar general and a number of reading topics with some support.	1	21.05	
102		Summative control work for the 4 th term	5.2.3.1 unaided understanding of simple questions of general and study topics; 5.3.6.1 Express your thoughts clearly and clearly in sentences in pairs, groups, and with the whole class. 5.4.1.1 understand the main idea of some simple short texts on general and educational topics; 5.5.4.1 write long sentences in paragraph size with the teacher's support to provide personal information.	1	22.05	
103		CLIL- Math: Recording and presenting data p03	5.3.3.1 express an opinion in a sentence within the framework of a number of general and educational topics; 5.4.1.1 understand the main idea of some simple short texts on general and educational topics; 5.5.3.1 write specific details with the support of the teacher, describing people, places and objects at the text level.	1	23.05	
Total 103						
Annotation: Summative control work for the Unit -20 minutes Summative control work for the Term – 45 minutes						

БЕКІТЕМІН:
Мектеп директоры:
Ж. Азизов
« 29 » 08
2024 ж.

КЕЛІСЕМІН:
Оқу ісінң меңгерушісі:
С. Досамбетов
« 29 » 08
2024 ж.

ҚАРАЛДЫ:
ӘБ зотекшісі:
А. Ошанова
« 29 » 08
2024 ж.

«Тілектес» жалпы білім беретін мектеп» КММ

КҮНТІЗБЕЛІК-ТАҚЫРЫПТЫҚ ЖОСПАРЫ

Пән: Ағылшын тілі
Мұғалім: Махан Ермат
Сынып: 7
Апталық сағаты: 3

2024 – 2025 оқу жылы

7-саныптарға арналған күнтізбелік – тағарымдық жоспар
 Календарно – тематический план для 7-класса в рамках обновления содержания среднего образования
 Calendar Thematic Plan for the 7th grade within the framework of updating the secondary education content
 2024-2025 оқу жылы (учебный год/ academic year (наименование/ English Plus KZ))

No	Changeable themes	Themes	Learning objectives	Hours	Dates	Notes
Term 1 (24 hours)						
Hobbies and Leisure						
1		Time and numbers p.78	7.1.6.1 organize and present information clearly to others 7.2.2.1 understand with little support most specific information in extended talk on a limited range of general and curricular topics; 7.5.6.1 link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics;	1	03.09	
2		Superstitions p.80 (lucky, fear, superstitious, etc.)	7.2.1.1 understand with little support the main points in extended talk on a limited range of general and curricular topics; 7.3.1.1 use formal and informal registers in their talk on a limited range of general and curricular topics; 7.4.1.1 understand the main points in a growing range of short, simple texts on general and curricular topics	1	04.09	
3		Will, Won't p.81 Entering test	7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics; 7.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics; 7.6.5.1 use questions which include a variety of different tense on a range of familiar general and curricular topics;	1	05.09	
4		Adjectives: characteristics p.82	7.2.7.1 recognize the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics 7.3.3.1 give an opinion at sentence and discourse level on an increasing range	1	10.09	

			of general and curricular topics 7.6.3.1 use a growing variety of compound adjectives and adjectives as participles;			
5		First conditional p.83	7.5.2.1 write, with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics; 7.6.17.1 use if / unless in first conditional clauses, use defining relative clauses with which who that where on a wide range of familiar general and curricular topics	1	11.09	
6		A future survey p.84	7.2.5.1 understand most specific information and detail of supported, extended talk on a range general and curricular topics 7.3.5.1 keep interaction going in longer exchanges on a range of general and curricular topics	1	12.09	
7		A report on a survey p.85	7.4.3.1 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts; 7.5.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics	1	17.09	
8		Hobbies and leisure p.86	7.2.2.1 understand with little support most specific information in extended talk on a limited range of general and curricular topics; 7.3.1.1 provide basic information about themselves and others at discourse level on a range of general topics; 7.5.1.1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics;	1	18.09	
9		Communication: Can I take a message?	7.2.2.1 understand with little support most specific information in extended talk on a limited range of general and curricular topics; 7.5.6.1 communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges 7.4.3.1 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts;	1	19.09	
10		CL11. Math: Statistics and charts p.88	7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics; 7.5.9.1 punctuate written work at text level on a growing range of familiar general and curricular topics with some accuracy	1	24.09	
11		Vocabulary puzzles. Time and numbers	7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics;	1	25.09	

		p.89	7.5.6.1 link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics.			
12		Review p.90-91 Summative Assessment "Hobbies and Leisure"	7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics. 7.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics.	1	26.00	
13		Cumulative review	7.2.4.1 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics. 7.3.2.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics.	1	01.10	
Communication and Technology						
14		Everyday objects p.8	7.2.5.1 recognize the opinion of the speakers in supported extended talk on a range of general and curricular topics. 7.3.2.1 ask complex questions to get information about a limited range of general topics and some curricular topics. 7.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics.	1	02.10	
15		People's possession p.10	7.2.5.1 recognize the opinion of the speakers in supported extended talk on a range of general and curricular topics. 7.3.1.1 provide basic information about themselves and others at discourse level on a range of general topics. 7.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics.	1	03.10	
16		Present Simple affirmative and negative p.11	7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics. 7.5.1.1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics. 7.6.9.1 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.	1	08.10	
17		Free-time activities p.12	7.2.4.1 understand with limited support the main points of extended talk on a range of general and curricular topics. 7.5.3.1 write with some support about personal feelings and opinions on a	1	09.10	

			limited range of familiar general and curricular topics			
18		Present Simple: questions p.13	7.2.6.1 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics; 7.5.4.1 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics 7.6.9.1 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	I	10.10	
19		Asking for and giving opinions p.14	7.2.5.1 understand most specific information and detail of supported, extended talk on a range general and curricular topics 7.3.5.1 keep interaction going in longer exchanges on a range of general and curricular topics	I	15.10	
20		An internet profile p.15 (Expressing likes and dislikes)	7.4.1.1 understand the main points in a growing range of short, simple texts on general and curricular topics 7.5.6.1 link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics;	I	16.10	
21		Communication and technology p.16 Summative Assessment "Communication and Technology"	7.2.5.1 understand most specific information and detail of supported, extended talk on a range general and curricular topics 7.3.5.1 keep interaction going in longer exchanges on a range of general and curricular topics	I	17.10	
22		Joining a club	7.2.5.1 recognize the opinion of the speakers in supported extended talk on a range of general and curricular topics; 7.5.5.1 develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics;	I	22.10	
23		Summative Control work for the term I	7.2.3.1 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular 7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics; 7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics; 7.5.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics	I	23.10	
24		CLIL technology.	7.2.1.1 understand with little support the main points in extended talk on a limited range of	I	24.10	

		Advertising	general and curricular topics; 7.4.1.1 understand the detail of an argument on a growing range of familiar general and curricular topics, including time extended texts			
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Term II: 24 hours

Holidays and Travel (Unit 2 p.23)

25		At home p.22	7.2.3.1 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular; 7.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular; 7.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics;	1	05.11	
26		Seeing stars p.24	7.2.3.1 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular; 7.3.1.1 provide basic information about themselves and others at discourse level on a range of general topics; 7.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics	1	06.11	
27		Present Continuous: affirmative and negative p.25	7.2.1.1 understand with little support the main points in extended talk on a limited range of general and curricular topics; 7.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics; 7.6.10.1 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	07.11	
28		Housework p.26	7.2.3.1 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular; 7.3.2.1 ask complex questions to get information about a limited range of general topics and some curricular topics; 7.4.1.1 understand the main points in texts on a limited range of unfamiliar general and curricular topics;	1	12.11	
29		Present Continuous: questions p.27	7.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular;	1	13.11	

		7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics; 7.5.2.1 use with minimal support appropriate layout at text level for a growing range of written genres on familiar general and curricular topics.			
30	Making requests and compromises p.28	7.2.4.1 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics; 7.5.5.1 develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics.	1	14.11	
31	A perfect place to live p.29	7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics; 7.4.1.1 understand the main points in texts on a limited range of unfamiliar general and curricular topics; 7.5.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics.	1	19.11	
32	Holidays and travel p.30	7.2.5.1 understand most specific information and detail of supported, extended talk on a range general and curricular topics 7.3.5.1 keep interaction going in longer exchanges on a range of general and curricular topics 7.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics.	1	20.11	
33	Finding things p.31	7.2.4.1 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics; 7.5.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics.	1	21.11	
34	UJIL Poetry p.32-33	7.2.5.1 recognise the opinion of the speakers in supported extended talk on a range of general and curricular topics 7.4.1.1 understand the main points in texts on a limited range of unfamiliar general and curricular topics.	1	26.11	
35	Vocabulary puzzles. At home Summative Assessment "Holidays and Travel"	7.2.5.1 understand most specific information and detail of supported, extended talk on a range general and curricular topics 7.3.5.1 keep interaction going in longer exchanges on a range of general and curricular topics 7.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics.	1	27.11	

