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УТВЕРЖДАЮ:

Директор школы

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СОГЛАСОВАНО:

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Ә/Б ОТЫРЫСЫНДА:

ҚАРАЛДЫ:

РАССМОТРЕНО

НА ЗАСЕДАНИИ МО:

Хаттама № 1

Протокол № 1

«31» август 2022 – 2023 уч.год

« 31 » август 2022 – 2023 уч.год

« 29 » август 2022 -23 уч.год

## ТАҚЫРЫШТЫҚ КҮНТІЗБЕЛІК ЖОСПАРЫ

### КАЛЕНДАРНО – ТЕМАТИЧЕСКОЕ ПЛАНИРОВАНИЕ

ПӘН:

ПРЕДМЕТ: английский язык

СЫНЫП:

КЛАСС: 2,3,4б,6а,7,8

МУҒАЛІМ:

УЧИТЕЛЬ: Карбаева В.К.

МЕКТЕП:

ШКОЛА: КГУ «Общеобразовательная школа № 1 села Мариновка отдела образования по Атбасарскому району управления образования Акмолинской области»

**within the framework of updating the secondary education content  
2022-2023 academic year  
Smiles . Authors: Jenny Dooley Virginia Evans 2018**

<b>№</b>	<b>Units/ Changing lessons</b>	<b>Theme</b>	<b>Learning objectives</b>	<b>Hours</b>	<b>Date</b>	<b>Notes</b>
<b>1<sup>st</sup> term 17 hours</b>						
1	<b>Unit 1: All about me (8 hours)</b>	Hello again	2.L2 recognise with considerable support an increasing range of common personal questions 2.S6 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges 2.R2 identify, remember and sound out high-frequency sound and letter patterns 2.W5 write letters and familiar high frequency words when read aloud or spelt out for learners 2.W6 use with support upper and lower case letters accurately when writing familiar high frequency words 2.L1 understand a range of short basic supported classroom instructions 2.L2 recognise with considerable support an increasing range of common personal questions 2.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines 2.S4 respond to basic supported questions giving personal and factual information 2.S8 give simple instructions for others to follow 2.U13 use can to talk about ability and to make requests and offers; use can / can't to talk about permission 2.L1 understand a range of short basic supported classroom instructions 2.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines 2.U1 use singular nouns, plural nouns – including some common irregular plural forms in giving simple descriptions 2.U3 use common adjectives in descriptions and to talk about simple feelings	1	5.09.	
2		Hello again <b>Entering Test</b>		1	9.09	
3		All about me		1	12.09	
4		All about me		1	16.09	
5		I can...		1	19.09	
6		<b>My clothes and things Summative assessment for the unit 1 «All about me»</b>		1	23.09	
7		My clothes and things		1	26.09	
8		Unit Revision		1	30.09	

9	<b>Unit 2: My family and friends</b> (8 hours)	My family and friends	2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number 2.R1 read and spell out words for others	1	3.10	
10		Friends' names <b>Summative assessment for the unit 2« My family and friends »</b>	2.W2 write letters and familiar high frequency words when read aloud or spelt	1	7.10	
11		Friends' names		1	10.10	
12		Helping hands	2.L1 understand a range of short basic supported classroom instructions 2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 2.S5 begin to articulate clearly the difference between various sounds 2.S6 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges	1	14.10	
13		<b>Summative control work for the 1<sup>st</sup> term</b>	2.R1 read and spell out words for others 2.W1 write with support short responses at phrase level to questions and other prompts 2.U6 use demonstrative pronouns this, these, that, those to make and respond to requests for information 2.U13 use can to talk about ability and to make requests and offers; use can / can't to talk about permission	1	17.10	
14		Helping hands	2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number 2.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines	1	21.10	
15		People I know	2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 2.U3 use common adjectives in descriptions and to talk about simple feelings 2.U13 use can to talk about ability and to make requests and offers; use can / can't to talk about permission	1	24.10	
16		Unit revision		1	28.10	

№	Units/ Changing lessons	Theme	Learning objectives	Hours	Date	Notes
<b>2<sup>nd</sup> term 15 hours</b>						
18	<b>Unit 3: My school (7 hours)</b>	My school	2.L1 understand a range of short basic supported classroom instructions 2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number	1	7.11	
19		Counting and Measuring	2.L5 identify missing phonemes in incomplete words 2.S4 respond to basic supported questions giving personal and factual information	1	11.11	
20		Counting and Measuring	2.R4 begin to use with support a simple picture dictionary 2.UE2 use cardinal numbers 1 -50 to count 2.UE11 use have got+noun to describe and ask about possessions	1	14.11	
21		Around school	2.L4 recognise with support short basic questions relating to features such as colour and number 2.L5 identify missing phonemes in incomplete words 2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 2.W3 write short phrases to identify people, places and objects 2.UE14 use basic prepositions of location and position: at, behind, between, in, in front of, near, next to, on to describe where people and things are; use prepositions of time: on, in, at to talk about days and times	1	18.11	
22		School days <b>Summative assessment for the unit 3«My school»</b>	2.L2 recognise with considerable support an increasing range of common personal questions 2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number 2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 2.R2 identify, remember and sound out high-frequency sound and letter patterns 2.W7 spell some familiar high-frequency words accurately during guided writing activities	1	21.11	
23		Class Photos	2.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines 2.S4 respond to basic supported questions giving personal and factual information 2.R2 identify, remember and sound out high-frequency sound and letter patterns 2.UE7 use personal subject and object pronouns to describe people and things	1	25.11	
24		Unit revision			1	28.11

25	<b>Unit 4: The world around us</b> (7 hours)	Different Places	2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number 2.L5 identify missing phonemes in incomplete words 2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines	1	2.12	
26		Different Places <b>Summative assessment for the unit 4 «The world around us»</b>	2.S4 respond to basic supported questions giving personal and factual information 2.U5 use interrogative pronouns including which, what, where, whose to ask who people are and what they are doing 2.U12 use basic adverbs of place here / there to say where things are	1	5.12	
27		Reading Signs	2.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines 2.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines	1	9.12	
28		Reading Signs	2.R3 read and follow with considerable support simple, words, phrases and sentences on familiar topics 2.U8 use simple imperative forms [positive and negative] for basic commands and instructions 2.U13 use can to talk about ability and to make requests and offers; use can / can't to talk about permission	1	12.12	
29		<b>Summative control work for the 2<sup>nd</sup> term</b>	2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number 2.L5 identify missing phonemes in incomplete words 2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 2.R3 read and follow with considerable support simple, words, phrases and sentences on familiar topics	1	16.12	19.12
30		Where's it from?	2.L5 identify missing phonemes in incomplete words 2.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines 2.R3 read and follow with considerable support simple, words, phrases and sentences on familiar topics 2.U4 use determiners a, an, the, some, any, this, these, that, those to identify things	1	23.12	
31		Days Out		1	26.12	
32		Unit revision		1	30.12	

№	Units/ Changing lesson	Theme	Learning objectives	Hours	Date	Notes
<b>3<sup>d</sup> term 20 hours</b>						
33	<b>Unit 5. Health and body (10 hours)</b>	Health and body	2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 2.R1 read and spell out words for others 2.U6 use demonstrative pronouns this, these, that, those to make and respond to requests for information	1	9.01	
34		Our body		1	13.01	
35		Our body		1	16.01	
36		Let's measure	2.L1 understand a range of short basic supported classroom instructions 2.L4 recognise with support short basic questions relating to features such as colour and number 2.U2 use cardinal numbers 1 -50 to count	1	20.01	
37		Let's measure		1	23.01	
38		Hats and Bats	2.L4 recognise with support short basic questions relating to features such as colour and number 2.S8 give simple instructions for others to follow 2.R1 read and spell out words for others 2.R4 begin to use with support a simple picture dictionary	1	27.01	
38		Hats and Bats <b>Summative assessment for the unit 5 «Health and body»</b>		1	30.01	
40		Reading time	2.L5 identify missing phonemes in incomplete words 2.S4 respond to basic supported questions giving personal and factual information 2.R3 read and follow with considerable support simple, words, phrases and sentences on familiar topics 2.W3 write short phrases to identify people, places and objects 2.U13 use can to talk about ability and to make requests and offers; use can / can't to talk about permission	1	3.02	
41		Reading time		1	6.02	

42		Unit revision		1	10.02	
43	<b>Unit 6. Traditions and folklore</b> (10 hours)	Special Days	2.L1 understand a range of short basic supported classroom instructions 2.S4 respond to basic supported questions giving personal and factual information	1	13.02	
44		Special Days		2.UE8 use simple imperative forms [positive and negative] for basic commands and instructions 2.UE9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts	1	17.02
45		Home cooking	2.L9 recognise the spoken form of familiar words and expressions 2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 2.R1 read and spell out words for others	1	20.02	
46		Home cooking <b>Summative assessment for the unit 6«Traditions and folklore»</b>		1	24.02	
47		What's it for?	2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number 2.S4 respond to basic supported questions giving personal and factual information 2.W7 spell some familiar high-frequency words accurately during guided writing activities	1	27.02	
48		What's it for?		1	3.03	
49		<b>Summative control work for the 3<sup>d</sup> term</b>		1	6.03	
50		Reading time		1	10.03	
51		Reading time		1	13.03	

52		Unit revision		1	17.03	
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№	Units/ Changing lessons	Theme	Learning objectives	Hours	Date	Notes
<b>4<sup>th</sup> term 20 hours</b>						
53	<b>Unit 7. The natural environment (10 hours)</b>	The natural environment	2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number	1	27.03	
54		The weather	2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines	1	31.03	
55		The weather	2.UE3 use common adjectives in descriptions and to talk about simple feelings	1	3.04	
56		Changing seasons	2.L4 recognise with support short basic questions relating to features such as colour and number 2.R3 read and follow with considerable support simple, words, phrases and sentences on familiar topics	1	7.04	
57		Changing seasons	2.UE9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts	1	10.04	
58		What can animals do?	2.L4 recognise with support short basic questions relating to features such as colour and number 2.UE10 use common present continuous forms [positive, negative, question]	1	14.04	
59		What can animals do? <b>Summative assessment for the unit 7 «The natural environment»</b>	2.UE13 use can to talk about ability and to make requests and offers; use can / can't to talk about permission 2.UE17 use me, too to give short answers	1	17.04	
60		Sea Adventures	2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as	1	21.04	



61		Sea Adventures	colour and number 2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines	1	24.04	
62		Unit revision	2.R1 read and spell out words for others 2.W5 write letters and familiar high frequency words when read aloud or spelt out for learners	1	28.04	
63	<b>Unit 8. Travel (8 hours)</b>	Travel	2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines	1	5.05	
64		A to B Types of vehicle <b>Summative assessment for the unit 8 «Travel»</b>	2.U9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts 2.U14 use basic prepositions of location and position: at, behind, between, in, in front of, near, next to, on, to describe where people and things are; use prepositions of time: on, in, at to talk about days and times	1	5.05	
65		Types of vehicle	2.S4 respond to basic supported questions giving personal and factual information 2.R3 read and follow with considerable support simple, words, phrases and sentences on familiar topics	1	8.05	12.05
66		Types of vehicle	2.U13 use can to talk about ability and to make requests and offers; use can / can't to talk about permission	1	15.05	
67		<b>Summative control work for the 4<sup>th</sup> term</b>	2.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines 2.U11 use have got+noun to describe and ask about possessions	1	19.05	
68		My plane		1	22.05	
69		My plane	2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number	1	26.05	
70		Altogether Now Unit revision	2.U10 use common present continuous forms [positive, negative, question]	1	29.05	
<b>Total: 70 Annotation: Summative control work for the Unit -20 minutes Summative control work for the Term – 45 minutes</b>						

**Calendar Thematic Plan for grade 3**  
**within the framework of updating the secondary education content**  
**2022 - 2023 academic year**

