

«Болашақ» мектебі мекемесі

ӘБ отырысында қаралды

Әдістемелік бірлестік

жетекшісі:

А. Ш. Оралбай

« 31 » 08 2022 ж.

«Келісемін»

Директордың ғылыми-әдістемелік

жұмысы жөніндегі орынбасары

Л.Т. Арынова

« 31 » 08 2022ж.

«Бекітемін»

Мектеп директоры



Б. Г. Абилдаева

2022 ж.

2022-2023 оқу жылының

Ағылшын тілі пәніне арналған

күнтізбелік - тақырыптық жоспары

(вариативтік оқу жүктемесінен берілген сағаттар)

Пән мұғалімі: Кыдырбаева А.Н

Сынып: 2 “Ә, Е, И, Д”, 3“Е”, 4 “А”

**Calendar Thematic Plan for grade 2 «Ә», 2 «Е», 2 «И», 2 «Д»
within the framework of updating the secondary education content
2022 - 2023 academic year**

№	Unit	Theme	Learning objectives	Hours	Date		Notes
1st term							
1	Unit 1: Our new things.	School things	2.1.3.1 recognize with considerable support an increasing range of common personal questions 2.1.4.1 use short answers appropriately in short	1	1.09		
2		School things	2.1.2.2 identify, remember and sound out high-frequency sound and letter patterns 2.1.1.5 write letters and familiar high frequency words when read aloud or spelt out for learners	1	2.09		
3		My family	2.1.3.1 understand a range of short basic supported classroom instructions 2.1.3.2 recognize with considerable support an increasing	1	7.09		
4		My family	2.1.4.2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines 2.1.4.4 respond to basic supported questions giving personal and factual information 2.1.4.8 give simple instructions for others to follow	1	8.09		
5		Grammar: This/That	2.1.3.1 understand a range of short basic supported classroom instructions 2.1.4.1 make basic statements related to personal information, people and objects on familiar topics and classroom routines	1	9.09		

6	Unit 2: They're happy now	Grammar: This/That	2.1.5.1 use singular nouns, plural nouns – including some common irregular plural forms in giving simple descriptions 2.1.5.3 use common adjectives in descriptions and to talk about simple feelings	1	14.09		
7		Unit revision 1	2.1.3.1 understand a range of short basic supported classroom instructions 2.1.3.2 recognize with considerable support an increasing	1	15.09		
8		Feelings	2.1.5.1 use singular nouns, plural nouns – including some common irregular plural forms in giving simple descriptions 2.1.5.3 use common adjectives in descriptions and to talk about simple feelings	1	16.09		
9		Feelings.	2.2.3.3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number	1	21.09		
10		Grammar: we/they are	2.2.2.1 read and spell out words for others 2.2.1.2 write letters and familiar high frequency words when read aloud or spelt	1	22.09		
11		Grammar: we/they are	2.2.3.1 understand a range of short basic supported classroom instructions 2.2.4.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines	1	23.09		
12		Values: Song	2.2.4.1 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges	1	28.09		
13		Values: Song	2.2.2.1 read and spell out words for others 2.2.1.1 write with support short responses at phrase level to questions and other prompts 2.2.5.6 use demonstrative pronouns this, these, that, those to make and respond to requests for information	1	29.09		

14	Diagraphs: sh,ch,th	2.2.3.1 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number	1	30.09		
15	Skills time 2	2.2.3.1 understand a range of short basic supported classroom instructions 2.2.4.3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines	1	5.10		
16	Unit revision 2	2.2.3.1 understand a range of short basic supported classroom instructions 2.2.4.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines	1	6.10		
17	Outdoor activities	2.3.3.1 understand a range of short basic supported classroom instructions 2.3.3.3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number	1	7.10		
18	Outdoor activities	2.3.3.1 identify missing phonemes in incomplete words 2.3.4.1 respond to basic supported questions giving personal and factual information 2.3.2.1 begin to use with support a simple picture dictionary 2.3.5.1 use cardinal numbers 1 -50 to count	1	12.10		
	Unit 3: I can ride a bike					
19	Grammar: Can/can't	2.3.3.1 recognize with support short basic questions relating to features such as colour and number 2.3.3.1 identify missing phonemes in incomplete words	1	13.10		