36	Review unit 3	7.4.5.1 deduce meaning from context on a limited range of familiar general and curricular topics, including some extended text; 7.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics;	1	28.11	
37	Cumulative review	7.2.5.1 recognize the opinion of the speakers in supported extended talk on a range of general and curricular topics; 7.3.2.1 ask complex questions to get information about a limited range of general topics and some curricular topics;	1	03.12	
Space and Earth (Unit 4 p. 50)					
38	Prepositions: movement p.50	7.2.2.1 understand with little support most specific information in extended talk on a limited range of general and curricular topics; 7.3.2.1 ask complex questions to get information about a limited range of general topics and some curricular topics;	1	04.12	
39	Daredevil p.52	7.2.2.1 understand with little support most specific information in extended talk on a limited range of general and curricular topics; 7.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 7.3.1.1 provide basic information about themselves and others at discourse level on a range of a general topics;	1	05.12	
40	Past Continuous: affirmative and negative p.53	7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics; 7.5.4.1 use with some support style and register appropriate to a limited variety of written genres on general and curricular topics; 7.6.10.1 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	10.12	
41	Geographical features p.54	7.2.4.1 understand with limited support the main points of extended talk on a range of general and curricular topics; 7.5.6.1 link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics	1	11.12	
42	Past Continuous: questions p.55	7.3.2.1 ask complex questions to get information about a limited range of general topics and some curricular topics; 7.5.4.1 use with some support style and register appropriate to a limited variety of written genres on general and curricular topics; 7.6.10.1 use present continuous forms with present and future meaning, and past continuous forms for background and interrupted past actions on a limited	1	12.12	

		range of familiar general and curricular topics			
43	Expressing interest p.56	7.2.5.1 understand most specific information and detail of supported, extended talk on a range general and curricular topics 7.3.5.1 keep interaction going in longer exchanges on a range of general and curricular topics	1	17.12	
44	A narrative text p.57 Summative assessment for the unit "Space and Earth"	7.4.5.1 deduce meaning from context in short texts on a growing range of familiar general and curricular topics; 7.5.6.1 link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics	1	18.12	
45	Space and Earth p.58	7.2.5.1 understand most specific information and detail of supported, extended talk on a range general and curricular topics; 7.3.5.1 keep interaction going in longer exchanges on a range of general and curricular topics; 7.5.5.1 develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics;	1	19.12	
46	Communication, Directions	7.1.8.1 develop intercultural awareness through reading and discussion; 7.2.5.1 understand most specific information and detail of supported, extended talk on a range general and curricular topics 7.3.5.1 keep interaction going in longer exchanges on a range of general and curricular topics	1	24.12	
47	Summative control work for the term 2	7.2.3.1 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular 7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics; 7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics; 7.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar	1	25.12	
48	CLIL: Natural disasters	7.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular 7.4.5.1 deduce meaning from context in short texts on a growing range of familiar general and curricular topics;	1	26.12	

			Term III (30 hours)			
			Reading for pleasure (Unit 9 p.120)			
49		Sherlock Holmes: The Blue Diamond p.120	7.1.2.1 use speaking and listening skills to provide sensitive feedback to peers; 7.3.3.1 give an opinion at sentence and discourse level on an increasing range of general and curricular topics; 7.4.4.1 read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics.	1	09.01	
50		Talk about it	7.3.6.1 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges; 7.4.4.1 read independently a limited range of short simple fiction and non-fiction texts	1	14.01	
51		The Last World p.122	7.1.2.1 use speaking and listening skills to provide sensitive feedback to peers; 7.3.3.1 give an opinion at sentence and discourse level on an increasing range of general and curricular topics; 7.4.3.1 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts;	1	15.01	
52		The Last of the Mohicans	7.3.8.1 recount some extended stories and events on a growing range of general and curricular topics; 7.4.4.1 read independently a limited range of short simple fiction and non-fiction texts	1	16.01	
53		Romeo and Juliet	7.1.9.1 use imagination to express thoughts, ideas, experiences and feelings; 7.4.4.1 read independently a limited range of short simple fiction and non-fiction texts.	1	21.01	
			Entertainment and media Unit 5 p.64			
54		Skills and people p.64	7.2.2.1 understand with little support most specific information in extended talk on a limited range of general and curricular topics; 7.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular; 7.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics;	1	22.01	

55	Whizz-kids p.66	7.3.2.1 understand with little support most specific information in extended talk on a limited range of general and curricular topics; 7.3.1.1 provide basic information about themselves and others at discourse level on a range of general topics; 7.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics	1	23.01	
56	Ability: can, could. Questions with How...? p.67	7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics; 7.5.4.1 use with some support style and register appropriate to a limited variety of written genres on general and curricular topics; 7.6.13.1 use modal forms including mustn't (prohibition), need (necessity) should (for advice) on a range of familiar general and curricular topics	1	28.01	
57	Adjectives: qualities p.68 -69	7.2.5.1 understand most specific information and detail of supported, extended talk on a range general and curricular topics; 7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics; 7.5.2.1 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	1	29.01	
58	Comparative and Superlative adjectives	7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics; 7.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics;	1	30.01	
59	Choosing a present p.70	7.3.5.1 understand most specific information and detail of supported, extended talk on a range general and curricular topics; 7.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics; 7.6.13.1 use modal forms including mustn't (prohibition), need (necessity) should (for advice) on a range of familiar general and curricular topics	1	04.02	
60	Biographies p.71 My country: Kazakh films	7.4.1.1 plan, write, edit and proofread work at test level with some support on a growing range of general and curricular topics; 7.5.1.1 plan, write, edit and proofread work at test level with some support on a growing range of general and curricular topics	1	05.02	
61	My country: Entertainment and	7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics;	1	06.02	

		media p.72	7.5.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics			
62		Buying tickets p.73	7.2.5.1 understand most specific information and detail of supported, extended talk on a range general and curricular topics 7.3.5.1 understand most specific information and detail of supported, extended talk on a range general and curricular topics	1	11.02	
63		CUH: Natural science: Adapting to the environment p.74	7.2.1.1 understand with little support the main points in extended talk on a limited range of general and curricular topics; 7.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 7.5.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics	1	12.02	
64		Vocabulary puzzles, Skills and people p. 75	7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics; 7.5.2.1 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	1	13.02	
65		Review: Unit 5 Summative Assessment "Entertainment and media"	7.3.6.1 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges; 7.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics;	1	18.02	
66		Project: Celebrity quiz p.77	7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics; 7.3.6.1 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges.		19.02	
Natural disasters Unit 8 p.106						
67		Feelings p.106	7.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular 7.5.1.1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics;	1	20.02	
68		Arachnophobia p.108	7.2.3.1 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular 7.3.5.1 keep interaction going in longer exchanges on a range of general and curricular topics	1	25.02	

			7.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics			
69		Present Perfect p.109	7.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular 7.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics; 7.6.7.1 use simple perfect forms to express indefinite and unfinished past with [for and since] on a growing range of familiar general and curricular topics	1	26.02	
70		Injuries p.110 (cut, burn, etc.)	7.2.4.1 understand with limited support the main points of extended talk on a range of general and curricular topics 7.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular	1	27.02	
71		Present Perfect: questions	7.3.5.1 keep interaction going in longer exchanges on a range of general and curricular topics 7.5.4.1 use with some support style and register appropriate to a limited variety of written genres on general and curricular topics;	1	04.03	
72		Helping with problems p.112	7.2.5.1 understand most specific information and detail of supported, extended talk on a range general and curricular topics 7.3.5.1 keep interaction going in longer exchanges on a range of general and curricular topics	1	05.03	
73		Emails p.113	7.4.3.1 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts; 7.5.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics	1	06.03	
74		Reading for pleasure p.114	7.3.8.1 recount some extended stories and events on a limited range of general and curricular topics 7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics; 7.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics;	1	11.03	
75		Phoning a medical helpline p.115	7.2.3.1 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular 7.3.8.1 recount some extended stories and events on a limited range of general and curricular topics 7.5.3.1 write with moderate grammatical accuracy on a limited range of	1	12.03	

			familiar general and curricular topics;			
76		CL11: Reading for pleasure: Stories p.116 Summative assessment "Natural disasters"	7.2.7.1 begin to recognize typical features at word, sentence and text level of a limited range of spoken genres; 7.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular; 7.4.3.1 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts;	1	13.03	
77		Vocabulary puzzles Feelings, Injuries 117	7.3.8.1 recount some extended stories and events on a growing range of general and curricular topics 7.5.2.1 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	1	18.03	
78		Summative Control work for the term 3	7.2.5.1 recognize the opinion of the speakers in supported extended talk on a range of general and curricular topics; 7.3.6.1 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges; 7.4.3.1 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts; 7.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics;	1	19.03	
79		Unit Review p.118	7.3.5.1 understand most specific information and detail of supported, extended talk on a range general and curricular topics 7.5.2.1 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 7.6.7.1 use simple perfect forms to express indefinite and unfinished past with for and since on a growing range of familiar general and curricular topics		20.03	

Term IV 24 hours

Healthy habits Unit 7 p.92

80		People in sport p.92	7.2.4.1 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics; 7.3.6.1 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges; 7.5.5.1 develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in	1	01.04	
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81	Women in sport p.94	familiar general and curricular topics : 7.2.4.1 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics 7.3.6.1 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges; 7.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics	1	02.04	
82	Will and be going to p.95	7.3.6.1 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges; 7.5.5.1 develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics : 7.6.8.1 use a growing variety of future forms including present continuous with future meaning on a range of familiar general and curricular	1	03.04	
83	Compound nouns p.96	7.2.4.1 understand with limited support the main points of extended talk on a range of general and curricular topics 7.5.4.1 use with some support style and register appropriate to a limited variety of written genres on general and curricular topics; 7.6.1.1 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 topics	1	08.04	
84	Be going to and Present Continuous	7.3.6.1 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges; 7.5.5.1 develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics : 7.6.8.1 use future form will to make offers, promises, and predictions on a growing range of familiar general and curricular topics	1	09.04	
85	Making plans and arrangements p.98	7.2.5.1 understand most specific information and detail of supported, extended talk on a range general and curricular topics 7.3.5.1 keep interaction going in longer exchanges on a range of general and curricular topics	1	10.04	
86	A formal letter p.99	7.4.3.1 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts; 7.5.5.1 develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics :	1	15.04	

87	Healthy habits p.100	7.2.5.1 understand most specific information and detail of supported, extended talk on a range general and curricular topics 7.4.3.1 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts; 7.5.6.1 link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics;	1	16.04	
88	Talking about scores p.101	7.2.4.1 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics; 7.3.5.1 keep interaction going in longer exchanges on a range of general and curricular topics	1	17.04	
89	CLIL: Maths: Average speed p.102	7.2.5.1 understand most specific information and detail of supported, extended talk on a range general and curricular topics 7.3.5.1 keep interaction going in longer exchanges on a range of general and curricular topics 7.5.7.1 use with minimal support appropriate layout at text level for a growing range of written genres on familiar general and curricular topics;	1	22.04	
90	Vocabulary puzzles	7.3.5.1 keep interaction going in longer exchanges on a range of general and curricular topics 7.5.5.1 develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics ;	1	23.04	
91	Review p.104 Summative Assessment "Healthy habits"	7.5.6.1 link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics; 7.6.8.1 use future form will to make offers, promises, and predictions on a growing range of familiar general and curricular topics	1	24.04	
Clothes and Fashion Unit 3 p.36					
92	Adjectives: feeling and events p.36	7.2.3.1 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular 7.3.5.1 keep interaction with peers to negotiate, agree and organize priorities and plans for completing classroom tasks; 7.5.1.1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics;	1	29.04	
93	Remember this! p.38 (memorized)	7.2.3.1 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular	1	30.04	

	p.44	talk on a limited range of general and curricular topics; 7.3.5.1 keep interaction going in longer exchanges on a range of general and curricular topics; 7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics.			
100	An event in the past p.45	7.2.3.1 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular 7.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular		13.05	
101	CEE: Folk stories p.46	7.2.5.1 recognize the opinion of the speakers in supported extended talk on a range of general and curricular topics; 7.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 7.5.7.1 use with some support appropriate layout at text level for a growing range of written genres on familiar general topics and some curricular topics	1	20.05	
102	Summative Control work for the term 4	7.2.5.1 recognize the opinion of the speakers in supported extended talk on a range of general and curricular topics; 7.3.5.1 keep interaction going in longer exchanges on a range of general and curricular topics 7.4.5.1 deduce meaning from context in short texts on a growing range of familiar general and curricular topics; 7.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics		21.05	
103	Unit review	7.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular 7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics; 7.5.1.1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics;	1	22.05	
Total 103:					
Annotation: Summative control work for the Unit - 20 minutes					
Summative control work for the Term - 45 minutes					

БЕКІТЕМІН:

Мектеп директоры:

Ж. Азизтас

« 29 » 07

20 24 ж.