Smiles . Authors: Jenny Dooley Bob Obee 2017

<b>№</b>	<b>Units/ Changing lessons</b>	<b>Theme</b>	<b>Learning objectives</b>	<b>Hours</b>	<b>Date</b>	<b>Notes</b>
<b>1<sup>st</sup> term 17 hours</b>						
1	<b>Unit 1: Animals (8 hours)</b>	Animals	3.1.5.1- distinguish between phonemically distinct words; 3.2.1.1- make basic statements which provide personal information on a limited range of general topics;	1	5.09	
2		Animal types <b>Entering Test</b>	3.5.5.1- use interrogative pronouns including: which, what, where, whose, how many, what kind of ... on a limited range of familiar topics; 3.5.14.1- use prepositions of location and position: at, behind, between, in, in front of, near, next to, on, under, above to describe where people and things are; 3.5.14.2- use prepositions of time: on, in, at to talk about days and times and no preposition last week etc.	1	7.09	
3		Body parts	3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics;	1	9.09	
4		Body parts	3.2.1.1- make basic statements which provide personal information on a limited range of general topics; 3.3.1.1- recognise, identify and sound with support a limited range of familiar words in simple sentences	1	14.09	
5		Animal Song and Dance	3.1.2.1- understand a limited range of short supported questions which ask for personal information; 3.1.9.1- recognise short basic words that are spelt out; 3.4.1.1- plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics; 3.5.4.1- use determiners a, an, the, some, any, this, these, that, those to refer to things on a limited range general and some curricular topics; 3.5.10.1- use common present continuous forms, including short answers and contractions, to talk about what is happening now	1	16.09	
6		Craft project	3.1.1.1- understand short supported classroom instructions in an increasing range of classroom routines;	1	21.09	
7		Craft project <b>Summative assessment for the</b>	3.2.6.1- take turns when speaking with others in a limited range of short, basic exchanges	1	23.09	

		<b>unit 1 «Animals»</b>				
8		Unit Revision		1	28.09	
9	<b>Unit 2: Light &amp; Dark ( 9 hours)</b>	Light & Dark	3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics; 3.1.7.1- use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics;	1	30.09	
10		Day & Night	3.2.4.1- respond to questions on a limited range of general and some curricular topics;	1	5.10	
11		Day & Night	3.3.5.1- understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues	1	7.10	
12		Sources of light <b>Summative assessment for the unit 2 «Light &amp; Dark »</b>	3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics; 3.2.3.1- make basic statements which provide personal information on a limited range of general topics; 3.3.3.1- begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics;	1	12.10	
13		Sources of light	3.5.3.1- use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things; use simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons; 3.5.13.1- use can to make requests and ask permission; 3.5.13.2- use must / mustn't / have to to talk about obligation	1	14.10	
14		Out at night	3.1.5.1- distinguish between phonemically distinct words; 3.1.8.1- understand short, narratives on a limited range of general and some curricular topics;	1	19.10	
15		<b>Summative control work for the 1<sup>st</sup> term</b>	3.2.3.1- give short, basic description of people and objects; 3.2.3.2 - begin to describe past experiences on a limited range of general and some curricular topics; 3.2.6.1- take turns when speaking with others in a limited range of short, basic exchanges; 3.4.5.1- link with support words or phrases using basic coordinating connectors ; 3.4.7.1- spell a growing number of familiar high-frequency words accurately during guided writing activities	1	21.10	
16		Out at night		1	26.10	
17		Unit revision		1	28.10	

2 <sup>nd</sup> term 15 hours						
18	<b>Unit 3: Time (7 hours)</b>	Times of my day	3.1.8.1- understand short, narratives on a limited range of general and some curricular topics; 3.2.1.1- make basic statements which provide personal information on a limited range of general topics;	1	9.11	
19		Times of my day	3.4.1.1- plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics; 3.5.2.1- use cardinal numbers 1 -100 to count and ordinal numbers 1 – 10; 3.5.14.1- use prepositions of location and position: at, behind, between, in, in front of, near, next to, on, under, above to describe where people and things are; 3.5.14.2 - use prepositions of time: on, in, at to talk about days and times and no preposition last week	1	11.11	
20		Days of the week	3.1.7.1- use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics; 3.2.2.1- ask questions to find out about present experiences on a limited range of general and some curricular topics;	1	16.11	
21		Days of the week	3.2.6.1- take turns when speaking with others in a limited range of short, basic exchanges; 3.3.1.1- recognise, identify and sound with support a limited range of familiar words in simple sentences; 3.4.6.1- use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities; 3.5.2.1- use cardinal numbers 1 -100 to count and ordinal numbers 1 – 10; 3.5.9.1- use common present simple forms [positive, negative, question] and contractions to talk about what you want and like, habits and facts, simple future timetabled events; 3.5.17.1- use me, too and I don't to give short answers	1	18.11	
22		At the right time	3.1.7.1- use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics; 3.1.8.1- understand short, narratives on a limited range of general and some curricular topics;	1	23.11	
23		At the right time	3.1.9.1- recognise short basic words that are spelt out; 3.2.6.1- take turns when speaking with others in a limited range of short, basic exchanges; 3.3.3.1- begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics;	1	25.11	
24		Unit revision	3.3.6.1- understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics; 3.5.2.1- use cardinal numbers 1 -100 to count and ordinal numbers 1 – 10;	1	30.11	

			3.5.14.1- use prepositions of location and position: at, behind, between, in, in front of, near, next to, on, under, above to describe where people and things are;			
25	<b>Unit 4: Buildings</b> (8 hours)	Four walls	3.1.1.1- understand short supported classroom instructions in an increasing range of classroom routines; 3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics;	1	2.12	
26		Four walls <b>Summative assessment for the unit 4 «Buildings»</b>	3.2.3.1- give short, basic description of people and objects; 3.2.3.2- begin to describe past experiences on a limited range of general and some curricular topics; 3.3.4.1- use with some support a simple picture dictionary; 3.3.5.1- understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues; 3.5.11.1- use has got / have got there is / are statement and question forms including short answers and contractions	1	7.12	
27		Our town	3.5.11.1- spell a growing number of familiar high-frequency words accurately during guided writing activities; 3.5.1.1- use singular nouns, plural nouns – including some common irregular plural forms;	1	9.12	
28		Our town	3.5.1.2- use possessive forms ‘s/s’ with proper names and nouns to talk about ownership; 3.5.3.1- use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things; use simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons; 3.5.9.1- use common present simple forms [positive, negative, question] and contractions to talk about what you want and like ,habits and facts, simple future timetabled events; 3.5.14.1- use prepositions of location and position: at, behind, between, in, in front of, near, next to, on, under, above to describe where people and things are; 3.5.14.2- use prepositions of time: on, in, at to talk about days and times and no preposition last week etc.	1	14.12	
29		Around the house <b>Summative control work for the 2<sup>nd</sup> term</b>	3.1.4.1- understand a limited range of short supported questions on general and some curricular; 3.2.2.1- ask questions to find out about present experiences on a limited range of general and some curricular topics; 3.3.3.1- begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics;	1	16.12	21.12
30	Around the house	3.4.1.1- plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics; 3.4.2.1- write with support short basic sentences with appropriate spaces between words	1	23.12		
31	Around the house	3.5.4.1- use determiners a, an, the, some, any, this, these, that, those to refer to things on a limited range general and some curricular topics	1	28.12		

32		Unit revision		1	30.12	
<b>3<sup>d</sup> term 20 hours</b>						
33	<b>Unit 5: Art &amp; Music (10 hours)</b>	Art & Music	3.1.8.1- understand short, narratives on a limited range of general and some curricular topics; 3.2.3.1- give short, basic description of people and objects; 3.2.3.2- begin to describe past experiences on a limited range of general and some curricular topics;	1	11.01	
34		Musical instruments	3.2.5.1- pronounce familiar words and short phrases intelligibly when reading aloud;	1	13.01	
35		Musical instruments	3.2.8.1- recount very short, basic stories and events on a limited range of general and some curricular topics; 3.3.1.1- recognise, identify and sound with support a limited range of familiar words in simple sentences; 3.3.2.1- read and follow with limited support familiar instructions for classroom activities; 3.5.12.1- use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often; 3.5.12.2- begin to use simple adverbs of manner e.g. well, badly	1	18.01	
36		Drawing chairs	3.1.1.1- understand short supported classroom instructions in an increasing range of classroom routines;	1	20.01	
37		Drawing chairs	3.1.3.1- understand the main points of short, slow, carefully articulated talk on a limited range of general and some curricular topics; 3.1.4.1- use with some support a simple picture dictionary; 3.5.11.1- use has got / have got there is / are statement and question forms including short answers and contractions	1	25.01	
38		My music	3.1.5.1- distinguish between phonemically distinct words; 3.2.4.1- respond to questions on a limited range of general and some curricular topics;	1	27.01	
39		My music	3.4.3.1- write short phrases to identify people, places and objects; 3.4.5.1- link with support words or phrases using basic coordinating connectors ; 3.5.17.1- use me, too and I don't to give short answers	1	1.02	
40		Shadow puppet show	3.1.7.1- understand short, narratives on a limited range of general and some curricular topics;	1	3.02	
41		Shadow puppet show <b>Summative assessment for the unit 5 «Art &amp;</b>	3.4.1.1- plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics; 3.4.6.1- use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities; 3.4.8.1- include appropriate use of a full stop during guided writing of short, familiar sentences	1	8.02	

		<b>Music»</b>				
42		Unit revision		1	10.02	
43	<b>Unit 6: Explorers &amp; Inventors (10 hours)</b>	Exploring space	3.1.2.1- understand a limited range of short supported questions which ask for personal information; 3.2.8.1- recount very short, basic stories and events on a limited range of general and some curricular topics;	1	15.02	
44		Exploring space	3.3.5.1- understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues; 3.4.1.1- plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics; 3.4.2.1- write words and phrases of regular size and shape; 3.5.3.1- use common present simple forms [positive, negative, question] and contractions to talk about what you want and like, habits and facts, simple future timetabled events; use common past simple forms to describe actions	1	17.02	
45		Marco Polo	3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics; 3.2.3.1- give short, basic description of people and objects; begin to describe past experiences on a limited range of general and some curricular topics;	1	22.02	
46		<b>Marco Polo Summative assessment for the unit 6 «Explorers &amp; Inventors»</b>	3.2.4.1- respond to questions on a limited range of general and some curricular topics; 3.3.6.1- understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular t-s; 3.4.2.1- write words and phrases of regular size and shape; 3.4.3.1- write short phrases to identify people, places and objects;	1	24.02	
47		Bright ideas	3.1.3.1- recognise short basic words that are spelt out; 3.2.2.1- ask questions to find out about present experiences on a limited range of general and some curricular topics;	1	1.03	
48		Bright ideas	3.5.3.1- use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things; 3.5.3.2- use simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons; 3.5.6.1- use demonstrative pronouns this, these, that, those in open and closed questions;	1	3.03	
49		<b>Summative control work for the 3<sup>d</sup> term</b>	3.1.7.1- use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics; 3.1.8.1- understand short, narratives on a limited range of general and some	1	8.03	10. 03

50		Inventions in Kazakhstan	curricular topics; 3.2.2.1- ask questions to find out about present experiences on a limited range of general and some curricular topics ; 3.4.5.1- link with support words or phrases using basic coordinating connectors	1	15.03	
51		Inventions in Kazakhstan Unit revision		1	17.03	
<b>4<sup>th</sup> term 20 hours</b>						
52	<b>Unit 7: Water, water everywhere (10 hours)</b>	Water, water everywhere	3.2.5.1- pronounce familiar words and short phrases intelligibly when reading aloud; 3.3.1.1- recognise, identify and sound with support a limited range of familiar words in simple sentences; 3.3.2.1- read and follow with limited support familiar instructions for classroom activities	1	29.03	
53		Rain, rain		1	31.03	
54		Rain, rain		1	5.04	
55		By the sea	3.1.4.1- understand a limited range of short supported questions on general and some curricular; 3.1.5.1- distinguish between phonemically distinct words; 3.5.7.1 spell a growing number of familiar high-frequency words accurately during guided writing activities; 3.5.10.1- use common present continuous forms, including short answers and contractions, to talk about what is happening now	1	7.04	
56		By the sea		1	12.04	
57		By the sea		1	14.04	
58		A beach story	3.1.1.1- understand short supported classroom instructions in an increasing range of classroom routines; 3.3.2.1- read and follow with limited support familiar instructions for classroom activities; 3.3.5.1- understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues; 3.3.6.1- understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics; 3.4.8.1- include appropriate use of a full stop during guided writing of short, familiar sentences	1	19.04	
59		A beach story		1	21.04	
60		A beach story  <b>Summative assessment for the unit 7 «Water, water everywhere»</b>		1	26.04	