20	Grammar: Can/can't	2.3.4.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 2.3.1.1 write short phrases to identify people, places and objects	1	14.10		
21	Preposition of place	2.3.4.1 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines 2.3.4.1 respond to basic supported questions giving personal and factual information	1	19.10		
22	Preposition of place	2.3.4.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 2.3.1.1 write short phrases to identify people, places and objects	1	20.10		
23	Fluency time!	2.2.3.1 understand a range of short basic supported classroom instructions 2.2.4.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines	1	21.10		
24	Fluency time! Control work	2.4.3.1 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number 2.4.3.5 identify missing phonemes in incomplete words	1	26.10		
25	Skills time 3	2.4.3.1 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number		27.10		

26	Unit revision 3	2.4.4.1 make basic statements related to personal information, people and objects on familiar topics and classroom routines 2.4.3.1 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines 2.4.2.1 read and follow with considerable support simple, words, phrases and sentences on familiar topics	1	23.11		
		2nd term				
27	Food	2.4.5.1 use simple imperative forms [positive and negative] for basic commands and instructions 2.4.6.1 use can to talk about ability and to make requests and offers; use can / can't to talk about permission	1	9.11		
28	Food.	2.1.3.2 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number 2.2.3.1 identify missing phonemes in incomplete words 2.4.4.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines	1	10.11		
29	Grammar: Have you got...?	2.2.3.1 identify missing phonemes in incomplete words 2.4.4.1 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines	1	11.11		
30	Grammar: Have you got...?	2.1.5.1 understand a range of short basic supported classroom instructions 2.5.3.1 recognise with support short basic questions relating to features such as colour and number	1	16.11		

31	Numbers	2.4.3.1 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number 2.4.3.1 identify missing phonemes in incomplete words	1	17.11		
32	Numbers.	2.4.3.1 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number 2.4.3.1 identify missing phonemes in incomplete words	1	18.11		
33	Skills time	2.5.2.1 read and spell out words for others 2.5.5.6 use demonstrative pronouns this, these, that, those to make and respond to requests for information	1	23.11		
34	Unit revision 4	2.5.2.1 read and spell out words for others 2.5.5.1 use demonstrative pronouns this, these, that, those to make and respond to requests for information	1	24.11		
35	School subjects	2.2.3.1 understand a range of short basic supported classroom instructions 2.5.3.1 recognise with support short basic questions relating to features such as colour and number	1	25.11		
36	School subjects.	2.5.3.1 recognise with support short basic questions relating to features such as colour and number 2.5.5.1 use cardinal numbers 1 -50 to count	1	30.11		
37	Grammar: What/when have you got....?	2.5.3.1 recognise with support short basic questions relating to features such as colour and number 2.5.4.1 give simple instructions for others to follow	1	1.12		

38	Unit 5. We've got English!	Grammar: What/when have you got....?	2.1.2.1 read and spell out words for others 2.5.2.1 begin to use with support a simple picture dictionary	1	2.12			
39		School rooms	2.5.3.1 identify missing phonemes in incomplete words 2.5.4.1 respond to basic supported questions giving personal and factual information	1	4.12			
40		School rooms	2.5.1.1 write short phrases to identify people, places and objects 2.5.5.1 use can to talk about ability and to make requests and offers; use can / can't to talk about permission	1	8.12			
41		Fluency Time!5	2.2.3.1 understand a range of short basic supported classroom instructions 2.5.3.1 recognise with support short basic questions relating to features such as colour and number		9.12			
42		Unit revision 5	2.2.3.1 understand a range of short basic supported classroom instructions 2.5.3.1 recognise with support short basic questions relating to features such as colour and number	1	14.12			
43		Unit 6. Let's play after school!	After activities	2.1.3.1 understand a range of short basic supported classroom instructions 2.2.4.1 respond to basic supported questions giving personal and factual information	1	15.12		
44			After activities	2.1.5.1 use simple imperative forms [positive and negative] for basic commands and instructions 2.2.4.1 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts	1	16.12		