КЕЛІСЕМІН:

Оқу ісін меңгерушісі:

С. Досамбетов

« 29 » 08

20 24 ж.

ҚАРАЛДЫ:

Әб. жетекшісі:

А. Оспанова

« 29 » 07

20 24 ж.

«Тілектес» жалпы білім беретін мектеп» КММ

КҮНТІЗБЕЛІК-ТАҚЫРЫПТЫҚ ЖОСПАРЫ

Пән: Ағылшын тілі

Мұғалім: Махан Ермат

Сынып: 9

Апталық сағаты: 3

2024 – 2025 оқу жылы

Kaleidoscope Curriculum
 Calendar Thematic Plan for grade 9
 2024-2025 only subject/ year/ term/ in academic year

No	No	Theme	Hours	Strands/Learning objectives	Date	Notes
1 term						
Unit 1: Hobbies and Qualities (12hours)						
1		Hobbies and expressing preferences	1	9.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 9.1.4.1 evaluate and respond constructively to feedback from others 9.1.5.1 use feedback to set personal learning objectives 9.1.7.1 develop and sustain a consistent argument when speaking or writing 9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings	03.09	
2		Shark attack	1	9.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 9.2.1.1 understand the main points in unsupported extended talk on a wide range of general and curricular topics 9.2.2.1 understand specific information in unsupported extended talk on a wide range of general and curricular topics	04.09	
3		Hobbies and equipment	1	9.2.3.1 recognise the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics 9.4.1.1 understand the main points in extended texts on a range of unfamiliar general and curricular topics	06.09	
4		Use of English: present tense forms and past tense forms	1	9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts 9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics 9.4.6.1 recognise the attitude or opinions of the writer in extended texts on a range of familiar general and curricular topics	10.09	
5		Use of English: the passive	1	9.3.1.1 use formal and informal language registers in their talk on a range of general and curricular topics 9.3.3.1 explain and justify their own point of view on a range of general and curricular topics	11.09	
6		Turning your hobby into business	1	9.3.6.1 link comments with growing flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics 9.5.1.1 plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics	15.09	
7		Everyday English: Discussing career option	1	9.5.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics 9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics	17.09	

8	News cultures: Let's face it!	1	range of familiar general and curricular topics 9.5.8.1 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics 9.6.5.1 use questions including prepositions at what time, in which direction, from whom on a range of familiar general and curricular topics 9.6.7.1 use a variety ⁵ of simple perfect forms including some passive forms, including time adverbials on a range of familiar general and curricular topics 9.6.8.1 use a variety of future forms, including some passives, on a range of familiar general and curricular topics 9.6.9.1 use appropriately an increased variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics 9.6.10.1 use present continuous forms and past continuous, including a growing variety of passive forms, on a range of familiar general and curricular topics 9.6.11.1 use an increased variety of reported speech forms for statements, questions and commands, including indirect and embedded questions with know, wonder on a range of familiar general and curricular topics 9.6.12.1 use an increased variety of comparative-degree adverb structures with regular and irregular adverbs use a wide variety of pre-verbal, post-verbal and end-position adverbs on a range of familiar general and curricular topics 9.6.15.1 use infinitive forms after a growing number of verbs and adjectives use gerund forms after a growing variety of verbs and prepositions use an increased variety of prepositional verbs and phrasal verbs on a range of familiar general and curricular topics 9.6.16.1 use a variety of conjunctions including so that, in order so to indicate purpose although, while, whereas to contrast on a range of familiar general and curricular topics	18.09	
9	Active curriculum: What did Victorians do for fun?	1		20.09	
10	A blog entry about your favourite hobby	1		24.09	
11	Dear A' (song)	1		25.09	
12	SAU 1, Unit revision.	1		27.09	
Unit 2: Exercise and Sport (12 hours)					
13	National games	1	9.1.3.1 respect differing points of view 9.1.6.1 organize and present information clearly to others 9.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 9.2.3.1 understand most of the detail of an argument in unsupported extended talk on a wide range of general and curricular topics 9.2.5.1 recognize the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics 9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics 9.2.7.1 recognize typical features at word, sentence and text level of a range of spoken genres 9.2.8.1 begin to recognize inconsistencies in argument in extended talk on a growing range of general and curricular subjects 9.4.3.1 understand the detail of an argument in extended texts on a range of familiar general and curricular topics	01.10	
14	Fun races	1		02.10	
15	Causes and types of sports injuries	1		04.10	

16	Use of English: Reported speech (statements)	1	unfamiliar general and curricular topics 9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics 9.4.6.1 recognize the attitude or opinion of the writer in extended texts on a range of familiar general and curricular topics	08.10	
17	Use of English: Reported speech (questions)	1	of familiar general and curricular topics 9.4.7.1 recognize typical features at word, sentence and text level in a wide range of written genres 9.4.9.1 recognize inconsistencies in argument in extended texts on a range of general and curricular topics	09.10	
18	Taking the racing world by storm	1	9.3.2.1 ask complex questions to get information on a range of general and curricular topics	11.10	
19	Everyday English: talking about injuries	1	9.3.6.1 link comments with growing flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.3.8.1 recount extended stories and events in a range of general and curricular topics	15.10	
20	Across cultures: Amazing stadiums SAU II Unit revision.	1	9.5.1.1 plan, write, edit and proofread work at text level with little or no support on a range of general and curricular topics 9.5.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics	16.10	
21	Across curriculum: First aid	1	9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics 9.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics	18.10	
22	Summative Assessment for the 1 st Term	1	9.5.6.1 write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics 9.5.8.1 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics 9.6.1.1 use a growing variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics 9.6.3.1 use a variety of compound adjectives and adjectives as participles and a variety of comparative structures to indicate degree on a range of familiar general and curricular topics	22.10	
23	A survey report	1	9.6.4.1 use a wide variety of determiners and pre-determiner structures on a range of familiar general and curricular topics	23.10	
24	Revision	1	9.6.7.1 use a variety of simple perfect forms (including some passive forms) including time adverbials on a range of familiar general and curricular topics 9.6.8.1 use a variety of future forms, including some passives, on a range of familiar general and curricular topics	25.10	

Term 2 – 20 hours

Unit 3: Our planet

25		Vocabulary: recycle – country life	92.2.1 understand most specific information in unsupported extended talk on a wide range of general and curricular topics 93.5.1 interact with peers to negotiate agreement/agreement points and try to complete classroom tasks 96.1.1 use variety of modal forms for different functions and a limited number of past modal forms including (would/should/have) + infinitive, agree and disagree on range of familiar general and curricular topics	1	05.11	
26		Reading: Sit through: Susan	92.2.1 understand most of the detail of an argument in unsupported extended talk on a wide range of general and curricular topics 94.9.1 recognise similarities in arguments in extended texts on a range of general and curricular topics 95.2.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics	1	06.11	
27		Vocabulary: local sites	93.5.1 interact with peers to negotiate, agree and disagree on details and plans to complete classroom tasks 94.1.1 understand the main points in extended texts on a range of unfamiliar general and curricular topics	1	08.11	
28		Use of English: models	95.5.1 develop with support relevant arguments supported when necessary by examples and reasons for a range of written general and curricular topics 95.1.1 use variety of modal forms for different functions and a limited number of past modal forms including (would/should/have) + infinitive, agree and disagree on range of familiar general and curricular topics	1	12.11	
29		Use of English: models of deduction	95.5.1 develop with support relevant arguments supported when necessary by examples and reasons for a range of written general and curricular topics 96.1.1 use variety of modal forms for different functions and a limited number of past modal forms including (would/should/have) + infinitive, agree and disagree on range of familiar general and curricular topics	1	13.11	
30		Reading: What a strange place to live!	92.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics 93.5.1 interact with peers to negotiate, agree and disagree on details and plans to complete classroom tasks 94.1.1 understand the main points in extended texts on a range of unfamiliar general and curricular topics	1	15.11	
31		Learning: home	92.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics 93.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 94.5.1 combine familiar groupings of related words and phrases into general formulae, giving variety of cohesion (repeating or contrasting series of repetition or contrast) and using a range of familiar general and curricular topics	1	19.11	

32		Everyday English: talking about places	8.2.3 understand most of the detail of straightforward transactions/essentials in a wide range of general and curricular topics 8.2.5.1 interact with peers to negotiate, agree and combine preferences and plans for completing classroom tasks 8.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics	1	23.13	
33		Across cultures: Revolt of the world	9.2.6.1 begin to recognize inconsistencies in argument in extended talk on a growing range of general and curricular subjects 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.4.4.1 read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics/curricular topics	1	23.13	
34		Across the curriculum Types of mountains Summative assessment for the unit «Earth and our place in it»	9.2.6.1 begin to recognize inconsistencies in argument in extended talk on a growing range of general and curricular subjects 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a wide increased range of general and curricular topics 9.5.1 discuss using frequency adverbials on a range of familiar general and curricular topics	1	26.13	
35		Writing: An article about the place where you live	9.1.1 composing and using different problem-solving strategies in problem-solving groups 9.4.1.1 understand the main points in extended texts on a range of familiar general and curricular topics 9.5.1 plan, write and present a short text with the aim of supporting a range of general and curricular topics	1	27.13	
Charmies and conflict (Unit 4)						
36		Vocabulary: Social problems	9.2.1 recognize common life events in transactions/essentials and discuss general and curricular topics 9.4.1.1 use an increased variety of reported speech forms for statements, questions and comments, including indirect and embedded questions with <i>who</i>, <i>what</i> etc. in a range of familiar general and curricular topics	1	28.13	