61		Unit revision		1	28.04		
62	<b>Unit 8: Having fun (10 hours)</b>	Fun places	3.1.7.1- use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics; 3.2.8.1- recount very short, basic stories and events on a limited range of general and some curricular top; 3.3.3.1- begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics; 3.3.6.1- understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics; 3.5.7.1- spell a growing number of familiar high-frequency words accurately during guided writing act-s; 3.5.9.2- use common past simple forms to describe actions and feelings ; 3.5.17.1- use me, too and I don't to give short answers	1	3.05		
63		Fun places		1	5.05		
64		Fun places <b>Summative assessment for the unit 8 «Having fun»</b>		1	10.05		
65		Number games		3.1.1.1- understand short supported classroom instructions in an increasing range of classroom routines; 3.2.6.1- understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics; 3.5.2.1- use cardinal numbers 1 -100 to count and ordinal numbers 1 – 10; 3.5.11.1- use has got / have got there is / are statement and question forms including short answers and contractions 3.5.10.1- use common present continuous forms, including short answers and contractions, to talk about what is happening now 3.UE16 use conjunctions and, or, but to link words and phrases	1	12.05	
66		Number games			1	17.05	
67		<b>Summative control work for the 4<sup>th</sup> term</b>			1	19.05	
68		Flying kites		3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics 3.2.4.1- respond to questions on a limited range of general and some	1	24.05	
69	Flying kites	1	26.05				

70		Flying kites Unit revision	curricular topics 3.3.4.1- use with some support a simple picture dictionary 3.5.8.1- use imperative forms [positive and negative] to give short instructions on limited range of familiar topics	1	31.05	
<b>Total: 70</b>						
<b>Annotation: Summative control work for the Unit -20 minutes</b>						
<b>Summative control work for the Term – 45 minutes</b>						

**Calendar Thematic Plan for grade 4**  
**within the framework of updating the secondary education content**  
**2022-2023 academic year**  
**Smiles . Authors: Jenny Dooley Bob Obee 2019**

<b>№</b>	<b>Units/ Changing lessons</b>	<b>Theme</b>	<b>Learning objectives</b>	<b>Hours</b>	<b>Date</b>	<b>Notes</b>
<b>1<sup>st</sup> term 17 hours</b>						
1	<b>Unit 1: Kazakhstan in the World of Sport (8 hours)</b>	Children’s games 1	4.L2 understand an increasing range of questions which ask for personal information 4.U12 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 commonly manner adverbs to describe actions e.g. slowly, quietly	1	5.09	
2		Children’s games 1 <b>Entering Test</b>	4.U14 use prepositions of location position and direction at, behind, between, in, in front of, near, next to, opposite, above, up, down, on the right, on the left, use prepositions of time: on, in, at, before, after use with/without to indicate, accompaniment with for instrument and for to indicate recipient	1	8.09	
3		Children’s games 2	4.S4 respond to questions on an increasing range of general and some curricular topics 4.R2 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics 4.W4 write with support a sequence short sentences in a paragraph to give basic personal information 4.U15 use interrogative pronouns who, what, where, how many, how much, how often, how big, what kind of ... to ask questions on growing range of familiar topics	1	12.09	
4		Olympic Games	4.L4 understand an increasing range of short supported questions on general and some curricular topics 4.S4 respond to questions on an increasing range of general and some curricular topics	1	15.09	
5		Olympic Games	4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics 4.U15 use interrogative pronouns who, what, where, how many, how much, how often, how big, what kind of ... to ask questions on growing range of familiar topics	1	19.09	
6		Aesop’s Fables	4.L8 understand short, supported narratives on an increasing range of general and some curricular topics	1	22.09	

			4.S4 respond to questions on an increasing range of general and some curricular topics 4.S5 pronounce an increasing range of words, short phrases and simple sentences intelligibly 4.R3 recognize basic opinions in short, simple texts on an increasing range of general and some curricular topics			
7	<b>Unit 2: Values in Myths and Legends (9 hours)</b>	<b>Aesop's Fables Summative assessment for the unit «Kazakhstan in the World of Sport»</b>	4.L3 understand the main points of short, supported talk on an increasing range of general and some curricular topics 4.L8 understand short, supported narratives on an increasing range of general and some curricular topics 3.S8 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics 4.U12 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often begin to use simple adverbs of manner e.g. well, badly, use common ly manner adverbs to describe actions e.g. slowly, quietly	1	26.09	
8		Unit revision		1	29.09	
9		Values in Myths	4.L4 understand an increasing range of short supported questions on general and some curricular topics 4.L8 understand short, supported narratives on an increasing range of general and some curricular topics 4.S2 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics 4.W7 spell most familiar high- frequency words accurately when writing independently	1	3.10	
10	Traditional stories 1	4.L8 understand short, supported narratives on an increasing range of general and some curricular topics 4.S3 give short, basic description of people and objects on a limited range of general and some curricular topics begin to describe past experiences on an increasing range of general and some curricular topics	1	6.10		
11	Traditional stories 2 <b>Summative assessment for the unit «Values in Myths and Legends»</b>	4.S4 respond to questions on an increasing range of general and some curricular topics 4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics 4.U1 use singular nouns, plural nouns – including some common irregular plural and uncountable nouns, possessive forms 's/s' to name, describe and label things 4.U7 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 4.U15 use would you like to to invite and use appropriate responses yes please, no thanks use let's + verb, verbs go, enjoy, like + verb + ing, begin use infinitive of purpose to describe simple actions and verbs want, start + infinitive	1	10.10		
12	People and places	4.L5 identify initial, middle and final phonemes and blends 4.L8 understand short, supported narratives on an increasing range of general and some curricular topics	1	13.10		
13	Dragons and creatures 1	4.R5 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues 4.W2 begin to use joined up handwriting in a limited range of written work 4.U3 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things use simple one- syllable and some two-syllable adjectives [comparative form] to make comparisons	1	17.10		
14	<b>Summative control</b>	4.S4 respond to questions on an increasing range of general and some curricular topics	1	20.10		

		<b>work for the 1<sup>st</sup> term</b>	4.W7 spell most familiar high- frequency words accurately when writing independently 4.UE15 use would you like to to invite and use appropriate responses yes please, no thanks use let's + verb, verbs go, enjoy, like + verb + ing, begin use infinitive of purpose to describe simple actions and verbs want, start + infinitive, use declarative what + adjective+ noun to show feelings			
15		Dragons and creatures 2	4.S4 respond to questions on an increasing range of general and some curricular topics 4.R3 recognize basic opinions in short, simple texts on an increasing range of general and some curricular topics 4.W4 write with support a sequence short sentences in a paragraph to give basic personal information	1	22.10	
16		Dragons and creatures 2. Unit revision	4.UE12 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often begin to use simple adverbs of manner e.g. well, badly, use common ly manner adverbs to describe actions e.g. slowly, quietly	1	27.10	
<b>2<sup>nd</sup> term 15 hours</b>						
17	<b>Unit 3: Treasure and heritage (7 hours)</b>	Treasure maps 1	4.S3 give short, basic description of people and objects on a limited range of general and some curricular topics begin to describe past experiences on an increasing range of general and some curricular topics 4.S6 take turns when speaking with others in a growing range of short, basic exchanges 4.R4 find with support books, worksheets and other print materials in a class or school library according to classification 4.UE1 use singular nouns, plural nouns – including some common irregular plural and uncountable nouns, possessive forms 's/s' to name, describe and label things 4.UE8 use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics	1	7.11	
18		Treasure maps 2	4.L3 understand the main points of short, supported talk on an increasing range of general and some curricular topics 4.S4 respond to questions on an increasing range of general and some curricular topics 4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics 4.UE8 use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics 4.UE14 use prepositions of location position and direction at, behind, between, in, in front of, near, next to, opposite, above, up, down, on the right, on the left, use prepositions of time: on, in, at, before, after use with/without to indicate, accompaniment with for instrument and for to indicate recipient	1	10.11	
19		Treasure and numbers 1	4.S4 respond to questions on an increasing range of general and some curricular topics 4.R3 recognize basic opinions in short, simple texts on an increasing range of general and some curricular topics	1	14.11	

20		Treasure and numbers 2	4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics 4.U2 use cardinal numbers 1 -1000 and ordinal numbers 1 - 100 4.L4 understand an increasing range of short supported questions on general and some curricular topics 4.S5 pronounce an increasing range of words, short phrases and simple sentences intelligibly 4.W2 begin to use joined up handwriting in a limited range of written work 4.U5 use interrogative pronouns who, what, where, how many, how much, how often, how big, what kind of ... to ask questions on growing range of familiar topics	1	17.11	
21		Our planet's treasure 1	4.L3 understand the main points of short, supported talk on an increasing range of general and some curricular topics 4.S3 give short, basic description of people and objects	1	21.11	
22		Our planet's treasure 2 <b>Summative assessment for the unit 3«Treasure and heritage»</b>	on a limited range of general and some curricular topics begin to describe past experiences on an increasing range of general and some curricular topics 4.R3 recognize basic opinions in short, simple texts on an increasing range of general and some curricular topics 4.W4 write with support a sequence short sentences in a paragraph to give basic personal information	1	24.11	
23		Unit revision		1	28.11	
24	<b>Unit 4: Professions and ways of Communication (8 hours)</b>	Body language		2	30.11.5.12.	
25		Body language <b>Summative assessment for the unit 4«Professions and ways of Communication»</b>	4.L1 understand an increasing range of classroom instructions 4.S1 make basic statements which provide personal information on an increasing range of general and some curricular topics 4.R1 recognize, identify and sound with support a growing range of language at text level 4.W2 begin to use joined up handwriting in a limited range of written work 4.U1 use singular nouns, plural nouns – including some common irregular plural and uncountable nouns, possessive forms 's/s' to name, describe and label things 4.U6 use demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and responses	1	8.12	
26		Communicating around the world	4.L1 understand an increasing range of classroom instructions 4.L3 understand the main points of short, supported talk on an increasing range of general and some curricular topics	1	12.11	

27		Communicating around the world	4.S1 make basic statements which provide personal information on an increasing range of general and some curricular topics 4.R1 recognize, identify and sound with support a growing range of language at text level 4.W6 use upper and lower case letters accurately when writing names, places and short sentences when writing independently	1	15.12	
28		Summative control work for the 2 <sup>nd</sup> term		1	19.12	
29		Technology	4.U11 use has got / have got there is / are statement, negative question forms including short and full answers and contractions	1	22.12	
30		Technology	4.L2 understand an increasing range of questions which ask for personal information 4.S3 give short, basic description of people and objects on a limited range of general and some curricular topics begin to describe past experiences on an increasing range of general and some curricular topics 4.W4 write with support a sequence short sentences in a paragraph to give basic personal information	1	26.12	
31		Unit revision		1	29.12	
<b>3<sup>d</sup> term 20 hours</b>						
32	<b>Unit 5: Hot and Cold (10 hours)</b>	Hot and Cold	4.L9 recognize words that are spelt out from a limited range of general and curricular topics 4.S1 make basic statements which provide information on an increasing range of general and some curricular topics 4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues	1	9.01	
33		Weather 1	4.W5 link with some support sentences using basic coordinating connectors 4.W7 spell most familiar high-frequency words accurately when writing independently 4.U10 use common present continuous forms, including short answers and contractions, to talk about what is happening now and future arrangements on a limited range of personal and familiar topics/ using –ing forms swimming, spelling as nouns to describe familiar and classroom activities	1	12.01	
34		Weather 1	4.U16 use conjunctions and, or, but, because to link words and phrases	1	16.01	