45		Grammar: I/I don't	2.3.3.1 recognise the spoken form of familiar words and expressions 2.5.4.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines	1	21.12		
46		Grammar: I/I don't	2.2.3.1 recognise the spoken form of familiar words and expressions 2.4.4.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines	1	22.12		
47		Phonics.	2.5.3.1 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number	1	23.12		
48		Phonics.2	2.3.4.1 respond to basic supported questions giving personal and factual information 2.4.1.1 spell some familiar high-frequency words accurately during guided writing activities	1	28.12		
49		Skills time 6	2.2.3.1 recognise the spoken form of familiar words and expressions 2.4.4.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines	1	29.12		
50		Unit revision 6	2.2.3.1 understand a range of short basic supported classroom instructions 2.4.4.1 respond to basic supported questions giving personal and factual information	1	30.12		
			3rd term				
51		Special days	2.2.3.1 recognise with support short basic questions relating to features such as colour and number 2.5.5.1 use common present continuous forms	1	11.01		
52		Special days	2.1.3.1 recognise with support short basic questions relating to features such as colour and number	1	12.01		

			2.2.7.1 use common present continuous forms [positive,				
53		Grammar: he likes/doesn't like	2.2.3.1 understand a range of short basic supported classroom instructions 2.2.4.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines	1	13.01		
54	Unit 7, Let's buy presents	Grammar: he likes/doesn't like	2.1.3.1 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number 2.2.4.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines	1	13.01		
55		Skills time 7	2.2.4.1 recognise with support short basic questions relating to features such as colour and number 2.3.2.1 read and follow with considerable support simple, words, phrases and sentences on familiar topics	1	19.01		
56		Unit revision 7	2.2.3.1 recognize with support short basic questions relating to features such as colour and number 2.4.5.1 use common present continuous forms [positive,	1	20.01		
57	Unit 8, What's the time?	Everyday activities	2.1.3.1 recognize with considerable support an increasing range of common personal questions 2.1.4.1 use short answers appropriately in short	1	25.01		
58		Everyday activities	2.2.4.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 2.5.2.1 read and spell out words for others 2.5.3.1 write letters and familiar high frequency	1	26.01		

			words when read aloud or spelt out				
59		What's the time?	2.1.2.1 read and spell out words for others 2.2.1.1 write letters and familiar high frequency words when read aloud or spelt out for learners for learners	1	27.01		
60		What's the time?	2.5.3.1 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number	1	1.02		
61		Phonics:sm,sn,sk	2.1.3.1 recognize with considerable support an increasing range of common personal questions 2.1.4.1 use short answers appropriately in short	1	2.02		
62		Phonics:sm,sn,sk	2.1.4.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 2.3.5.1 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts	1	3.02		
63		Skills time 8	2.2.3.1 respond to basic supported questions giving personal and factual information 2.5.2.1 read and follow with considerable support simple, words, phrases and sentences on familiar topics	1	8.02		
64		Unit revision 8	2.1.4.1 make basic statements related to personal information, people and objects on familiar topics and classroom routines 2.2.5.1 use have got noun to describe and ask about possessions	1	9.02		