47		Reading: Learning to read reading help	9.2.1.1 understand the main points of the content in unsupported extended talk on a wide range of general and particular topics 9.3.7.1 use appropriate subject-specific vocabulary and register to talk about a wide increased range of general and particular topics 9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts	1	03.12	
48		Physical literacy skills	9.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 9.4.1.1 use appropriate familiar and unfamiliar spoken and signed information to comprehend and give detailed understanding 9.5.1.1 use a growing range of basic and complex written expressions to show awareness of familiar general and curricular topics	1	04.12	
49		Use of English: conditions	9.5.2.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics 9.6.4.1 use appropriately an increased variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics	1	06.12	
50		Use of English: writers	9.5.2.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics 9.6.7.1 use fairly /mid /high /low /past /present /future variety of relative clauses including prepositional ones to show awareness of familiar general and curricular topics	1	10.12	
51		Vocabulary: The Bazaar project	9.2.1.1 understand the main points in unsupported extended talk on a wide range of general and curricular topics 9.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 9.4.1.1 understand the main points in extended texts on a range of unfamiliar general and curricular topics	1	11.12	
52		Word formation	9.2.5.1 recognise the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics 9.4.1.1 understand the main points in extended texts on a range of unfamiliar general and curricular topics	1	13.12	
53		Everyday English: calling emergency services	9.2.5.1 recognise the opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics 9.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 9.6.1.1 use present continuous form and past continuous, including a growing variety of passive forms, on a range of familiar general and curricular topics	1	17.12	
54		Across cultures: film-making	9.2.4.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics 9.3.7.1 use appropriate subject-specific vocabulary and register to talk about a wide increased range of general and curricular topics 9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics	1	18.12	
55		Across cultures: film-making	9.2.2.1 understand what specific information in unsupported extended talk on a wide range of	1	20.12	

		UNESCO Summative assessment for the unit of Harmony and Conflicts	general and curricular topics 9.3.2.7 explain and justify their own point of view on a range of general and curricular topics 9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts			
46		Writing: A long entry	9.4.4.1 read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics 9.5.1.1 plan, write, edit and proofread work at best level with support on a limited range of general and curricular topics	1	24-12	
47		Summative assessment for the 2nd term	9.2.2.1 understand most specific information in unsupported extended talk on a wide range of general and curricular topics 9.3.1.7 explain and justify their own point of view on a range of general and curricular topics 9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts 9.5.4.1 use with regular support appropriate and appropriate language to give details of familiar general and curricular topics	1	25-12	
48		Dissemination	9.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics, including some extended texts 9.5.4.1 use with regular support appropriate and appropriate language to give details of familiar general and curricular topics 9.5.5.1 explain and justify their own point of view on a range of general and curricular topics	1	27-12	

III term (30 hours)
Reading for pleasure (Unit 5)

49		Types of fiction	9.3.1.1 use formal and informal language registers in their talk on a range of general and curricular topics 9.4.4.1 read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics	1	10.01	
50		The Canterville Ghost	9.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics 9.4.4.1 read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics	1	14.01	
51		Journey to the Centre of the Earth	9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 9.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 9.5.8.1 spell most high-frequency vocabulary accurately for a wide range of familiar general and curricular topics	1	15.01	
52		The Worth of Wealth	9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 9.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics	1	17.01	
53		Speaking and writing	9.4.5.1 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics 9.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics	1	21.01	
54		The promised land	9.2.7.1 recognize typical features at word, sentence and text level of a	1	22.01	

			range of spoken genres 9.4.5.1 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics			
55		Edutainment: the values of storytelling	9.3.4.1 respond with growing flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics 9.4.5.1 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics	1	24.01	
			Tradition and language: Unit 6			
56		Vocabulary: Adjectives	9.2.7.1 recognize typical features at word, sentence and text level of a range of spoken genres 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics	1	28.01	
57		Reading: festivals blog	9.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics 9.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 9.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics	1	29.01	
58		Vocabulary: celebrations	9.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 9.5.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics 9.6.8.1 use a variety of future active and passive and future continuous forms on a wide range of familiar general and curricular topics	1	31.01	
59		Use of English: countable and uncountable nouns	9.5.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics 9.6.2.1 use a variety of quantifiers for countable and uncountable nouns and some main phrases on a range of familiar general and curricular topics	1	04.02	

60		Use of English: Comparative / superlative	9.1.2.1 use speaking and listening skills to provide sensitive feedback to peers 9.5.8.1 spell most high-frequency words accurately for a limited range of general topics of familiar general topic 9.6.3.1 use a variety of compound adjectives, adjectives as participles, comparative structures indicating degree, and intensifying adjectives on a wide range of familiar general and curricular topics	1	05.02	
61		Reading: Nauryz	9.2.1.1 understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 9.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics 9.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics	1	07.02	
62		Phrasal verbs: keep	9.3.3.1 explain and justify their own and others' point of view on a range of general and curricular topics 9.4.8.1 use a wide range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding 9.6.9.1 use appropriately a wide variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a wide range of familiar general and curricular topics	1	11.02	
63		Everyday English: Buying a gift	9.3.6.1 link comments with flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges 9.4.2.1 understand specific information and detail in extended texts on a growing range of familiar general and curricular topics, and some unfamiliar topics 9.6.3.1 use a variety of compound adjectives, adjectives as participles, comparative structures indicating degree, and intensifying adjectives on a wide range of familiar general and curricular topics	1	12.02	
64		Across cultures: Eten-Festivals	9.4.2.1 understand specific information and detail in extended texts on a growing range of familiar general and curricular topics, and some		14.02	

		Summative assessment for the unit 6	unfamiliar topics 9.5.3.1 write with grammatical accuracy on a range of familiar general and curricular topics	1		
65		Across the curriculum: Remembrance Day	9.3.1.1 use formal and informal language registers in their talk on a range of general and curricular topics 9.4.2.1 understand specific information and detail in extended texts on a growing range of familiar general and curricular topics and some unfamiliar topics	1	18.02	
66		Writing: Quebec winter carnival	9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics 9.5.2.1 write independently about factual and imaginary past and future events, activities and experiences on a wide range of familiar general and curricular topics	1	19.02	
			Music and films Unit 7			
67		Vocabulary: types of films	9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 9.4.2.1 understand specific information and detail in extended texts on a growing range of familiar general and curricular topics and some unfamiliar topics	1	21.02	
68		Reading: The Eagle Huntress	9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics 9.3.2.1 ask complex questions to get information about a wide range of general and curricular topics	1	25.02	
69		Vocabulary: films	9.3.3.1 explain and justify their own point of view on a range of general and curricular topics 9.5.3.1 write with grammatical accuracy on a range of familiar general and curricular topics 9.6.1.1 use a growing variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics	1	25.02	

70		Use of English: relatives	9.5.4.1 use style and register to achieve appropriate degree of formality in a growing variety of written genres on a range of general and curricular topics 9.6.6.1 use a wide variety of relative, demonstrative, indefinite, quantitative] of pronouns and reflexive pronoun structures on a wide range of familiar general and curricular topics	1	28.02	
71		Use of English: Demonstratives	9.5.4.1 use style and register to achieve appropriate degree of formality in a growing variety of written genres on a range of general and curricular topics 9.6.6.1 use a wide variety of relative, demonstrative, indefinite, quantitative] of pronouns and reflexive pronoun structures on a wide range of familiar general and curricular topics	1	04.03	
72		Reading: Dalitunex	9.3.3.1 explain and justify their own and others' point of view on a range of general and curricular topics 9.4.6.1 recognize the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics	1	05.03	
73		Phrasal verbs: carry	9.2.4.1 understand most of the implied meaning in unsupported extended talk on a wide range of general and curricular topics 9.3.3.1 explain and justify their own and others' point of view on a range of general and curricular topics	1	07.03	
74		Everyday English: Inviting, Accepting, Refusing	9.2.4.1 understand most of the implied meaning in unsupported extended talk on a wide range of general and curricular topics 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics 9.6.7.1 use a variety of simple perfect forms including some passive forms including time adverbials on a range of familiar general and curricular topics	1	11.03	
75		Across cultures: Dancing around the world Summative assessment for	9.2.1.1 understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 9.4.5.1 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics	1	12.03	

		the unit 7	9.5.3.1 write with moderate grammatical accuracy on a wide range of familiar general and curricular topics			
76		Across the curriculum: the four elements of music	9.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics 9.4.7.1 recognize typical features at word, sentence and text level in a wide range of written genres, including some which focus on unfamiliar topics	1	14.03	
77		Summative assessment for the 3rd term	9.2.5.1 recognize the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about an increased range of general and curricular topics 9.4.3.1 understand the detail of an argument- both explicitly stated and implied - in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics 9.5.6.1 write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics	1	18.03	
78		Writing: you can't save the world alone	9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics 9.5.2.1 write independently about factual and imaginary past events, activities and experiences on a range of familiar general and curricular topics 9.6.7.1 use a variety of simple perfect forms including some passive forms including time adverbials on a range of familiar general and curricular topics	1	19.03	
IV term 24 hours Travel and tourism. Unit 8						