35		Weather 2	4.L4 understand a limited range of short supported questions on general and some curricular topics 4.S2 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics	1	19.01	
36		Weather 2	4.S4 respond to questions on an increasing range of general and some curricular topics 4.S7 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges 4.R6 understand with some support, some specific information and detail in short, simple texts on a growing range of general and some curricular topics 4.W4 write with support short basic sentences with appropriate spaces between words 4.W7 spell most familiar high-frequency words accurately when writing independently	1	23.01	
37		Volcanoes	4.L3 understand the main points of short supported talk on an increasing range of general and some curricular topics 4L6 understand some specific information and detail of short, supported talk on an increasing range of general and some curricular topics 4L7 use contextual clues to predict content in short, supported talk on an increasing range of general and some curricular topics	1	26.01	
38		Volcanoes	4.S6 take turns when speaking with others in a growing range of short, basic exchanges 4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues 4.W2 begin to use joined-up handwriting in a limited range of written work	1	30.01	
39		Snow and ice	4.R6 understand with some support, some specific information and detail in short, simple texts on a growing range of general and some curricular topics	1	2.02	
40		Snow and ice  <b>Summative assessment for the unit 5«Hot and Cold»</b>	4.UE13 use can to make requests and ask permission, use must / mustn't / have to to talk about obligation, use have to +object + infinitive to talk about obligations 4.UE14 use prepositions of location and position and direction: at, in, on, behind, between, in front of, near, next to, opposite, up, down, under, above, on the right, on the left, use prepositions of time: on, in, at, before, after, use with/ without to indicate, accompaniment with for instrument and for indicate recipient 4.UE16 use conjunctions and, or, but, because to link words and phrases	1	6.02	
41		Unit revision		1	9.02	
42	<b>Unit 6: Healthy world (10 hours)</b>	Healthy bodies 1	4.S5 pronounce an increasing range of words and short phrases and imple sentences intelligibly 4.W7 spell most familiar high-frequency words accurately when writing independently 4.UE9 use common present simple forms including short answer forms and contraction, to give personal information and talk about habitual actions, facts and future timetabled events continue to use common past simple forms [regular and irregular]to describe actions and feelings and narrate simple events including short answer forms and contractions	1	13.02	
43		Healthy bodies 1	4.UE12 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often begin to use simple adverbs of manner e.g. well, badly, use common -ly manner adverbs to describe actions e/g/ slowly, quickly	1	16.02	
44		Healthy bodies 2	4.S6 take turns when speaking with others in a growing range of short, basic exchanges	1	20.02	

45	<b>Healthy bodies 2 Summative assessment for the unit6 «Healthy world»</b>	4.W2 begin to use joined-up handwriting in a limited range of written work 4.W7 spell most familiar high-frequency words accurately when writing independently 4.U10 use common present continuous forms, including short answers and contractions, to talk about what is happening now and future arrangements on a limited range of personal and familiar topics/ using –ing forms swimming, spelling as nouns to describe familiar and classroom activities	1	23.02		
46		Save our animals 1	4.S7 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges 4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics 4.W2 begin to use joined-up handwriting in a limited range of written work 4.U1 use singular nouns, plural nouns– including some common irregular plural forms and uncountable nouns, use possessive forms ‘s/s’ to name, describe and label things 4.U5 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	27.02	
47	Save our animals 2	4.L3 understand the main points of short supported talk on an increasing range of general and some curricular topics 4.S3 give short, basic description of people and objects on a limited range of general and some curricular topics, begin to describe past experiences on an increasing range of general and some curricular topics 4.R2 read and understand with some support short simple fiction and non-fiction texts 4.W5 link with some support sentences using basic coordinating connectors	1	2.03		
48	<b>Summative control work for the 3<sup>d</sup> term</b>	4.L3 understand the main points of short supported talk on an increasing range of general and some curricular topics 4.S6 take turns when speaking with others in a growing range of short, basic exchanges 4.R2 read and understand with some support short simple fiction and non-fiction texts 4.U12 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	6.03		
49	Help the planet 2	4.L5 identify initial, middle and final phonemes and blends	1	9.03		
50	Help the planet 1	4.S4 respond to questions on an increasing range of general and some curricular topics 4.S8 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics	1	13.03		
51	Unit revision	4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues 4.U8 use imperative forms [positive and negative] to give short instructions on growing range of familiar topics	1	16.03		
<b>4<sup>th</sup> term 20 hours</b>						
52	<b>Unit 7: Journey into</b>	Journey into Space	4.L5 identify initial, middle and final phonemes and blends 4.R3 recognize basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics 4.W7 spell most familiar high-frequency words accurately when writing independently	1	27.03	



	<b>Space</b> (10 hours)		4.UE13 use can to make requests and ask permission, use must / mustn't / have to to talk about obligation, use have to +object + infinitive to talk about obligations			
53		Into Space 1	4.S3 give short, basic description of people and objects on a limited range of general and some curricular topics, begin to describe past experiences on an increasing range of general and some curricular topics	1	30.03	
54		Into Space 2	4.S6 take turns when speaking with others in a growing range of short, basic exchanges 4.R6 understand with some support, some specific information and detail in short, simple texts on a growing range of general and some curricular topics 4.W4 write with support short basic sentences with appropriate spaces between words	1	3.04	
55		Planets 1	4L6 understand some specific information and detail of short, supported talk on an increasing range of general and some curricular topics 4.R1 recognize, identify and sound with support a growing range of language at text level 4.R4 find with support books, worksheets and other print materials in a class or school library according to classification 4.UE2 use cardinal numbers 1 -100 to count and ordinal numbers 1 - 100 4.UE17 use me, too and I don't to give short answers, use when clause to describe simple present and past actions on personal and familiar topics	1	6.04	
56		Planets 2	4.L4 understand a limited range of short supported questions on general and some curricular topics 4.S4 respond to questions on an increasing range of general and some curricular topics 4.W2 begin to use joined-up handwriting in a limited range of written work 4.UE1 use singular nouns, plural nouns– including some common irregular plural forms and uncountable nouns, use possessive forms 's/s' to name, describe and label things 4.UE2 use cardinal numbers 1 -100 to count and ordinal numbers 1 - 100	1	10.04	
57		Aliens 1 <b>Summative assessment for the unit 7 «Journey into Space»</b>	4.L5 identify initial, middle and final phonemes and blends 4.S4 respond to questions on an increasing range of general and some curricular topics 4.R6 understand with some support, some specific information and detail in short, simple texts on a growing range of general and some curricular topics 4.W7 spell most familiar high-frequency words accurately when writing independently 4.UE4 use determiners a, an, the, zero article, some, any, this, these, that, those to refer to things on a growing range of general and some curricular topics 4.UE16 use conjunctions and, or, but, because to link words and phrases	1	13.04	
58		Aliens 1		1	17.04	
59		Aliens 2	4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues	1	20.04	
60		Aliens 2	4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics 4.UE9 use common present simple forms including short answer forms and contraction, to give personal information and talk about habitual actions, facts and future timetabled events continue to use common past simple forms [regular and irregular]to describe actions and feelings and narrate simple events including short answer forms and contractions	1	24.04	
61		Unit revision		1	27.04	
62	<b>Unit 8:</b>	Machines	4L6 understand some specific information and detail of short, supported talk on an increasing	1	4.05	

	<b>Machines</b> (10 hours)		range of general and some curricular topics			
63		<b>Slow machines 1</b> <b>Summative assessment for the unit 8«Machines»</b>	4.S3 give short, basic description of people and objects on a limited range of general and some curricular topics, begin to describe past experiences on an increasing range of general and some curricular topics 4.R3 recognize basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics 4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics 4.W7 spell most familiar high-frequency words accurately when writing independently 4.U5 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 4.U12 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	4.05	
64		<b>Slow machines 2</b>	4.L5 identify initial, middle and final phonemes and blends 4.S4 respond to questions on an increasing range of general and some curricular topics 4.S7 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges 4.R1 recognize, identify and sound with support a growing range of language at text level 4.U3 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one- syllable and some two-syllable adjectives [comparative form] to make comparisons 4.U14 use prepositions of location and position and direction: at, in, on, behind, between, in front of, near, next to, opposite, up, down, under, above, on the right, on the left, use prepositions of time: on, in, at, before, after, use with/ without to indicate, accompaniment with for instrument and for indicate recipient	1	8.05	11.05
65		<b>Fast machines 1</b>	4.L5 identify initial, middle and final phonemes and blends 4.S4 respond to questions on an increasing range of general and some curricular topics 4.S7 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges 4.R1 recognize, identify and sound with support a growing range of language at text level 4.U3 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one- syllable and some two-syllable adjectives [comparative form] to make comparisons 4.U14 use prepositions of location and position and direction: at, in, on, behind, between, in front of, near, next to, opposite, up, down, under, above, on the right, on the left, use prepositions of time: on, in, at, before, after, use with/ without to indicate, accompaniment with for instrument and for indicate recipient	1	15.05	
66		<b>Summative control work for the 4<sup>th</sup> term</b>	4.L8 understand short, supported, narratives on an increasing range of general and some curricular topics 4.S4 respond to questions on an increasing range of general and some curricular topics 4.R3 recognize basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics 4.W8 to include appropriate use of a full stops and question marks, as sentence level with some accuracy when writing independently	1	18.05	
67		<b>Fast machines 2</b>	4.L8 understand short, supported, narratives on an increasing range of general and some curricular topics 4.S4 respond to questions on an increasing range of general and some curricular topics 4.R3 recognize basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics 4.W8 to include appropriate use of a full stops and question marks, as sentence level with some accuracy when writing independently	1	22.05	
68		<b>Robots 1</b>	4.L8 understand short, supported, narratives on an increasing range of general and some curricular topics 4.S4 respond to questions on an increasing range of general and some curricular topics 4.R3 recognize basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics 4.W8 to include appropriate use of a full stops and question marks, as sentence level with some accuracy when writing independently	1	25.05	
69		<b>Robots 2. Unit revision</b>	4.L8 understand short, supported, narratives on an increasing range of general and some curricular topics 4.S4 respond to questions on an increasing range of general and some curricular topics 4.R3 recognize basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics 4.W8 to include appropriate use of a full stops and question marks, as sentence level with some accuracy when writing independently	1	29.05	

**Total: 69**

**Annotation: Summative control work for the Unit -20 minutes**

**Summative control work for the Term – 45 minutes**

### **Calendar Thematic Plan for grade 6**

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

**2022-2023 academic year**

Excel for Kazakhstan Authors : Virginia Evans Jenny Dooley Bob Obee 2018

№	Units/ Changing lessons	Theme	Learning objectives	Hours	Date	Notes
<b>1<sup>st</sup> term 26 hours</b>						
1	<b>Unit 1: Our Class</b> (12 hours)	Our Class	<b>Content</b> 6.1.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups; 6.1.3.1 - respect differing points of view <b>Listening</b> 6.2.1.1 - understand a longer sequence of supported classroom instructions; 6.2.2.1- understand more complex supported questions which ask for personal information; 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics <b>Speaking</b> 6.3.1.1- provide basic information about themselves and others at discourse level on a range of general topics; 6.3.2.1- ask simple questions to get information about a growing range of general topics <b>Reading</b> 6.3.1.1- understand the main points in a growing range of short, simple texts on general and curricular topics; 6.3.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.3.4.1- read independently a limited range of short simple fiction and non-fiction texts; 6.3.8.1- use independently familiar paper and digital reference resources to check meaning and extend understanding; <b>Writing</b> 6.5.1.1- plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics; 6.5.2.1- 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; 6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics; <b>Use of English</b> 6.6.1.1- 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; 6.6.3.1- use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics; 6.6.13.1 - use modal forms including mustn't (prohibition), need (necessity), should (for advice) on a range of familiar general and curricular topics; 6.6.15.1 - use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics	1	2.09	
2		Countries and nationalities. <b>Entering Test</b>		1	6.09	
3		Countries and nationalities.		1	7.09	
4		Countries and nationalities.		1	09.09	
5		Creating a Word Cloud of our Class		1	13.09	
6		Creating a Word Cloud of our Class		1	14.09	
7		Presenting a table of information about our class		1	16.09	
8		Presenting a table of information		1	20.09	
9		Getting to know about other classes around the world		1	21.09	
10		Getting to know about other classes around the world		1	23.09	
11		Getting to know about other classes around the world  <b>Summative assessment for the unit «Our Class»</b>		1	27.09	
12		<b>Unit Revision</b>		1	28.09	
13	<b>Unit 2: Helping and</b>	Helping and Heroes	<b>Content</b> 6.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in	1	30.09	

14	<b>Heroes</b> (14 hours)	House and Home, helping around the home	groups; 6.1.3.1- respect differing points of view; 6.1.8.1- develop intercultural awareness through reading and discussion	1	4.10	
15		House and Home, helping around the home.	<b>Listening</b> 6.2.1.1- understand a longer sequence of supported classroom instructions; 6.2.6.1- deduce meaning from context in supported extended talk on a range of general and curricular topics;	1	5.10	
16		House and Home, helping around the home.	6.2.7.1- recognize the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics;	1	7.10	
17		Helping other people	<b>Speaking</b> 6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics;	1	11.10	
18		Helping other people	6.3.6.1- communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges; 6.3.8.1- recount some extended stories and events on a limited range of general and curricular topics	1	12.10	
19		Helping other people <b>Summative assessment for the unit 2 «Helping and Heroes»</b>	<b>Reading</b> 6.4.1.1 - understand the main points in a growing range of short, simple texts on general and curricular topics; 6.4.2.1 - understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.4.4.1 - read independently a limited range of short simple fiction and non-fiction texts; 6.4.6.1 - recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics	1	14.10	
20		Heroes of Kazakhstan	<b>Writing</b> 6.5.1.1 - plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics;	1	18.10	
21		Heroes of Kazakhstan	6.5.2.1 - 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	19.10	
22		<b>Summative control work for the 1<sup>st</sup> term</b>	6.5.3.1 - write with some support about personal feelings and opinion on a limited range of familiar general and curricular topics;	1	21.10	
23		Heroes around the world	6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics	1	26.10	
24	Heroes around the world	<b>Use of English</b> 6.6.1.1 - 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	26.10		
25	Unit revision	6.6.3.1 - use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics; 6.6.5.1 - use questions including questions with whose, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics; 6.6.12.1 - use an increased variety of adverbs, including adverbs of degree too, not enough, quite, rather on a growing range of familiar general and curricular topics; 6.6.15.1 - use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics	1	28.10		