65	Unit 9. Where does she work?	Places	2.2.3.1 respond to basic supported questions giving personal and factual information 2.5.2.1 read and follow with considerable support simple, words, phrases and sentences on familiar topics	1	10.02		
66		Places	2.5.2.1 read and follow with considerable support simple, words, phrases and sentences on familiar topics 2.5.3.1 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number	1	15.02		
67		Present simple	2.2.5.1 use common present continuous forms [positive, negative, question] 2.4.2.1 read and follow with considerable support simple, words, phrases and sentences on familiar topics	1	16.02		
68		Present simple	2.2.3.1 respond to basic supported questions giving personal and factual information 2.4.2.1 read and follow with considerable support simple, words, phrases and sentences on familiar topics	1	17.02		
69		Long vowels: a magic +e	2.3.3.1 respond to basic supported questions giving personal and factual information 2.5.2.1 read and follow with considerable support simple, words, phrases and sentences on familiar topics	1	22.02		
70		Long vowels: a magic +e	2.1.2.1 read and spell out words for others 2.3.1.1 write letters and familiar high frequency words when read aloud or spelt out for learners for learners	1	23.02		
71		Skills time 9	2.4.2.1 read and spell out words for others 2.5.1.1 write letters and familiar high frequency words when read aloud or spelt out for learners for learners	1	24.02		

72		Unit revision 9	2.1.3.1 recognize with considerable support an increasing range of common personal questions 2.1.4.1 use short answers appropriately in shore	1	1.03		
73	Unit.10 It's hot today.	Weather	2.1.2.1 identify, remember and sound out high-frequency sound and letter patterns 2.5.1.1 write letters and familiar high frequency words when read aloud or spelt out for learners	1	2.03		
74		Weather	2.1.2.1 identify, remember and sound out high-frequency sound and letter patterns 2.2.3.1 write letters and familiar high frequency words when read aloud or spelt out for learners	1	3.03		
75		Weather activities	2.2.3.1 understand a range of short basic supported classroom instructions 2.2.4.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines	1	8.03	9.03	
76		Weather activities	2.2.1.1 read and spell out words for others 2.2.3.1 write with support short responses at phrase level to questions and other prompts 2.2.5.1 use demonstrative pronouns this, these, that, those to make and respond to requests for information	1	9.03		
77		Long vowels: I magic +e	2.1.3.1 respond to basic supported questions giving personal and factual information 2.3.2.1 read and follow with considerable support simple, words, phrases and sentences on familiar topics	1	10.03		

78		Long vowels: i magic +e	2.3.3.1 respond to basic supported questions giving personal and factual information 2.5.2.1 read and follow with considerable support simple, words, phrases and sentences on familiar topics	1	15.03		
79		Skills time 10	2.1.4.1 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines 2.1.4.1 respond to basic supported questions giving personal and factual information 2.1.4.1 give simple instructions for others to follow	1	16.03		
80		Unit revision 10	2.2.3.1 understand a range of short basic supported classroom instructions 2.2.4.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines	1	17.03		
			4th term				
81		Clothes	2.3.3.1 understand a range of short basic supported classroom instructions 2.3.3.1 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number	1	29.03		
82		Grammar: to be	2.1.2.1 read and spell out words for others 2.2.1.1 write letters and familiar high frequency words when read aloud or spelt out for learners for learners	1	30.03		
83		Grammar: to be	2.2.2.1 read and spell out words for others 2.4.1.1 write letters and familiar high frequency words when read aloud or spelt out for learners for learners	1	31.03		
84		Time	2.1.4.1 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines	1	5.04		

85		Time	2.1.4.1 respond to basic supported questions giving personal and factual information 2.1.4.1 give simple instructions for others to follow	1	6.04		
86		Skills time 11	2.2.2.1 read and spell out words for others 2.2.1.1 write with support short responses at phrase level to questions and other prompts 2.2.5.1 use demonstrative pronouns this, these, that, those to make and respond to requests for information	1	7.04		
87		Unit revision 11	2.3.3.1 understand a range of short basic supported classroom instructions 2.3.3.1 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number	1	12.04		
88	Unit 12. You're sleeping!	Celebrations	2.3.3.1 identify missing phonemes in incomplete words 2.3.4.1 respond to basic supported questions giving personal and factual information 2.3.2.1 begin to use with support a simple picture dictionary 2.3.5.1 use cardinal numbers 1 -50 to count	1	13.04		
89		Celebrations	2.3.2.1 begin to use with support a simple picture dictionary 2.3.5.1 use cardinal numbers 1 -50 to count	1	14.04		
90		Grammar: what're doing?	2.2.3.1 respond to basic supported questions giving personal and factual information 2.5.2.1 read and follow with considerable support simple, words, phrases and sentences on familiar topics	1	19.04		
91		Grammar: what're doing?	2.1.3.1 respond to basic supported questions giving personal and factual information 2.5.2.1 read and follow with considerable support simple, words, phrases and sentences on familiar topics	1	20.04		
92		Getting ready	2.1.2.1 identify, remember and sound out high-frequency sound and letter patterns 2.1.1.1 write letters and familiar high frequency words when read aloud or spelt out for learners	1	21.04		