79	Vocabulary: means of transport	9.3.3.1 explain and justify their own and others' point of view on a range of general and curricular topics 9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics	1	01.04	
80	Reading: Destination	9.2.5.1 recognize the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics	1	02.04	
81	Phrasal verb: take	9.2.5.1 recognize the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 9.3.2.1 ask complex questions to get information about a wide range of general and curricular topics 9.4.8.1 use a wide range of familiar and unfamiliar paper and digital reference resources to	1	04.04	
82	Use of English: Adverbs – order of adverbs	9.5.3.1 write with grammatical accuracy on a range of familiar general and curricular topics 9.6.12.1 use an increased variety of comparative degree adverb structures with regular and irregular adverbs, use a variety of pre-verbal, post-verbal and end-position adverbs on a range of familiar general and curricular topics	1	08.04	
83	Use of English: Determiners / pre-determiners	9.5.3.1 write with support factual descriptions at text level which describe people, places and objects 9.6.4.1 use a wide variety of determiners and pre-determiner structures on a range of familiar general and curricular topics	1	09.04	

84	Reading: The legend of the lake	9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 9.4.5.1 deduce meaning from context in extended texts on a range of familiar general and curricular topics	1	11.04	
85	Word formation	9.2.6.1 deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 9.3.2.1 ask complex questions to get information about a wide range of general and curricular topics 9.4.6.1 recognise the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics	1	15.04	
86	Everyday English: Apologising - Accepting an apology	9.2.5.1 recognize the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics. 9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics and curricular topics	1	16.04	
87	Across cultures: Man - made Masterpieces	9.4.5.1 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics 9.5.3.1 write with support factual descriptions at text level which describe people, places and objects	1	18.04	
88	Across the curriculum: Linking East and West	9.2.5.1 recognize the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 9.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics	1	22.04	

89		Writing: a story Summative assessment for the unit 8	9.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics 9.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 9.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics	1	23.04	
90		Edutainment: Love for one's country	9.1.7.1 develop and sustain a consistent argument when speaking or writing 9.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics 9.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics	1	25.04	
Science and technology, Unit 9)						
91		Vocabulary: Gadgets	9.1.7.1 develop and sustain a consistent argument when speaking or writing 9.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics	1	29.04	
92		Reading: The age of cybernetics	9.3.4.1 respond with growing flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics 9.4.3.1 understand the detail of an argument in extended texts on a range of familiar general and curricular topics	1	30.04	

93		Word formation	9.4.4.1 read a range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics 9.5.6.1 write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics 9.6.8.1 use a variety of future active and passive and future continuous forms range of familiar general and curricular topics	1	02.05	
94		Use of English: Infinitive - ing	9.5.6.1 write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics 9.6.15.1 use infinitive forms after a growing number of adjectives and verbs; use gerund forms after a growing variety of verbs and prepositions; use an increased variety of prepositional verbs and phrasal verbs on a range of familiar general and curricular topics	1	06.05	
95		Use of English: Abstracts / Compound nouns	9.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 9.6.1.1 use a growing variety of abstract compound nouns and complex noun phrases on a range of familiar general and curricular topics	1	07.05	
96		Reading: Square-eyed Teens	9.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 9.4.7.1 recognize typical features at word, sentence and text level in a limited range of written genres	1	09.05	
97		Phrasal verb: come	9.2.4.1 understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 9.4.3.1 understand the detail of an argument, both explicitly stated and implied - in extended texts on a wide range of familiar general and		13.05	

			curricular topics, and some unfamiliar topics 9.5.1.1 use adverbial forms after a growing number of adjectives and verbs, use gerund forms after a growing variety of verbs and prepositions, use an increased variety of prepositional verbs and phrasal verbs on a range of familiar general and curricular topics	1		
98	Everyday English: Complaining about a faulty product Summative assessment for the unit «Science and Technology»	9.2.4.1 understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 9.3.8.1 recount extended stories and events on a wide range of general and curricular topics 9.4.3.1 understand the detail of an argument- both explicitly stated and implied - in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics	1	14.05		
99	Across cultures: The world of science	9.2.3.1 understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 9.3.4.1 respond with growing flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics 9.4.5.1 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics	1	16.05		
100	Across the curriculum: What is in a computer?	9.2.4.1 understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 9.4.5.1 deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics 9.5.1.1 plan, write, edit and proofread work at text level with minimal teacher support on a range of general and curricular topics	1	20.05		
101	Summative assessment for the term 4	9.2.4.1 understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 9.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics	1	21.05		

			9.4.3.1 understand the detail of an argument in extended texts on a range of familiar general and curricular topics. 9.5.6.1 write coherently at text level using a variety of connectors on a growing range of familiar general and curricular topics.		
102		Writing: Mobile phones at school	9.4.7.1 recognise typical features at word, sentence and text level in a limited range of written genres. 9.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics.	1	2305
Total 102: Annotation: Summative control work for the Unit - 20 minutes Summative control work for the Term - 45 minutes					

БЕКІТЕМІН:

Мектеп директоры:

Ж.Ажигалиев

« 29 » 08

20 24 ж.

КЕЛІСЕМІН:

Оқу ісін меңгерушісі:

С.Досымбетов

« 29 » 08

20 24 ж.

ҚАРАЛДЫ:

ӘБ жетекшісі:

А.Оспанова

« 29 » 08

20 24 ж.

«Тілектес» жалпы білім беретін мектеп» КММ

КҮНТІЗБЕЛІК-ТАҚЫРЫПТЫҚ ЖОСПАРЫ

Пән: Ағылшын тілі

Мұғалім: Махан Ермат

Сынып: 10

Апталық сағаты: 3

2024 – 2025 оқу жылы

10-сыныптарға арналған күнтізбелік-тақырыптық жоспар
 Calendar Thematic Plan for the 10th grade
 2024-2025 оқу жылы/ academic year
 «Action 10 for Kazakhstan». Authors: Jenny Dooley, Bob Obee. 2018.

Пәні: Ағылшын тілі сыныбы: жұртұсқындық-математикалық білімденген 10 – сыныптар
 Аумақта: 3 сәуір, бірінші: 102 сәуір

№	Ауыспалы тақырыптар/бөлім/Changeable themes/Unit	Тақырып/Topic	Оқу мақсаты/ Learning objectives	Саралану/Hours	Мерзімі/Date	Ескерту/Notes
1	1 Science and scientific phenomena	Introductory lesson. Starter. p.5-6	10.1.6 - organize and present information clearly to others; 10.2.1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;	1	02.09	
2		Interesting facts about genetics. DNA. Famous scientist. p.7.	10.2.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.4 - evaluate and comment on the views of others in a growing variety of talk contexts on a growing range of general and curricular topics; 10.4.1 - understand main points in extended texts on a wide range of familiar and some general and curricular topics;	1	04.09	
3		Genetics. p. 8-9	10.4.3 - skim a range of lengthy texts with speed to identify content meriting slower reading. on a range of general and curricular topics;	1	06.09	
4		Back to life. p. 10	10.5.2 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately 1 y;	1	08.09	
5		Grammar. Past modals of speculation and deduction. p. 11	10.6.7 - use perfect continuous forms and a variety of simple perfect active and passive forms including time adverbials ... so far, lately, all my life, on a wide range of familiar general and curricular topics; 10.6.11 - use a variety of reported statements and question forms on a wide range of familiar general and curricular topics;	1	11.09	
6		Myth busters. p. 12-13	10.6.12 - use a variety of comparative degree adverb structures with	1	13.09	

7		Word formation: Negative verbs: p. 13	regular and irregular a09.09-13.09 verbs; use a wide variety of pre-verbal, post-verbal and end-position adverbs on a wide range of familiar general and curricular topics.	1	16.09	
8		Writing an article about famous people: p. 14-15	10.6.13 - use a growing variety of post-modal forms including must have, can't have, might have to express speculation and deduction about the past on a wide range of familiar general and curricular topics; 10.1.2 - use speaking and listening skills to provide sensitive feedback to peers;	1	18.09	
9		Culture corner: The man who invented the net: p. 16	10.1.4 - evaluate and respond constructively to feedback from others; 10.2.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;	1	20.09	
10		Curricular Biology: Where did you get from? p. 17	10.2.3 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;	1	23.09	
11		Language in Use: Grammar exercises: p. 18	10.3.6 - navigate talk and modify language through paraphrase and correction in talk on a range of familiar general and curricular topics; 10.3.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics;	1	25.09	
12		Unit revision: p. 19-20 Summative Assessment for the unit №1.	10.4.7 - recognise patterns of development in lengthy texts [inter-paragraph level] on a range of general and curricular topics; 10.4.8 - use a wide range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding 10.1.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world;	1	27.09	
13	2. Natural Disasters	Introductory Lesson: Natural Disasters: Causes and consequences of natural disasters: p. 21	10.5.4 - use style and register to achieve appropriate degree of formality in a growing variety of written genres on a range of general and curricular topics; 10.5.6 - write coherently at text level using a variety of connectors on a range of familiar general and curricular topics; 10.5.7 - use independently appropriate layout at text level on a range of general and curricular topics;	1	30.09	
14		Disasters: The Day The Night moved: p. 22-23 Grammar:	10.6.2 - use a variety of quantifiers for countable and uncountable nouns and a variety of noun phrases on a wide range of familiar general and curricular topics; 10.6.9 - use appropriately a wide variety of active and passive simple present and past forms and past perfect simple forms in narrative and	1	02.10	

		Compound adjectives. p.23	reported speech on a wide range of familiar general and curricular topics.			
15		Water. Everywhere: Prepositional phrases. p. 24-25	Water and use a wide variety of pre-verbal, post-verbal and end-position adverbs on a wide range of familiar general and curricular topics; 10.6.16 - use a wide variety of conjunctions on a wide range of familiar general and curricular topics	1	04.10	
16		Safety. Focus on Kazakhstan: reporting on the causes and consequences of natural disasters. p. 26-27.	10.1.9 - use imagination to express thoughts, ideas, experiences and feelings; 10.2.1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.2.2 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.5 - interact with peers to make hypotheses about a wide range of general and curricular topics;	1	07.10	
17		Writing a story. Planning. p. 28.	10.4.5 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics;	1	09.10	
18		Writing a story. p. 28.	10.5.3 - write with grammatical accuracy on a range of familiar general and curricular topics;	1	11.10	
19		Culture Corner. Hurricane Katrina: The Tragedy of New Orleans. p. 30	10.6.3 - use a variety of compound adjectives, adjectives as participles, comparative structures indicating degree, and intensifying adjectives on a wide range of familiar general and curricular topics;	1	14.10	
20		Prediction and prevention of natural disasters. Tsunami: a wave of disaster. p. 31	10.6.4 - use a wide variety of determiners and pre-determiner structures on a wide range of familiar general and curricular topics; 10.6.15 - use infinitive forms after an increased number of verbs and adjectives; use gerund forms after a variety of verbs and prepositions; use a variety of prepositional and phrasal verbs on a wide range of familiar general and curricular topics	1	16.10	
21		Language in Use. Grammar exercises. p. 32 Summative	10.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups.	1	18.10	