**2<sup>nd</sup> term 22 hours**

27	<b>Unit 3: Our Countryside</b> (10 hours)	Learning some map reading skills. Things to see in countryside	<p><b>Content</b> 6.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups; 6.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world</p> <p><b>Listening</b></p>	1	8.11	
28		Learning some map reading skills. That is my village	<p>6.2.1.1- understand a longer sequence of supported classroom instructions; 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics; 6.2.6.1- deduce meaning from context in supported extended talk on a range of general and curricular topics</p> <p><b>Speaking</b></p>	1	9.11	
29		Learning about the flora of Kazakhstan. Plants in the countryside	<p>6.3.2.1- ask simple questions to get information about a growing range of general topics; 6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics; 6.3.8.1- recount some extended stories and events on a limited range of general and curricular topics</p> <p><b>Reading</b></p>	1	11.11	
30		Learning about the flora of Kazakhstan. Countryside nature	<p>6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.4.4.1- read independently a limited range of short simple fiction and non-fiction texts; 6.4.8.1- use independently familiar paper and digital reference resources to check meaning and extend understanding</p> <p><b>Writing</b></p>	1	15.11	
31		Learning about the flora of Kazakhstan. (This relates to Biology and Geography)	<p>6.5.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics; 6.5.2.1- 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; 6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics; 6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics</p> <p><b>Use of English</b></p> <p>6.6.3.1- use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics; 6.6.14.1 - use an increased variety of prepositions of time, location and direction; use by and with to denote agent and instrument; use prepositions before nouns and adjectives in common prepositional phrases on a growing range of familiar general and curricular topics; 6.6.16.1- use conjunctions if, when, where, so, and, or, but, because, before, after to link parts of sentences in short texts on a growing range of familiar general and curricular topics;</p>	1	16.11	
32		Learning about the fauna of Kazakhstan. Animals in the countryside	<p><b>Content</b> 6.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups; 6.1.10.1- use talk or writing as a means of reflecting on and exploring a range of</p>	1	18.11	

			perspectives on the world			
33		Learning about the fauna of Kazakhstan (This relates to Biology and Geography)	<p><b>Listening</b></p> <p>6.2.1.1- understand a longer sequence of supported classroom instructions;</p> <p>6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics;</p> <p>6.2.6.1- deduce meaning from context in supported extended talk on a range of general and curricular topics</p>	1	22.11	
34		Researching and presenting a labelled map of information about our country (This relates to Geography and Computer Science)	<p><b>Speaking</b></p> <p>6.3.2.1- ask simple questions to get information about a growing range of general topics;</p> <p>6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics;</p> <p>6.3.8.1- recount some extended stories and events on a limited range of general and curricular topics</p> <p><b>Reading</b></p> <p>6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics;</p> <p>6.4.4.1- read independently a limited range of short simple fiction and non-fiction texts;</p> <p>6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts;</p> <p>6.4.8.1- use independently familiar paper and digital reference resources to check meaning and extend understanding</p>	1	23.11	
35		<p>Researching and presenting a labelled map of information about our country. Life in the countryside</p> <p><b>Summative assessment for the unit 3 «Our Countryside»</b></p>	<p><b>Writing</b></p> <p>6.5.1.1 plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics;</p> <p>6.5.2.1- 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;</p> <p>6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics;</p> <p>6.5.6.1- link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics;</p> <p>6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics</p> <p><b>Use of English</b></p> <p>6.6.3.1- use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics;</p> <p>6.6.9.1- 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;</p> <p>6.6.11.1- use common impersonal structures with: it, there on a growing range of familiar general and curricular topics;</p> <p>6.6.14.1 - use an increased variety of prepositions of time, location and direction; use by and with to denote agent and instrument; use prepositions before nouns and adjectives in common prepositional phrases on a growing range of familiar general and curricular topics;</p> <p>6.6.16.1- use conjunctions if, when, where, so, and, or, but, because, before, after to link parts of sentences in short texts on a growing range of familiar general and curricular topics;</p> <p>6.6.17.1- use subordinate clauses following think know believe hope, say, tell; use</p>	1	25.11	

			subordinate clauses following sure, certain; use defining relative clauses with which who that where on a growing range of familiar general and curricular topics			
36		Unit revision		1	29.11	
37	<b>Unit 4: Drama and Comedy</b> (12 hours)	TV programmes, films and cartoons	<p><b>Content</b> 6.3.3.1 - respect differing points of view; 6.1.6.1 - organise and present information clearly to others; 6.1.9.1 - use imagination to express thoughts, ideas, experiences and feelings; 6.1.10.1 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world</p> <p><b>Listening</b> 6.2.1.1- understand a longer sequence of supported classroom instructions; 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics</p> <p><b>Speaking</b> 6.3.2.1 - ask simple questions to get information about a growing range of general topics; 6.3.4.1 - respond with limited flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics; 6.3.5.1 - keep interaction going in longer exchanges on a range of general and curricular topics; 6.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics; 6.3.8.1 - recount some extended stories and events on a limited range of general and curricular topics</p> <p><b>Reading</b> 6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics 6.4.3.1- understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts</p> <p><b>Writing</b> 6.5.2.1- 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; 6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics; 6.5.5.1- develop with support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics; 6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics</p> <p><b>Use of English</b> 6.6.7.1 - use simple perfect forms to express indefinite and unfinished past [with for and since] on a growing range of familiar general and curricular topics; 6.6.12.1 - use an increased variety of adverbs, including adverbs of degree too, not enough, quite, rather on a growing range of familiar general and curricular topics; 6.6.15.1- use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics</p>	1	30.11	
38		TV programmes, films and cartoons		1	2.12	
39		Role-playing and drama		1	6.12	
40		Role-playing and drama		1	7.12	
41		Making a poster about favourite film (This relates to Art and Design and Computer Science)		1	9.12	
42		Making a poster about favourite film (This relates to Art and Design and Computer Science) <b>Summative assessment for the unit 4«Drama and Comedy»</b>		1	13.12	
43		Creating a cartoon strip (This relates to Art and Design and Computer Science)		1	14.12	
44		Creating a cartoon strip (This relates to Art and Design and Computer Science)		1	16.12	20.12
45		<b>Summative control work for the 2<sup>nd</sup> term</b>		1	21.12	
46	Learning about narrative Structure	1	23.12			

47		Learning about narrative Structure		1	27.12	
48		Learning about narrative Structure		1	28.12	
49		Unit revision		1	30.12	

**3<sup>d</sup> term 30 hours**

50	<b>Unit 5: Our Health (10 hours)</b>	Sport in our class (This relates to Physical Education)	<p><b>Content</b> 6.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups; 6.1.8.1- develop intercultural awareness through reading and discussion; 6.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world</p> <p><b>Listening</b> 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics curricular topics; 6.2.7.1- recognise the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics</p> <p><b>Speaking</b> 6.3.1.1- provide basic information about themselves and others at discourse level on a range of general topics; 6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics; 6.3.4.1- respond with limited flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics; 6.3.5.1- keep interaction going in longer exchanges on a range of general and curricular topics; 6.3.6.1- communicate meaning clearly at sentence and discourse level during pair, group and whole class exchanges; 6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics</p> <p><b>Reading</b> 6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts; 6.4.8.1- use independently familiar paper and digital reference resources to check meaning and extend understanding</p> <p><b>Writing</b> 6.5.1.1- plan, write, edit and proofread work at text level with some support on a growing range of general and curricular topics; 6.5.6.1- link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics;</p>	1	10.01	
51		Grade 6 is a healthy class! (This relates to Physical Education)		1	11.01	
52		How we keep fit and healthy		1	13.01	
53		How we keep fit and healthy		1	17.01	
54		Creating a presentation about our favourite sport		1	18.01	
55		Creating a presentation about an aspect of keeping healthy		1	20.01	
56		Grade 6 eats healthy food!		1	24.01	
57		Looking at Kazakhstan recipes		1	25.01	
58		Looking at Kazakhstan recipes		1	27.01	
59		Unit revision		1	31.01	



			<p>6.5.9.1- punctuate written work at text level on a limited range of general topics and some curricular topics with some accuracy</p> <p><b>Use of English</b></p> <p>6.6.1.1- 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;</p> <p>6.6.2.1- use quantifiers including more, little, few less, fewer not as many , not as much on a growing range of familiar general and curricular topics;</p> <p>6.6.3.1- use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics;</p> <p>6.6.8.1- use future form will to make offers, promises, and predictions on a growing range of familiar general and curricular topics;</p> <p>6.6.15.1- use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics</p>			
60	<b>Unit 6: Holidays and Travel (10 hours)</b>	Reviewing map reading skills	<p><b>Content</b></p> <p>6.1.2.1- use speaking and listening skills to provide sensitive feedback to peers;</p> <p>6.1.3.1- respect differing points of view;</p> <p>6.1.5.1- use feedback to set personal learning objectives;</p> <p>6.1.6.1- organise and present information clearly to others</p> <p><b>Listening</b></p> <p>6.2.1.1- understand a longer sequence of supported classroom instructions;</p> <p>6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics;</p> <p>6.2.6.1- deduce meaning from context in supported extended talk on a range of general and curricular topics;</p> <p>6.2.8.1- understand supported narratives including some extended talk, on a range of general and curricular topics</p> <p><b>Speaking</b></p> <p>6.3.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics;</p> <p>6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics</p> <p><b>Reading</b></p> <p>6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics;</p> <p>6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts;</p> <p>6.4.6.1- recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics;</p> <p>6.4.9.1- recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics</p> <p><b>Writing</b></p> <p>6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics;</p> <p>6.5.6.1- link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics;</p>	1	1.02	
61		Reviewing map reading skills (This relates to Geography)		1	3.02	
62		Reviewing map reading skills (This relates to Geography)		1	7.02	
63		Learning about the weather and how to create a cloud		1	8.02	
64		Learning about the weather and how to create a cloud (This relates Maths and Physics)		1	10.02	
65		Descriptive language to create an atmosphere		1	14.02	
66		Descriptive language to create an atmosphere		1	15.02	
67		Researching and writing a magazine article on adventure holidays for families		1	17.02	
68		Researching and writing		1	21.02	

		a magazine article on adventure holidays for families	6.5.7.1- use with some support appropriate layout at text level for a growing range of written genres on familiar general topics and some curricular topics; <b>Use of English</b> 6.6.1.1- 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; 6.6.2.1- use quantifiers including more, little, few, less, fewer not as many, not as much on a growing range of familiar general and curricular topics; 6.6.3.1- use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics; 6.6.7.1- use simple perfect forms to express indefinite and unfinished past [with for and since] on a growing range of familiar general and curricular topics; 6.6.8.1 - use future form will to make offers, promises, and predictions on a growing range of familiar general and curricular topics; 6.6.10.1 - 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			
69		Unit revision		1	22.02	
70	<b>Unit 7: Reading for Pleasure (10 hours)</b>	Learners read non-fiction books in Kazakh, English, Russian languages	<b>Content</b> 6.1.4.1- evaluate and respond constructively to feedback from others; 6.1.7.1- develop and sustain a consistent argument when speaking or writing <b>Speaking</b> 6.2.5.1- keep interaction going in basic exchanges on a growing range of general and curricular topics <b>Reading</b> 6.3.1.1.- understand the main points in a growing range of short, simple texts on general and curricular topics; 6.3.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.3.3.- understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts; 6.3.4.1.-read independently a limited range of short simple fiction and non-fiction texts; 6.3.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts; 6.3.6.1- recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics; 6.3.7.1-recognise typical features at word, sentence and text level in a range of written genres; 6.3.8.1-use independently familiar paper and digital reference resources to check meaning and extend understanding; 6.3.9.1-recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics <b>Writing</b> 6.5.4.1-write with some support topics with some paragraphs to give basic personal information; 6.5.5.1-develop with support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics	1	24.02	
71		Learners read non-fiction books in Kazakh, English, Russian languages		1	28.02	
72		Learners read non-fiction books in Kazakh, English, Russian languages		1	1.03	
73		Summarizing the chosen books		1	3.03	
74		Summarizing the chosen books		1	7.03	
75		<b>Summative control work for the 3<sup>d</sup> term</b>		1	8.03	10.03
76		Different activities, based on the content of the books		1	14.03	
77		Different activities, based on the content of the books		1	15.03	
78		Unit revision		1	17.03	
<b>4<sup>th</sup> term 30 hours</b>						