93		Getting ready	2.1.4.1 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines 2.1.4.1 respond to basic supported questions giving personal and factual information 2.1.4.1 give simple instructions for others to follow	1	26.04		
94		Unit revision 12	2.1.4.1 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines 2.1.4.1 respond to basic supported questions giving personal and factual information 2.1.4.1 give simple instructions for others to follow	1	27.04		
95	Unit 13. Look at the animals!	Farm animals	2.3.3.1 identify missing phonemes in incomplete words 2.3.4.4 respond to basic supported questions giving personal and factual information 2.3.2.1 begin to use with support a simple picture dictionary 2.3.5.1 use cardinal numbers 1 -50 to count	1	28.04		
96		Farm animals	2.3.3.1 recognise with support short basic questions relating to features such as colour and number 2.3.3.1 identify missing phonemes in incomplete words	1	3.05		
97		Adjectives	2.1.2.1 identify, remember and sound out high-frequency sound and letter patterns 2.1.1.1 write letters and familiar high frequency words when read aloud	1	4.05		
98		Adjectives	2.2.2.1 read and spell out words for others 2.2.1.1 write with support short responses at phrase level to questions and other prompts	1	5.05		
99	Unit 14. Look at the photos!	Memories	2.3.3.1 recognize with support short basic questions relating to features such as colour and number 2.3.3.1 identify missing phonemes in incomplete words	1	10.05		
100		Memories	2.2.3.1 understand a range of short basic supported classroom instructions 2.2.4.1 use a limited range of basic words, phrases and short sentences to describe objects, activities	1	11.05		

			and classroom routines				
101		Grammar: was/were	2.2.2.1 read and spell out words for others 2.2.1.1 write with support short responses at phrase level to questions and other prompts 2.2.5.1 use demonstrative pronouns this, these, that, those to make and respond to requests for information	1	12.05		
102		Grammar: was/were	2.3.3.1 recognise with support short basic questions relating to features such as colour and number 2.3.3.1 identify missing phonemes in incomplete words	1	17.05		
103		Unit revision 14	2.1.4.1 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines 2.1.4.1 respond to basic supported questions giving personal and factual information 2.1.4.1 give simple instructions for others to follow	1	18.05		
104	Unit 15. Well done!	Grammar: were some/weren't any	2.2.3.1 respond to basic supported questions giving personal and factual information 2.5.2.1 read and follow with considerable support simple, words, phrases and sentences on familiar topics	1	19.05		
105		Grammar: were some/weren't any	2.1.3.1 respond to basic supported questions giving personal and factual information 2.2.2.1 read and follow with considerable support simple, words, phrases and sentences on familiar topics	1	24.05		
106		Ordinal numbers	2.1.4.1 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines 2.1.4.1 respond to basic supported questions giving personal and factual information 2.1.4.1 give simple instructions for others to follow	1	25.05		
107		Reading a fairy-tale	2.1.2.1 identify, remember and sound out high-frequency sound and letter patterns	1	26.05		

			2.1.1.1 write letters and familiar high frequency words when read aloud or spelt out for learners				
108		Unit revision 15	2.2.3.1 understand a range of short basic supported classroom instructions 2.2.4.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines	1	<i>M.O.S.</i>		

Total: 108