		Assessment for the unit 362	10.1.5 - use (feedback to an personal learning objectives; 10.3.1 - use formal and informal language registers in talk on a wide range of general and curricular topics; 10.3.7 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.3 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of general and curricular topics; 10.4.7 - recognise patterns of development in lengthy texts (inter-paragraph level) on a range of general and curricular topics; 10.5.1 - plan, write, edit and proofread work at text level independently on a range of general and curricular topics; 10.5.3 - write with grammatical accuracy on a range of familiar general and curricular topics; 10.5.8 - communicate and respond to news and feelings in correspondence through a variety of functions on a range of general and curricular topics; 10.6.7 - use perfect continuous forms and a variety of simple perfect active and passive forms including time adverbials ... so far, lately, all my life ... on a wide range of familiar general and curricular topics; 10.6.14 - use a variety of prepositional phrases before nouns and adjectives use a number of dependent prepositions following nouns and adjectives and a variety of prepositions following verbs on a wide range of familiar general and curricular topics; 10.6.17 - use if / if only in third conditional structures use a variety of relative clauses including with which [whose previous clause reference] on a wide range of familiar general and curricular topics; 10.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups; 11.2.7 - understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics; 10.3.5 - interact with peers to make hypotheses about a wide range of general and curricular topics; 11.3.5 - develop with support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics; 10.6.3 - use a variety of compound adjectives, adjectives as participles, comparative structures (indicating degree, and intensifying adjectives on a wide range of familiar general and curricular topics.			
22		Summative Assessment for the term 1.		1	21.10	
23		Reading In the Heart of the moment, p. 33		1	23.10	
24		Unit revision, p. 33-34		1	25.10	

term II – 24 hour						
25.	Unit 2 Virtual reality	Virtual reality: Application of virtual reality. p.35	10.2.1.1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.2.1 - understand specific information and detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics;	1	04.11	
26.		Products of the future: Tomorrow's world p.36	10.2.8.1 - recognize inconsistencies in argument in extended talk on a range of general and curricular subjects; 10.4.2.1 - understand specific information and detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics; 10.6.8.1 - use a variety of future active and passive and future continuous forms on a wide range of familiar general and curricular topics;	1	06.11	
27.		Apps on the go: App attack p.38	10.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.1.1 - understand main points in extended texts on a wide range of familiar and some unfamiliar general and curricular topics; 10.5.4.1 - use style and register to achieve appropriate degree of formality in a growing variety of written genres on a range of general and curricular topics;	1	08.11	
28.		Grammar: Determiners and Pre – determiners p.38	10.2.8.1 - recognize inconsistencies in argument in extended talk on a range of general and curricular subjects; 10.5.4.1 - use style and register to achieve appropriate degree of formality in a growing variety of written genres on a range of general and curricular topics; 10.6.4.1 - use a wide variety of determiners and pre-determiner structures on a wide range of familiar general and curricular topics;	1	11.11	
29.		Games: Computer accessories and gadgets p.40	10.3.2.1 ask complex questions to get information about a limited range of general topics and some curricular topics; 10.4.1.1 - understand main points in extended texts on a wide range of familiar and some unfamiliar general and curricular topics; 10.5.4.1 - use style and register to achieve appropriate degree of formality in a growing variety of written genres on a range of general and curricular topics;	1	13.11	
30.		Writing: An opinion essay p.42	10.4.1.1 - understand main points in extended texts on a wide range of familiar and some unfamiliar general and curricular topics; 10.5.4.1 - use style and register to achieve appropriate degree of formality in a growing variety of written genres on a range of general and curricular topics;	1	15.11	
31.		Culture gotten: Create Noun: p.44	10.2.7.1 - explain and justify own and others' point of view on a wide range of general and curricular topics; 10.4.3.1 - skim a range of lengthy texts with speed to identify content requiring closer reading on a range of general and curricular topics; 10.5.7.1 - use independently appropriate lexical level on a range of general and	1	18.11	

		curricular topics			
12	Curricular TT How VR works p.45	10.3.1.1 - explain and justify own and others' point of view on a wide range of general and curricular topics; 10.4.3.1 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 10.5.1.1 - write with grammatical accuracy on a range of familiar general and curricular topics	1	20.11	
13	Language in Use p.46 Summative assessment for the unit «Virtual reality»	10.5.2.1 - use a wide range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately 10.6.15.1 - use infinitive forms after an increased number of verbs and adjectives; use gerund forms after a variety of verbs and prepositions; use a variety of prepositional and phrasal verb on a wide range of familiar general and curricular topics	1	22.11	
14	Progress check, Smartphones P.47	10.2.6.1 - deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.4.7.1 - recognise patterns of development in lengthy texts (inter-paragraph level) on a range of general and curricular topics; 10.5.2.1 - use a wide range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately	1	25.11	
4 Unit Organic and non-organic food					
15	Organic and non-organic food p.49	10.1.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics 10.4.2.1 - understand specific information and detail in extended texts on a range of 10.5.2.1 - use a wide range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately	1	27.11	
16	Organic food: Save the environment and eat organic p.50	10.4.1.1 - understand main points in extended texts on a wide range of familiar and some unfamiliar general and curricular topics; 10.5.2.1 - use a wide range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately	1	29.11	
17	Grammar: Pronounce – Quantifiers p.51	10.1.2.1 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.3.1 - explain and justify own and others' point of view on a wide range of general and curricular topics; 10.4.6.1 - use a wide variety of relative, demonstrative, indefinite, quantitative pronouns and reflexive pronoun structures on a wide range of familiar general and curricular topics	1	02.12	

18	Skyscraper farms: Growing up p.52	10.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.2.1 - understand specific information and detail in extended texts on a range of topics; 10.5.7.1 - use with minimal support appropriate layout at text level for a growing range of written genres on familiar general and curricular topics	1	04.12	
19	Grammar: Future Perfect p.53	10.3.6.1 - navigate talk and modify language through paraphrase and correction in talk on a range of familiar general and curricular topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.6.8.1 - use a variety of future active and passive and future continuous forms on a wide range of familiar general and curricular topics;	1	06.12	
40	Renewable energy sources p.54	10.4.5.1 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately;	1	09.12	
41	Speaking - and listening p.55	10.2.4.1 - understand implied meaning in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.4.1 - evaluate and comment on the views of others in a growing variety of talk contexts on a growing range of general and curricular topics;	1	11.12	
42	Writing: For and against essay p.56	10.4.6.1 - recognize the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics; 10.5.9.1 - punctuate written work at text level on a wide range of general and curricular topics with a good degree of accuracy;	1	13.12	
43	Culture corner: The organic industry in the UK p.58	10.3.4.1 - evaluate and comment on the views of others in a growing variety of talk contexts on a growing range of general and curricular topics; 10.4.6.1 - recognize the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately;	1	16.12	
44	Curricular: Citizenship: How to be a responsible shopper p.59	10.4.5.1 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately;	1	18.12	

42		Language in use, p.60 Summative assessment for the unit «Organic and non-organic worlds»	10.5.2.1 – use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.6.14.1 – use a variety of prepositional phrases before nouns and adjectives; use a number of dependent prepositions following nouns and adjectives and a variety of prepositions following verbs on a wide range of familiar general and curricular topics;	1	20.12	
46		Progress check, I'll never Buy cheap Fashion again! p.61	10.2.1.1 – understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.4.6.1 – recognize the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics;	1	23.12	
47		Summative control work for the 2 nd term	10.2.7.1 – understand speaker viewpoints and extent of explicit agreement between speakers on a range of general and curricular topics; 7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics; 10.4.5.1 – deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 7.3.7.1 use with minimal support appropriate layout at text level for a growing range of written genres on familiar general and curricular topics;	1	25.12	
48		Progress check p.62	10.5.2.1 – use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.7.4.1 – evaluate and comment on the views of others in a growing variety of talk contexts on a growing range of general and curricular topics; 10.4.6.1 – recognize the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics;	1	27.12	

Term III: 30 hour						
5 Unit Reading for pleasure						
49.		Types of literature, The war of the world	10.3.2.1 - ask and respond to complex questions to get information about a wide range of general and curricular topics; 10.4.3.1 - use a wide range of familiar and unfamiliar paper and digital reference resources to check meaning and extend understanding.	1	10.01	
50.		The ruined house	10.3.4.1 - evaluate and comment on the views of others in a growing variety of talk contexts on a growing range of general and curricular topics; 10.4.4.1 - read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics.	1	13.01	
51.		Character analyses	10.2.2.1 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.2.1 - ask and respond to complex questions to get information about a wide range of general and curricular topics; 10.4.4.1 - read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics.	1	15.01	
52.		Elements of fiction	10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.4.4.1 - read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics.	1	17.01	
53.		Listeners Panic During The Myth of the War	10.6.5.1 - use a wide variety of question types on a wide range of familiar general and curricular topics; 10.4.4.1 - read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics.	1	20.01	
6 Unit Capabilities of Human Brain						
54.		Capabilities of Human Brain	10.3.3.1 - explain and justify own and others' points of view on a wide range of general and curricular topics; 10.4.4.1 - read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately.	1	22.01	
55.		Grammar: Question types	10.2.3.1 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.2.1 - ask and respond to complex questions to get information about a wide range of general and curricular topics.	1	24.01	

		10.6.5.1 - use a wide variety of question types on a wide range of familiar general and curricular topics;			
56.	Intelligences: The theory of Multiple Intelligences	10.3.2.1 - ask and respond to complex questions to get information about a wide range of general and curricular topics; 10.4.7.1 - recognise patterns of development in lengthy texts [inter-paragraph level] on a range of general and curricular topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately;	1	27.01	
57.	Grammar: Relative clause	10.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics 10.6.17.1 - use if / if only in third conditional structures; use a variety of relative clauses including with which [whole previous clause reference] on a wide range of familiar general and curricular topics	1	29.01	
58.	Stress: Who says stress is bad for you?	10.2.2.1 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.4.2.1 - understand specific information and detail in extended texts on a range of 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately;	1	31.01	
59.	Grammar: The Passive	10.2.6.1 - deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.6.9.1 - use appropriately a wide variety of active and passive simple present and past forms and past perfect simple forms in narrative and reported speech on a wide range of familiar general and curricular topics	1	03.02	
60.	Writing: An email giving advice	10.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.4.1 - read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics; 10.5.5.1 - develop with minimal support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics	1	05.02	
61.		10.2.3.1 - understand the detail of an argument in unsupported extended talk on	1	07.02	