79	<b>Unit 8: Our Neighbourhood (14 hours)</b>	Our Neighbourhood	<p><b>Content</b> 6.1.2.1- use speaking and listening skills to provide sensitive feedback to peers<sup>4</sup> 6.1.3.1-respect differing points of view</p> <p><b>Listening</b> 6.2.4.1- understand with limited support the main points of extended talk on a range of general and curricular topics; 6.2.5.1- understand most specific information and detail of supported, extended talk on a range general and curricular topics</p> <p><b>Speaking</b> 6.3.1.1- provide basic information about themselves and others at discourse level on a range of general topics; 6.3.2.1- ask simple questions to get information about a growing range of general topics;</p> <p><b>Reading</b> 6.4.6.1 - recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics; 6.4.7.1- recognise typical features at word, sentence and text level in a range of written genres</p> <p><b>Writing</b> 6.5.3.1- write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics; 6.5.6.1- link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics; 6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics; 6.5.9.1- punctuate written work at text level on a limited range of general topics and some curricular topics with some accuracy</p> <p><b>Use of English</b> 6.6.1.1- 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; 6.6.6.1- use a variety of personal, demonstrative and quantitative pronouns including someone, somebody, everybody, no-one on a growing range of familiar general and curricular topics; 6.6.9.1- 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; 6.6.10.1- 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; 6.6.13.1- use modal forms including, mustn't (prohibition), need (necessity), should (for advice) on a range of familiar general and curricular topics; 6.6.14.1- use an increased variety of prepositions of time, location and direction; use by and with to denote agent and instrument; use prepositions before nouns and adjectives in common prepositional phrases on a growing range of familiar general and curricular topics; 6.6.15.1- use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics</p>	1	28.03	
80		Our neighbourhood, the places and buildings where we live		1	29.03	
81		Our neighbourhood, the places and buildings where we live, shopping and services		1	31.03	
82		Describing the shopping where we live		1	4.04	
83		Describing the shopping where we live (This relates to Geography)		1	5.04	
84		Describing the shopping where we live		1	7.04	
85		Describing the shopping where we live (This relates to Geography)		1	11.04	
86		School Magazine article		1	12.04	
87		School Magazine article Learning how to create a school magazine or ezine (This relates to Computer Science and Art and Design)		1	14.04	
88		Designing our own page in the school magazine		1	18.04	
89	Designing our own page in the school magazine (This relates to Art and Design and Computer Science)	1	19.04			
90	Writing about what the class has read (This relates to Literature) or what art the class has produced (This relates to Art and Design)	1	21.04			

91		Writing about what the class has read <b>Summative assessment for the unit «Our Neighbourhood»</b>		1	25.04	
92		Unit revision		1	26.04	
93	<b>Unit 9: Transport (16 hours)</b>	Transport	<b>Content</b> 6.1.8.1- develop intercultural awareness through reading and discussion; 6.1.9.1- use imagination to express thoughts, ideas, experiences and feelings; 6.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world <b>Listening</b> 6.2.3.1- understand more complex supported questions on a growing range of general and curricular topics; 6.2.4.1- understand with limited support the main points of extended talk on a range of general and curricular topics; 6.2.6.1- deduce meaning from context in supported extended talk on a range of general and curricular topics <b>Speaking</b> 6.3.2.1- ask simple questions to get information about a growing range of general topics; 6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics; 6.3.8.1- recount some extended stories and events on a limited range of general and curricular topics <b>Reading</b> 6.4.2.1- understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics; 6.4.1.1- read independently a limited range of short simple fiction and non-fiction texts; 6.4.6.1- recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics; 6.4.7.1- recognise typical features at word, sentence and text level in a range of written genres; 6.4.8.1- use independently familiar paper and digital reference resources to check meaning and extend understanding <b>Writing</b> 6.5.6.1- link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics; 6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics; 6.5.9.1- punctuate written work at text level on a limited range of general topics and some curricular topics with some accuracy <b>Use of English</b> 6.6.2.1- use quantifiers including more, little, few, less, fewer not as many , not as much on	1	28.04	
94		Transport		1	2.05	
95		Learning about travel and transport		1	3.05	
96		Learning about travel and transport		1	5.05	
97		Designing a board game		1	9.05	10.05
98		Designing a board game		1	12.05	
99		Creating a survey and table to show how we get to school		1	16.05	
100		Creating a survey and table to show how we get to school <b>SA 2</b>		1	17.05	
101		Creating a survey and table to show how we get to school (This relates to Maths)		1	19.05	
102		Learning about the first ever steam-hauled train in the world		1	23.05	
103		<b>Summative control work for the 4<sup>th</sup> term</b>		1	24.05	
104		Learning about the first ever steam-hauled train in the world		1	26.05	
105	Learning about an aspect	1	30.05			

	of transport in Kazakhstan	a growing range of familiar general and curricular topics; 6.6.3.1- use common participles as adjectives and order adjectives correctly in front of nouns on a growing range of familiar general and curricular topics;			
106	Unit revision	6.6.4.1- use a variety of determiners including all, other on a growing range of familiar general and curricular topics; 6.6.5.1- use questions including questions with whose, how often, how long and a growing range of tag questions on a growing range of familiar general and curricular topics; 6.6.8.1- use future form will to make offers, promises, and predictions on a growing range of familiar general and curricular topics; 6.6.15.1- use common verbs followed by infinitive verb / verb + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics; 6.6.17.1- use subordinate clauses following think know believe hope, say , tell; use subordinate clauses following sure, certain; use defining relative clauses with which who that where on a growing range of familiar general and curricular topics	1	31.05	

**Total: 106**

**Annotation: Summative control work for the Unit - 20 minutes**

**Summative control work for the Term – 45 minutes**

**Calendar Thematic Plan for grade 7  
within the framework of updating the secondary education content  
2022-2023 academic year**

**Excel for Kazakhstan Authors: Virginia Evans Jenny Dooley Bob Obee 2017**

№	Units/ Changing lessons	Theme	Learning objectives	Hours	Date	Notes
<b>1<sup>st</sup> term 26 hours</b>						
1	<b>Unit 1: Hobbies and Leisure (12 hours)</b>	Hobbies and Leisure	7.C4 evaluate and respond constructively to feedback from others 7.S1 use formal and informal registers in their talk on a limited range of general and curricular topics	1	5.09	
2		Hobbies and Leisure <b>Entering Test</b>	7.S2 ask complex questions to get information about a limited range of general topics and some curricular topics	1	6.09	
3		Discussion about hobbies and leisure activities	7.L1 understand with little support the main points in extended talk on a limited range of general and curricular topics	1	9.09	
4		Discussion about hobbies and leisure activities	7.L2 understand with little support most specific information in extended talk on a limited range of general and curricular topics 7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics	1	12.09	
5		Presenting a table of information and statistics about young people in Kazakhstan	7.C8 develop intercultural awareness through reading and discussion 7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics 7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics	1	13.09	
6		Presenting a table of information and statistics	7.S1 use formal and informal registers in their talk on a limited range of general and curricular topics	1	16.09	

		about young people in Kazakhstan	7.S2 ask complex questions to get information about a limited range of general topics and some curricular topics			
7		Getting to know about global leisure pursuits	7.C4 evaluate and respond constructively to feedback from others	1	19.09	
8		Getting to know about global leisure pursuits	7.C9 use imagination to express thoughts, ideas, experiences and feelings	1	20.09	
9		Creating a survey about the hobbies/leisure	7.S3 give an opinion at discourse level on a growing range of general and curricular topic	1	23.09	
10		Creating a survey about the hobbies/leisure	7.S2 ask complex questions to get information about a limited range of general topics and some curricular topics	1	26.09	
11		Creating a survey about the hobbies/leisure	7.W8 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics	1	27.09	
		<b>Summative assessment for the unit «Hobbies and Leisure»</b>	7.U12 use comparative degree adverb structures with regular and irregular adverbs on a range of familiar general and curricular topics			
12		Unit Revision	7.U5 use questions which include a variety of different tense on a range of familiar general and curricular topics	1	30.09	
13	<b>Unit 2: Communication and Technology</b> (14 hours)	Communication and Technology	7.C2 use speaking and listening skills to provide sensitive feedback to peers	1	3.10	
14		Communication and Technology	7.S2 ask complex questions to get information about a limited range of general topics and some curricular topics	1	4.10	
15		Young people and technology (Social interaction)	7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	7.10	
16		Young people and technology (Social interaction)	7.U17 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	10.10	
17		Social networking websites	7.U6 use a variety of possessive and reflexive pronouns including mine, yours, ours, theirs, hers, his, myself, yourself, themselves on a growing range of familiar general and curricular topics	1	11.10	
18		Social networking websites <b>Summative assessment for the unit «Communication and Technology»</b>	7.L3 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics	1	14.10	
19		Social Network Profile	7.U4 use an increased variety of determiners including neither, either on a range of familiar general and curricular topics	1	17.10	

20		Social Network Profile	<p>7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics</p> <p>7.R3 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts</p> <p>7.C3 respect different points of view</p> <p>7.C7 develop and sustain a consistent argument when speaking or writing</p> <p>7.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world</p> <p>7.S3 give an opinion at discourse level on a growing range of general and curricular topics</p> <p>7.S5 keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks</p> <p>7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics</p> <p>7.W1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics</p> <p>7.W5 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</p> <p>7.W8 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics</p>	1	18.10	
21		<b>Summative control work for the 1<sup>st</sup> term</b>		1	21.10	
22		Holding a debate about technology		1	22.10	
23		Holding a debate about technology Writing a formal letter about mobile phones being dangerous		1	22.10	
24		Writing a formal letter about mobile phones being dangerous . Unit revision		1	28.09	

**2<sup>nd</sup> term 22 hours**

25	<b>Unit 3: Holidays and Travel (10 hours)</b>	Discussing unusual and interesting journeys across Kazakhstan and around the world	<p>7.C2 use speaking and listening skills to provide sensitive feedback to peers</p> <p>7.C6 organize and present information clearly to others</p> <p>7.S3 give an opinion at discourse level on a growing range of general and curricular topics</p> <p>7.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics</p> <p>7.R9 recognize inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects</p> <p>7.U14 use prepositions before nouns and adjectives in common prepositional phrases on a wide range of familiar general and curricular topics</p> <p>7.L1 understand with little support the main points in extended talk on a limited range of general and curricular topics</p> <p>7.L3 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics</p> <p>7.L5 recognize the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics</p> <p>7.C3 respect differing points of view</p> <p>7.C8 develop intercultural awareness through reading and discussion</p>	1	7.11	
26		Learning about map reading		1	8.11	
27		Gathering information about festivals in Kazakhstan and around the world (Food and drink)		1	11.11	
28		Gathering information		1	14.11	

		about festivals in Kazakhstan and around the world (Food and drink)	curricular topics 7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics 7.UE17 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			
29		The best places to visit in Kazakhstan	7.C2 use speaking and listening skills to provide sensitive feedback to peers 7.S3 give an opinion at discourse level on a growing range of general and curricular topics comments on a growing range of general and curricular topics	1	15.11	
30		The best places to visit in Kazakhstan	7.R9 recognize inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects	1	18.11	
31		Making a brochure/leaflet	7.UE14 use prepositions before nouns and adjectives in common prepositional phrases on a wide range of familiar general and curricular topics	1	21.11	
32		Writing an article for a school magazine or school e-zine about festivals or unusual and interesting journeys	7.L1 understand with little support the main points in extended talk on a limited range of general and curricular topics 7.L3 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics 7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics	1	22.11	
33		Writing an article for a school magazine or school e-zine about festivals or unusual and interesting journeys  <b>Summative assessment for the unit «Holidays and Travel»</b>	7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics 7.UE17 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 7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 7.C4 evaluate and respond constructively to feedback from others 7.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics 7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	25.11	
34		Unit revision	7.W2 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.W3 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics 7.W5 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.W7 use with minimal support appropriate layout at text level for a growing range of written genres on familiar general and curricular topics	1	28.11	
35	<b>Unit 4: Space and Earth (12 hours)</b>	Space and Earth	7.C5 use feedback to set personal learning objectives	1	29.11	
36		Looking at the future and the environment	7.C9 use imagination to express thoughts, ideas, experiences and feelings 7.C10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world	1	2.12	
37		Looking at the future and the environment	7.L5 recognize the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics	1	5.12	
38		The most environmental issues	7.L8 understand supported narratives on a wide range of general and curricular topics 7.S1 use formal and informal registers in their talk on a limited range of general and	1	6.12	



39		The most environmental issues	curricular topics 7.S3 give an opinion at discourse level on a growing range of general and curricular topics	1	9.12	
40		Looking at Science Fiction (This relates to Literature) <b>Summative assessment for the unit «Space and Earth»</b>	7.C4 evaluate and respond constructively to feedback from others 7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges 7.L1 understand with little support the main points in extended talk on a limited range of general and curricular topics 7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics	1	12.12	
41		Looking at Science Fiction	7.R4 read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics	1	13.12	
42		Writing a short science fiction story and/or a composition about life in the future	7.R5 deduce meaning from context in short texts on a growing range of familiar general and curricular topics 7.R6 recognize the attitude or opinion of the writer on a range of unfamiliar general and curricular topics	1	16.12	19.12
43		<b>Summative control work for the 2<sup>nd</sup> term</b>		1	20.12	
44		Writing a short science fiction story and/or a composition about life in the future	7.R7 recognize typical features at word, sentence and text level in a range of written genres 7.W6 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.W2 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	23.12	
45		Writing a short science fiction story and/or a composition about life in the future Using 'will' for prediction	7.W3 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics 7.UE4 use an increased variety of determiners including neither, either on a range of familiar general and curricular topics	1	26.12	
46		Using 'will' for prediction		1	27.12	
47		Unit revision		1	30.12	
<b>3<sup>d</sup> term 30 hours</b>						
48	<b>Unit 5: Reading for Pleasure (6 hours)</b>	Learners read non-fiction books in Kazakh, English, Russian languages	7.C3 respect differing points of view 7.C8 develop intercultural awareness through reading and discussion 7.UE15 use infinitive forms after a limited number of verbs and adjectives; use gerund forms after a limited variety of verbs and prepositions on a growing range of familiar general and curricular topics	1	9.01	
49		Learners read non-fiction books in Kazakh,	7.UE2 use a growing variety of quantifiers for countable and uncountable nouns including too much, too many, none any, enough	1	10.01	

		English, Russian languages	7.R9 recognize inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects			
50		Summarizing the chosen books	7.UE3 use with a growing variety of compound adjectives and adjectives as participles	1	13.01	
51		Summarizing the chosen books	7.R3 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts	1	16.01	
52		Different activities, based on the content of the books	7.W4 use with some support style and register appropriate to a limited variety of written genres on general and curricular topics	1	17.01	
53		Different activities, based on the content of the books	7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges 7.W3 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics	1	20.01	
54	<b>Unit 6: Entertainment and Media (12 hours)</b>	Entertainment and Media	7.L5 recognize the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics 7.L7 begin to recognize typical features at word, sentence and text level of a limited range of spoken genres	1	23.01	
55		Focusing on TV programmes and films	7.C3 respect differing points of view	1	24.01	
56		Focusing on TV programmes and films	7.L3 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics	1	27.01	
57		Film reviews	7.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics	1	30.01	
58		Film reviews	7.UE5 use questions which include a variety of different tense on a range of familiar general and curricular topics	1	31.01	
59		Reading and talking about film genres	7.UE7 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics	1	3.02	
60		Reading and talking about film genres	7.S3 give an opinion at discourse level on a growing range of general and curricular topics	1	6.02	
61		Structure and criteria for a good film review	7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups	1	7.02	
62		Structure and criteria for a good film review	7.S5 keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	1	10.02	
63		Writing a review about a film for a school magazine or e-zine	7.S8 recount some extended stories and events on a growing range of general and curricular topics	1	13.02	
64		Writing a review about a film <b>Summative assessment for the unit «Entertainment and Media»</b>	7.R3 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts 7.R4 read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics 7.C7 develop and sustain a consistent argument when speaking or writing 7.L2 understand with little support most specific information in extended talk on a limited range of general and curricular topics	1	14.02	
65		Unit revision			1	17.02

66	<b>Unit 7: Natural Disasters</b> (12 hours)	Looking at natural disasters in Kazakhstan and around the world	7.C9 use imagination to express thoughts, ideas, experiences and feelings 7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics 7.L5 recognize the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics	1	20.02	
67		Looking at natural disasters in Kazakhstan and around the world	7.S4 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics	1	21.02	
68		Looking at natural disasters in Kazakhstan and around the world	7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics 7.S8 recount some extended stories and events on a growing range of general and curricular topics	1	24.02	
69		Discussion about Disaster statistics in Kazakhstan	7.C6 organize and present information clearly to others 7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics	1	27.02	
70		Discussion about Disaster statistics in Kazakhstan	7.R6 recognize the attitude or opinion of the writer on a range of unfamiliar general and curricular topics 7.S5 keep interaction with peers to negotiate, agree and organize priorities and plans for completing classroom tasks	1	28.02	
71		Writing a newspaper article about a disaster <b>Summative assessment for the unit «Natural Disasters»</b>	7.W1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics 7.W3 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics 7.W4 use with some support style and register appropriate to a limited variety of written genres on general and curricular topics	1	3.03	
72		Writing a newspaper article	7.C8 develop intercultural awareness through reading and discussion 7.L3 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics	1	6.03	
73		Refugees and natural disasters	7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics 7.L6 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics	1	7.03	
74		<b>Summative control work for the 3<sup>d</sup> term</b>		1	10.03	
75		Refugees and natural disasters		1	13.03	
76	Refugees and natural disasters		1	14.03		
77	<b>Unit revision</b>		1	17.03		
<b>4<sup>th</sup> term (30 hours)</b>						
78	<b>Unit 8: Healthy Habits</b> (14 hours)	Healthy Habits	7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups	1	27.03	
79		Discussing healthy habits and	7.L4 understand with little support some of the implied meaning in extended talk on a	1	28.03	

		healthy living and learning about the food pyramid	limited range of general and curricular topics			
80		Discussing healthy habits and healthy living and learning about the food pyramid	7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	31.03	
81		Creating lists of healthy habits	7.U9 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms on a range of familiar general and curricular topics	1	3.04	
82		Creating lists of healthy habits	7.L5 recognize the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics	1	4.04	
83		Health problems	7.L6 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics	1	7.04	
84		Health problems	7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges	1	10.04	
85		Reading and discussing the texts. Creating the questions for interviewing the classmates	7.U9 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms on a range of familiar general and curricular topics	1	11.04	
86		Reading and discussing the texts. Creating the questions for interviewing the classmates	7.C1 use speaking and listening skills to solve problems creatively and cooperatively in G 7.U9 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms on a range of familiar general and curricular topics 7.R9 recognize inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects	1	14.04	
87		Using the first conditional and subordinate clauses to discuss healthy living	7.W5 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.W9 punctuate written work at text level on a growing range of familiar general and curricular topics with some accuracy	1	17.04	
88		Using the first conditional and subordinate clauses to discuss healthy living	7.R3 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts 7.R5 deduce meaning from context in short texts on a growing range of familiar general and curricular topics	1	18.04	
89		Writing a short paragraph of an essay about their family' eating habits	7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges 7.C7 develop and sustain a consistent argument when speaking or writing	1	21.04	
90		Writing a short paragraph of an essay about their family' eating habits <b>Summative assessment for the unit «Healthy Habits»</b>	7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics 7.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups 7.C5 use feedback to set personal learning objectives 7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	24.04	
91		Unit revision	7.W4 use with some support style and register appropriate to a limited variety of written genres on general and curricular topics 7.W6 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	25.04	
92	<b>Unit 9:</b>	Clothes and Fashion	7.C9 use imagination to express thoughts, ideas, experiences and feelings	1	28.04	
93	<b>Clothes and</b>	Clothes and Fashion	7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range	1	2.05	

94	<b>Fashion</b> (16 hours)	Talking about shopping and shopping facilities	of general topics, and some curricular topics 7.W8 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics	1	5.05	
95		Reviewing and adding to clothes and fashion vocabulary	7.UE10 use present continuous forms for present and future meaning and past continuous on a range of familiar general and curricular topics	1	8.05	12.12
96		Reviewing and adding to clothes and fashion vocabulary	7.UE3 use a growing variety of compound adjectives and adjectives as participles 7.R2 understand specific information and detail in texts on a range of familiar general and curricular topics	1	9.05	15.12
97		Reviewing and adding to clothes and fashion vocabulary <b>Summative assessment for the unit «Clothes and Fashion»</b>	7.R7 recognize typical features at word, sentence and text level in a range of written genres 7.R8 use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding	1	16.05	
98		Discussion: Learners first take notes on the advantages and disadvantages of shopping centers .	7.W9 punctuate written work at text level on a growing range of familiar general and curricular topics with some accuracy 7.S6 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges	1	19.05	
99		Researching how clothes are made and materials used	7.C9 use imagination to express thoughts, ideas, experiences and feelings 7.L3 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics	1	22.05	
100		<b>Summative control work for the 4<sup>th</sup> term</b>	7.L4 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics 7.L6 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics	1	23.05	
101		Researching how clothes are made and materials used	7.L7 begin to recognize typical features at word, sentence and text level of a limited range of spoken genres	1	26.05	
102		Using the passive voice writing a description of a person	7.R1 understand the main points in texts on a limited range of unfamiliar general and curricular topics	1	29.05	
103		Using the passive voice writing a description of a person .Unit revision	7.R5 deduce meaning from context in short texts on a growing range of familiar general and curricular topics 7.S7 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	30.05	
<b>Total: 103      Annotation: Summative control work for the Unit -20 minutes Summative control work for the Term – 45 minutes</b>						

**Calendar Thematic Plan for grade 8**  
**within the framework of updating the secondary education content**  
**2022-2023 academic year**  
**Excel for Kazakhstan Authors: Virginia Evans Jenny Dooley Bob Obee 2018**

№	Units/ Changing lessons	Theme	Learning objectives	Hours	Date	Notes
<b>1<sup>st</sup> term 26 hours</b>						
1	<b>Unit 1:</b>	Our World	Content	1	02.09	