61.		Culture corner: The Duke of Edinburgh's Award	10.2.3.1 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.4.4.1 - read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately;	1	07.02	
62.		Curricular, PSHE: Train your Brain	10.4.2.1 - understand specific information and detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately;	1	10.02	
63.		Language in focus Summative assessment for the unit «Capabilities of Human Brain»	10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.6.15.1 - use infinitive forms after an increased number of verbs and adjectives; use gerund forms after a variety of verbs and prepositions; use a variety of prepositional and phrasal verb on a wide range of familiar general and curricular topics;	1	12.02	
64.		Progress check in Pursuit of Happiness	10.2.3.1 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.4.1 - evaluate and comment on the views of others in a growing variety of talk contexts on a growing range of general and curricular topics; 10.4.1.1 - understand main points in extended texts on a wide range of familiar and some unfamiliar general and curricular topics;	1	14.02	
65.		Progress check	10.4.2.1 - understand specific information and detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics; 10.5.1.1 - plan, write, edit and proofread work at text level independently on a range of general and curricular topics; 10.6.17.1 - use IF/ If only in third conditional structures; use a variety of relative clauses including with which [whole previous clause reference] on a wide range of familiar general and curricular topics	1	17.02	
7 Unit: Breakthrough technologies						
66.	-	Breakthrough technologies: Nanotechnology	10.3.2.1 - ask and respond to complex questions to get information about a wide range of general and curricular topics; 10.4.6.1 - recognize the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics;	1	19.02	

			10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately;			
67.		Grammar: Reported speech	10.3.2.1 - ask and respond to complex questions to get information about a wide range of general and curricular topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.6.1.1 - use a wide variety of pre-verbal, post-verbal and end-position adverbs/adverbial phrases on a wide range of general and curricular topics	1	20.02	12.05
68.		Robotics: Pepper the Emotional Robot.	10.2.2.1 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.4.6.1 - recognize the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics; 10.5.5.1 - develop with support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics;	1	21.02	
69.		The road to success.	10.1.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups; 10.4.7.1 - recognize patterns of development in lengthy texts [inter-paragraph level] on a range of general and curricular topic 10.5.7.1 - use independently appropriate layout at text level on a range of general and curricular topics;	1	24.02	
70.		Grammar: Quantifiers / Countable / Uncountable	10.4.5.1 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.6.2.1 - use a variety of quantifiers for countable and uncountable nouns and a variety of noun phrases on a wide range of familiar general and curricular topics;	1	26.02	
71.		Writing: A for against - essay. The robots pros and cons.	10.4.1.1 - understand main points in extended texts on a wide range of familiar and some unfamiliar general and curricular topics; 10.5.5.1 - develop with support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics	1	27.02	14.05
72.		Your turn	10.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.7.1 - recognize patterns of development in lengthy texts [inter-paragraph	1	28.02	

			level] on a range of general and curricular topics 10.5.7.1 - use independently appropriate layout at text level on a range of general and curricular topics;			
73.		Culture corner. The science Museum. London Summative assessment for the unit «Breakthrough technologies»	10.3.2.1 - ask and respond to complex questions to get information about a wide range of general and curricular topics; 10.4.6.1 - recognize the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately;	1	03.03	
74.		Curricular: Science and Technology	10.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.6.16.1 - use a wide variety of conjunctions on a wide range of familiar general and curricular topics	1	05.03	
75.		Language in use	10.2.3.1 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.6.1 - recognize the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics;	1	07.03	
76.		Progress check. Insect farming	10.2.3.1 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.2.1 - ask and respond to complex questions to get information about a wide range of general and curricular topics; 10.4.7.1 - recognize patterns of development in lengthy texts [inter-paragraph level] on a range of general and curricular topics 10.5.7.1 - use independently appropriate layout at text level on a range of general and curricular topics;	1	10.03	
77.		Summative control work for the 3rd term	10.2.3.1 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.5.7.1 - use independently appropriate layout at text level on a range of general and curricular topics;	1	12.03	

			10.4.6.1 - recognize the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics;			
78.		Progress check	10.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.6.1 - recognize the attitude or opinion of the writer in extended texts on a wide range of familiar general and curricular topics; 10.5.5.1 - develop with support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics	1	14.03	
79.	4 term 8 Unit Space	Amazing facts about space	10.2.3.1 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.4.7.1 - recognize patterns of development in lengthy texts [inter-paragraph level] on a range of general and curricular topics 10.5.7.1 - use independently	1	17.03	
80.		Grammar: The passive	10.5.7.1 - use independently appropriate layout at text level on a range of general and curricular topics; 10.6.9.1 - use a wide variety of present and past forms, including a growing number of more nuanced contrasts [past and perfective aspect/simple and progressive aspect] on a wide range of general and curricular topics4 term		19.03	
4 term 8 Unit Space						
81.		Moving out: Space colonization Future or Fantasy	10.2.5.1 - recognize the attitude or opinion of the speaker(s) in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.4.5.1 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 10.5.6.1 - write coherently at text level using a variety of connectors on a range of familiar general and curricular topics	1	02.04	
82.		Grammar: Conditionals types	10.2.6.1 - deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.6.17.1 - use if/ if only in third conditional structures use a variety of	1	04.04	

			relative clauses including with which [whole previous clause reference] on a wide range of familiar general and curricular topics			
83.		Sci-Fi-Films. A new dimension of Art	10.2.1.1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.4.5.1 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 10.5.6.1 - write coherently at text level using a variety of connectors on a range of familiar general and curricular topics	1	07.04	
84.		Grammar: Reported speech	10.2.1.1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.4.2.1 - understand specific information and detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics; 10.6.11.1 - use a wide variety of pre-verbal, post-verbal and end-position adverbs/adverbial phrases on a wide range of general and curricular topics	1	09.04	
85.		Writing: A film review	10.4.5.1 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 10.5.7.1 - use independently appropriate layout at text level on a range of general and curricular topics;	1	11.04	
86.		Grammar: The passive	10.2.1.1 - understand the main points in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.3.1 - explain and justify own and others' point of view on a wide range of general and curricular topics; 10.6.9.1 - use a wide variety of present and past forms, including a growing number of more nuanced contrasts [past and perfective aspect/simple and progressive aspect] on a wide range of general and curricular topics	1	14.04	
87.		Culture corner. Reaching for the stars.	10.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.3.1 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of general and curricular topics; 10.5.6.1 - write coherently at text level using a variety of connectors on a range of familiar general and curricular topics	1	16.04	
88.		Curricular: Literature	10.4.5.1 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 10.5.5.1 - develop with support coherent arguments supported when necessary	1	18.04	

			by examples and reasons for a wide range of written genres in familiar general and curricular topics			
89	Language in Use	10.5.7.1 - use independently appropriate layout at text level on a range of general and curricular topics 10.6.16.1 - use a wide variety of conjunctions on a wide range of familiar general and curricular topics	1	21.04		
90	Progress check. A bucketful of worlds	10.3.3.1 - explain and justify own and others' point of view on a wide range of general and curricular topics; 10.2.6.1 - deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics;	1	23.04		
91	Progress check Summative assessment for the unit - Space	10.2.6.1 - deduce meaning from context in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics 10.4.5.1 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 10.5.6.1 - write coherently at text level using a variety of connectors on a range of familiar general and curricular topics	1	25.04		
	9 Unit Independent project					
92	Vocabulary: Scientific breakthrough	10.3.3.1 - explain and justify own and others' point of view on a wide range of general and curricular topics 10.4.5.1 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics;	1	28.04		
93	The universe: How did it all begin?	10.2.2.1 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.4.5.1 - deduce meaning from context in extended texts on a wide range of familiar general and curricular topics, and some unfamiliar topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately;	1	29.04	16.05	
94	Grammar: Identifying pronoun references	10.2.2.1 - understand specific information in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.4.1.1 - understand main points in extended texts on a wide range of unfamiliar general and curricular topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and	1	30.04		

			genre, and which is spelt accurately;			
95.		Human biology	10.3.2.1 - ask and respond to complex questions to get information about a wide range of general and curricular topics 10.4.3.1 - skim a range of lengthy texts with speed to identify content meriting closer reading on a range of general and curricular topics;	1	02.05	
96.		Grammar: Conditionals	10.4.1.1 - understand main points in extended texts on a wide range of unfamiliar general and curricular topics; 10.5.2.1 - use a growing range of vocabulary, which is appropriate to topic and genre, and which is spelt accurately; 10.6.17.1 - use if/ if only in third conditional structures; use a variety of relative clauses including with which [whole previous clause reference] on a wide range of familiar general and curricular topics	1	05.05	
97.		Reading Elements:	10.2.3.1 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.2.1 - understand specific information and detail in extended texts on a range of familiar general and curricular topics, and some unfamiliar topics;	1	07.05	
98.		Writing: an opinion essay Summative assessment for the unit «Independent projects»	10.4.4.1 - read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics; 10.5.5.1 - develop with support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics;	1	09.05	
99.		Culture corner. British science work	10.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.9.1 - recognize inconsistencies in argument in extended texts on a wide range of general and curricular topics; 10.5.5.1 - develop with support coherent arguments supported when necessary by examples and reasons for a wide range of written genres in familiar general and curricular topics;	1	19.05	
100.		Summative control	10.3.5.1 - interact with peers to make hypotheses about a wide range of general	1	21.05	

		work for the 4 th term	and curricular topics; 10.4.4.1 - read a wide range of extended fiction and non-fiction texts on familiar and unfamiliar general and curricular topics; 10.5.7.1 - use independently appropriate layout at text level on a range of general and curricular topics			
101		Curricular science, Body talk Language in Use	10.2.3.1 - understand the detail of an argument in unsupported extended talk on a wide range of general and curricular topics, including talk on a limited range of unfamiliar topics; 10.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general and curricular topics; 10.4.1.1 - understand main points in extended texts on a wide range of unfamiliar general and curricular topics; 10.5.7.1 - use independently appropriate layout at text level on a range of general and curricular topics	1	23.05	
Total :101						

БЕКІТЕМІН:

Мектеп директоры:

Ж. Ажисара



КЕЛІСЕМІН:

Оқу ісін менеджері:

С. Досамбетов

« 22 » 01

2025 ж.

Үйде оқыту

КҮНТІЗБЕЛІК-ТАҚЫРЫПТЫҚ ЖОСПАРЫ

Пән: Ағылшын тілі

Мұғалім: Махан Ермат

Сынып: 3

Апталық сағаты: 2

2024 – 2025 оқу жылы

III- term						
No	Unit	Theme	Learning objectives	Hours	Date	Notes
3 rd term -21 hours						
33	MY FREE TIME	MY FREE TIME: I Can Do This!	3.1.4.2 understand simple descriptions of people, actions, and objects with visual support; 3.2.3.1 respond to basic questions with single words or short responses; 3.5.1.13 use can/ can't to describe ability.	1		
34		Reading: Amazing Animals.	3.1.4.2 understand simple descriptions of people, actions, and objects with visual support; 3.3.3.2 find out the main points in short simple descriptions with visual support; 3.4.1.1 spell accurately a few high-frequency words.	1		
34		BEST FRIENDS My toys and sports. I like	3.2.2.1 use isolated words and basic expressions to provide personal information; 3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary; 3.5.1.16 use let's + verb, verbs go/like + verb + ing.	1		
35		OUR WORLD: Toys and Sports Around the World	3.1.4.1 understand basic personal questions; 3.2.3.2 make basic requests related to immediate personal needs; 3.5.1.5 use with considerable support basic determiners a, an, the to identify things;	1		
36		PLAY AND WRITE: My toys and sports. I like....	3.1.2.1 recognise familiar words with visual support; 3.5.1.10 use common present simple forms contractions on a limited range of familiar topics; 3.5.1.13 use can/ can't to describe ability.	1		
37		PROJECT WORK: What can I do?	3.3.1.2 identify and read separate sounds (phonemes) within words, which may be represented by more than one letter; 3.4.3.1 create a poster or write a postcard, using words and simple phrases; 3.4.3.1 apply basic rules of punctuation (use capital letters, full stops, and question marks); 3.5.1.13 use can/ can't to describe ability.	1	31.01	
38		CLIL 5: Kite Flying	3.1.2.1 recognise familiar words with visual support; 3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary	1	03.02	
39		Unit revision 5 Summative Assessment for the unit 5	3.4.1.1 spell accurately a few high-frequency words; 3.4.3.1 apply basic rules of punctuation (use capital letters, full stops, and question marks)	1	07.02	
40		CULTURE PACK 3: ASYK a traditional game from Kazakhstan!	3.1.2.1 recognise familiar words with visual support; 3.3.3.1 understand short, simple instructions used in familiar everyday contexts; 3.3.3.2 find out the main points in short simple descriptions with visual support.	1	10.02	

41	HEALTH: Body parts	3.1.2.1 recognise familiar words with visual support; 3.1.2.2 understand simple descriptions of people, actions, and objects with visual support; 3.2.2.1 respond to basic questions with single words or short responses;	1	14.02
42	Reading: What I like You too!	3.3.3.1 understand short, simple instructions used in familiar everyday contexts; 3.3.3.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary; 3.3.1.11 use has got/ have got/ there is/ are in a limited range of familiar topics	1	17.02
43	BEST FRIENDS: Healthy food?	3.2.2.1 respond to basic questions with single words or short responses; 3.2.3.2 find out the main points in short simple descriptions with visual support; 3.2.1.7 use demonstrative pronouns this, these, that, and those to indicate things in closed questions with support	1	21.02
44	OUR WORLD: What's your favourite food	3.1.2.1 recognise familiar words with visual support; 3.2.3.1 respond to basic questions with single words or short responses; 3.2.1.1 use singular and plural nouns, including some common irregular plural forms and high-frequency uncountable nouns;	1	24.02
45	PLAY AND WRITE: My Favourite Food	3.2.4.1 provide simple descriptions of people, and objects; 3.2.3.1 understand short, simple instructions used in familiar everyday contexts; 3.4.2.2 use words and short simple phrases to complete a written text at a sentence level;	1	28.02
46	PROJECT WORK: What's in my bag?	3.2.4.1 provide simple descriptions of people, and objects; 3.2.1.2 identify and read separate sounds (phonemes) within words, which may be represented by more than one letter; 3.4.4.1 link ideas with and, but;	1	03.03
47	End revision 6 Summative Assessment for the unit	3.4.1.1 spell accurately a few high-frequency words; 3.4.2.2 use words and short simple phrases to complete a written text at a sentence level; 3.4.4.1 link ideas with and, but; 3.4.3.1 apply basic rules of punctuation (use capital letters, full stops, and question marks); 3.2.4.1 provide simple descriptions of people, and objects; 3.4.3.1 create a poster or a postcard, using words and simple phrases	1	07.03
48	CLIM. 6: My plate and Food Pyramid	3.2.4.1 provide simple descriptions of people, and objects; 3.4.3.1 create a poster or a postcard, using words and simple phrases	1	10.03
49	Summative Assessment for the 2 nd term	3.1.4.1 understand basic personal questions; 3.2.3.1 respond to basic questions with single words or short responses; 3.2.3.1 understand short, simple instructions used in familiar everyday contexts; 3.4.1.1 spell accurately a few high-frequency words;	1	14.03
50	STORY 3: MODELS 5-6: A Day Out	3.1.2.1 recognise familiar words with visual support; 3.3.2.1 understand short, simple instructions used in familiar everyday contexts; 3.3.1.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary;	1	17.03

IV - term					Learning objectives		Hours	Date	Notes
No. Unit					Theme				
51	BUILDINGS	BUILDINGS: Coal House	3.3.1 understand short, simple instructions used in familiar everyday contexts. 3.5.12 use basic adverbs of place here/there to say where things are. 3.5.14 use basic prepositions of place.	1	04.04				
52		BEST FRIENDS: My house, my room and objects	3.1.2.1 recognise familiar words with visual support. 3.1.2.1 respond to basic questions with single words or short responses. 3.5.15 use with considerable support basic determiners a, an, the to identify things. 3.5.14 use basic prepositions of place.	1	07.04				
53		OUR WORLD: My Bedroom	3.1.4.2 understand simple descriptions of people, actions, and objects with visual support. 3.2.2.1 use limited words and basic expressions to provide personal information. 3.5.1.1 use singular and plural nouns, including some common/irregular plural forms and high-frequency uncountable nouns.	1	11.04				
54		PLAY AND WRITE: The Funny Town	3.3.3.1 understand short, simple instructions used in familiar everyday contexts. 3.3.4.1 find specific information in different types of texts (postcards, posters, flyers, messages, and notices; places, time, and prices); 3.5.1.2 use cardinal numbers (1-10; 11-20; 21-100).	1	14.04				
55		PROJECT WORK: My Town	3.2.1.1 pronounce various sounds of phonemes and phoneme blends using appropriate stress, rhythm, and intonation; 3.4.2.2 use words and short simple phrases to complete a written text at a sentence level; 3.4.3.1 create a poster or write a postcard, using words and simple phrases;	1	18.04				
56		CLIL 7: Wonderful Cities	3.1.2.1 recognise familiar words with visual support; 3.3.3.2 find out the main points in short simple descriptions with visual support.	1	21.04				
57		(Unit my town?) Summative Assessment for the unit 7	3.2.3.2 make basic requests related to immediate personal needs 3.4.1.1 spell accurately a few high-frequency words; 3.4.2.1 follow word order rules in short statements; 3.4.5.1 apply basic rules of punctuation (use capital letters, full stops, and question marks)	1	25.04				
59		CLIL/RE PAGE 4: Day and Night in Astoria	3.1.2.1 recognise familiar words with visual support; 3.3.3.2 find out the main points in short simple descriptions with visual support; 3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a pictorial;	1	28.04				
60	MY	MY HOLIDAYS Family holidays	3.1.2.1 recognise familiar words with visual support; 3.3.3.1 understand short, simple instructions used in familiar everyday contexts;	1	02.05				

4th term - 16 hours

		3.5.1.6 use interrogative pronouns who, what, where, how, and when to ask basic questions.			
61	BEST FRIENDS: Where are the children?	3.2.3.1 respond to basic questions with single words or short responses; 3.3.3.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary; 3.5.1.14 use basic prepositions of place;	1	05.05	
62	OUR WORLD: Summer in Australia	3.1.4.2 understand simple descriptions of people, actions, and objects with visual support; 3.3.4.1 find specific information in different types of texts (postcards, posters, flyers, messages, and notices; places, time, and prices); 3.5.1.15 use basic prepositions of time.	1	09.05	
63	PROJECT WORK: My Holiday	3.2.3.1 respond to basic questions with single words or short responses; 3.4.3.1 create a poster or write a postcard, using words and simple phrases; 3.5.1.6 use interrogative pronouns who, what, where, how, and when to ask basic questions;	1	12.05	
64	Unit revision8 Summative Assessment for the unit 8	3.4.1.1 spell accurately a few high-frequency words; 3.4.2.1 follow word order rules in short statements; 3.4.4.1 link ideas with and, but; 3.4.5.1 apply basic rules of punctuation (use capital letters, full stops, and question marks).	1	13.05	
65	CLH, 5: Let's go shopping!	3.1.2.1 recognise familiar words with visual support; 3.2.3.1 respond to basic questions with single words or short responses; 3.3.3.1 understand short, simple instructions used in familiar everyday contexts;	1	16.05	
66	Summative Assessment for the 4 th term	3.1.4.1 understand basic personal questions; 3.2.3.1 respond to basic questions with single words or short responses; 3.3.3.1 understand short, simple instructions used in familiar everyday contexts; 3.4.1.1 spell accurately a few high-frequency words;	1	19.05	
67	STORY 4 (MODULES 7-8): At The Beach.	3.1.5.1 use contextual clues to predict content in short, supported talk on a limited range of familiar topics; 3.3.3.1 understand short, simple instructions used in familiar everyday contexts;	1	23.05	