	<b>Our World</b> (12 hours)		8.1.2.1- use speaking and listening skills to provide sensitive feedback to peers;			
2		Family, relations with other people, personal identification; personal feelings, experiences and opinions <b>Entering Test</b>	8.1.3.1- respect differing points of view; 8.1.4.1- evaluate and respond constructively to feedback from others; 8.1.5.1- use feedback to set personal learning objectives; 8.1.7.1- develop and sustain a consistent argument when speaking or writing; 8.1.8.1- develop intercultural awareness through reading and discussion; 8.1.9.1- use imagination to express thoughts, ideas, experiences and feelings; 8.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world	1	06.09	
3		Family, relations with other people, personal identification; personal feelings, experiences and opinions	<b>Listening</b> 8.2.1.1- understand with little or no support the main points in extended talk on a wide range of general and curricular topics; 8.2.3.1- understand with little or no support most of the detail of an argument in extended talk on a wide range of general and curricular topics; 8.2.7.1- recognize typical features at word, sentence and text level of a growing range of spoken genres;	1	08.09	
4		House and homes	<b>Speaking</b> 8.3.1.1-use formal and informal registers in their talk on a growing range of general and curricular topics; 8.3.3.1- give an opinion at discourse level on a wide range of general and curricular topics; 8.3.4.1-respond with some flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics; 8.3.5.1- interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks;	1	09.09	
5		Creating a personal profile	8.3.6.1 link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges; 8.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	13.09	
6		Discussion on the role of social media	<b>Reading</b> 8.4.1.1- understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts; 8.4.2.1- understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;	1	15.09	
7		Discussion on the role of social media (this relates to computer science)	8.4.4.1- read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics; 8.4.8.1- use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding	1	16.09	
8		Critical analysis of the role of social media and the internet on deep slow thought	<b>Writing</b> 8.5.1.1- plan, write, edit and proofread work at text level with little support on a growing range of general and curricular topics; 8.5.2.1- write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics; 8.5.3.1- write with moderate grammatical accuracy on a growing range of familiar general and curricular topics;	1	20.09	
9		Critical analysis of the role of social media and the internet on deep slow thought	8.5.4.1- use with some support style and register appropriate to a variety of written genres on general and curricular topics;	1	22.09	
10		Creating a survey on social media use and collating the results		1	23.09	
11		Creating a survey on social media use and collating the results (this		1	27.09	

		relates to maths and computer science)	8.5.7.1- use with minimal support appropriate layout at text level for a range of written genres on familiar general and curricular topics; 8.5.8.1- spell most high-frequency vocabulary accurately for a range of familiar general and curricular topics <b>Use of English</b> 8.6.5.1- use questions which include a variety of different tense and modal forms on a range of familiar general and curricular topics;			
12		<b>Summative assessment for the unit «Our World»</b> <b>Unit revision</b>	8.6.9.1- use appropriately a 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; 8.6.15.1- use infinitive forms after a limited number of verbs and adjectives; use gerund forms after a limited variety of verbs and prepositions; use some prepositional verbs and begin to use common phrasal verbs on a growing range of familiar general and curricular topics; 8.6.16.1- use a growing variety of conjunctions including since, as to explain reasons and the structures so ... that, such a... that in giving explanations on a range of familiar general and curricular topics	1	29.09	
13	<b>Unit 2: Daily Life and Shopping</b> (14 hours)	Organizing a tour of our area to help a fictitious family move to the area using maps (this relates to geography)	<b>Content</b> 8.1.2.1- use speaking and listening skills to provide sensitive feedback to peers; 8.1.3.1- respect differing points of view; 8.1.4.1- evaluate and respond constructively to feedback from others; 8.1.5.1- use feedback to set personal learning objectives; 8.1.7.1- develop and sustain a consistent argument when speaking or writing; 8.1.8.1- develop intercultural awareness through reading and discussion; 8.1.9.1- use imagination to express thoughts, ideas, experiences and feelings; 8.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world <b>Listening</b> 8.2.1.1- understand with little or no support the main points in extended talk on a wide range of general and curricular topics; 8.2.3.1- understand with little or no support most of the detail of an argument in extended talk on a wide range of general and curricular topics; 8.2.7.1- recognize typical features at word, sentence and text level of a growing range of spoken genres;	1	30.09	
14		Comparing our daily life with that of a Japanese student	<b>Speaking</b> 8.3.1.1-use formal and informal registers in their talk on a growing range of general and curricular topics; 8.3.3.1- give an opinion at discourse level on a wide range of general and curricular topics; 8.3.4.1-respond with some flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics; 8.3.5.1- interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks; 8.3.6.1 link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges; 8.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	4.10	
15		Focusing on Kazakhstan fashion week and clothes		1	6.10	
16		Focusing on Kazakhstan fashion week and clothes		1	7.10	
17		Organizing and filming a fashion show (this relates to art and design)		1	11.10	
18		Organizing and filming		1	13.10	

	a fashion show (this relates to art and design)	<p><b>Reading</b>  8.4.1.1- understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts;  8.4.2.1- understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;  8.4.4.1- read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics;  8.4.8.1- use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding</p> <p><b>Writing</b>  8.5.1.1- plan, write, edit and proofread work at text level with little support on a growing range of general and curricular topics;  8.5.2.1- write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics;  8.5.3.1- write with moderate grammatical accuracy on a growing range of familiar general and curricular topics;  8.5.4.1- use with some support style and register appropriate to a variety of written genres on general and curricular topics;  8.5.7.1- use with minimal support appropriate layout at text level for a range of written genres on familiar general and curricular topics;  8.5.8.1- spell most high-frequency vocabulary accurately for a range of familiar general and curricular topics</p> <p><b>Use of English</b>  8.6.5.1- use questions which include a variety of different tense and modal forms on a range of familiar general and curricular topics;  8.6.9.1- use appropriately a 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;  8.6.15.1- use infinitive forms after a limited number of verbs and adjectives; use gerund forms after a limited variety of verbs and prepositions; use some prepositional verbs and begin to use common phrasal verbs on a growing range of familiar general and curricular topics;  8.6.16.1- use a growing variety of conjunctions including since, as to explain reasons and the structures so ... that, such a... that in giving explanations on a range of familiar general and curricular topics</p>			
19	Writing a review of a fashion show <b>Summative assessment for the unit «Daily Life and Shopping»</b>		1	14.10	
20	Writing a review of a fashion show		1	18.10	
21	Discussion about the nature of happiness and what we commit to in the future		1	20.10	
22	<b>Summative control work for the 1<sup>st</sup> term</b>		1	21.10	
23	Discussion about the nature of happiness and what we commit to in the future		1	25.10	
24	Keeping a personal and a class diary		1	27.10	
25	Keeping a personal and a class diary. Unit revision		1	28.10	
<b>2<sup>nd</sup> term 22 hours</b>					



26	<b>Unit 3: Entertainment and Media (10 hours)</b>	Looking at and writing a storyboard, then acting out the storyboard	<b>Content</b> 8.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups; 8.1.3.1- respect differing points of view; 8.1.4.1- evaluate and respond constructively to feedback from others; 8.1.8.1- develop intercultural awareness through reading and discussion;	1	8.11	
28		Describing and writing reviews on films and computer games	8.1.9.1- use imagination to express thoughts, ideas, experiences and feelings; 8.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world	1	10.11	
29		Describing and writing reviews on films and computer games	<b>Listening</b> 8.2.1.1- understand with little or no support the main points in extended talk on a wide range of general and curricular topics; 8.2.2.1- understand with little or no support most specific information in extended talk on a wide range of general and curricular topics; 8.2.5.1- recognize the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics;	1	11.11	
30		Creating our own newspaper or magazine article in two-column format	8.2.6.1- deduce meaning from context with little or no support in extended talk on a growing range of general and curricular topics	1	15.11	
31		Creating our own newspaper or magazine article in two-column format	<b>Speaking</b> 8.3.1.1- use formal and informal registers in their talk on a growing range of general and curricular topics; 8.3.3.1- give an opinion at discourse level on a wide range of general and curricular topics; 8.3.6.1- link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges; 8.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	17.11	
32		Focusing on CGI (computer generated animation)	<b>Reading</b> 8.4.1.1- understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts;	1	18.11	
33		Learning about Minecraft	8.4.2.1- understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;	1	22.11	
34		Creating and playing the quiz game: Who wants to be a millionaire?	8.4.5.1- deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics; 8.4.6.1- recognize the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts;	1	24.11	
35		Social media (this relates to computer science)  <b>Summative assessment for the unit «Entertainment and Media»</b>	8.4.8.1- use familiar and some unfamiliar paper and digital reference resources to check meaning and extend understanding <b>Writing</b> 8.5.1.1- plan, write, edit and proofread work at text level with little support on a growing range of general and curricular topics; 8.5.3.1- write with moderate grammatical accuracy on a growing range of familiar general and curricular topics; 8.5.4.1- use with some support style and register appropriate to a variety of written genres on general and curricular topics; 8.5.5.1- develop with support coherent arguments supported when necessary by examples	1	25.11	

36		Unit revision	<p>and reasons for a growing range of written genres in familiar general and curricular topics;  8.5.6.1- link, independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics;  8.5.7.1- use with minimal support appropriate layout at text level for a range of written genres on familiar general and curricular topics;  8.5.8.1- spell most high-frequency vocabulary accurately for a range of familiar general and curricular topics</p> <p><b>Use of English</b>  8.6.1.1- use some abstract nouns and complex noun phrases on a range of familiar general and curricular topics;  8.6.2.1 - use a growing variety of quantifiers for countable and uncountable nouns including several, plenty, a large/small number/amount on a range of familiar general and curricular topics;  8.6.3.1- use a growing variety of compound adjectives and adjectives as participles and some comparative structures including not as...as, much ...than to indicate degree on a range of familiar general and curricular topics;  8.6.5.1- use questions which include a variety of different tense and modal forms on a range of familiar general and curricular topics;  8.6.7.1- use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics;  8.6.1.13- use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics;  8.6.1.14- use some prepositions before nouns and adjectives; use prepositions as, like to indicate manner; use dependent prepositions following adjectives on a range of familiar general and curricular topics;  8.6.15.1- use infinitive forms after a limited number of verbs and adjectives; use gerund forms after a limited variety of verbs and prepositions; use some prepositional verbs and begin to use common phrasal verbs on a growing range of familiar general and curricular topics;  8.6.17.1- use if / unless/ if only in second conditional clauses and wish [that] clauses [present reference]; use a growing variety of relative clauses including why clauses on a range of familiar general and curricular topics</p>	1	29.11	
37	<b>Unit 4: Sport, Health and Exercise</b> (12 hours)	Learning about keeping fit apps	<p><b>Content</b>  8.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups;  8.1.3.1 - respect differing points of view;</p>	1	1.12	2.12
38		Learning about healthy food and lifestyle	<p>8.1.7.1- develop and sustain a consistent argument when speaking or writing</p> <p><b>Listening</b>  8.2.1.1- understand with little or no support the main points in extended talk on a wide range of general and curricular topics<sup>4</sup></p>	1	6.12	
39		Learning about healthy food and lifestyle	<p>8.2.2.1- understand with little or no support most specific information in extended talk on a wide range of general and curricular topics;  8.2.4.1- understand with little or no support most of the implied meaning in extended talk on a range of general and curricular topics;</p>	1	8.12	
40		Learners create a healthy-eating	<p>8.2.5.1- recognize the opinion of the speaker(s) with little or no support in extended talk on</p>	1	9.12	

	pyramid based on food from Kazakhstan	a wide range of general and curricular topics <b>Speaking</b> 8.3.5.1- interact with peers to negotiate, agree and organize priorities and plans for completing classroom tasks; 8.3.6.1- link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges; 8.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics			
41	Learners create a healthy-eating pyramid based on food from Kazakhstan	<b>Reading</b> 8.4.2.1 - understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts; 8.4.3.1- understand the detail of an argument on a growing range of familiar general and curricular topics; 8.4.6.1- recognize the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts <b>Writing</b> 8.5.1.1- plan, write, edit and proofread work at text level with little support on a range of general and curricular topics;	1	13.12	
42	Learning about illness and injuries (this relates to biology) <b>Summative assessment for the unit «Sport, Health and Exercise»</b>	8.5.2.1- write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics; 8.5.3.1- write with moderate grammatical accuracy on a growing range of familiar general and curricular topics;	1	15.12	
43	Learning about illness and injuries (this relates to biology)	8.5.5.1- develop with support coherent arguments supported when necessary by examples and reasons for a growing range of written genres in familiar general and curricular topics; 8.5.6.1- link, independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics	1	16.12	20.12
44	Role-playing a visit to the doctor's surgery	<b>Use of English</b> 8.6.8.1- use a growing variety of future forms including present continuous and present simple with future meaning on a range of familiar general and curricular topics; 8.6.1.10- use present continuous forms for present and future meaning and past continuous, including some passive forms, on a range of familiar general and curricular topics; 8.6.12.1 - use comparative degree adverb structures not as quickly as / far less quickly with regular and irregular adverbs; use an increased variety of pre-verbal, post-verbal and end-position adverbs on a range of familiar general and curricular topics; 8.6.13.1 - use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics; 8.6.15.1- use infinitive forms after a limited number of verbs and adjectives; use gerund forms after a limited variety of verbs and prepositions; use some prepositional verbs and begin to use common phrasal verbs on a growing range of familiar general and curricular topics; 8.6.17.1- use if / unless/ if only in second conditional clauses and wish [that] clauses [present reference]; use a growing variety of relative clauses including why clauses on a range of familiar general and curricular topics	1	22.12	
45	<b>Summative control work for the 2<sup>nd</sup> term</b>		1	23.12	
46	Continuing the discussion about happiness in the context of living for a long time or winning a large amount of money		1	27.12	
47	Continuing the discussion about happiness in the context of living for a long time or winning a large		1	29.12	

		amount of money			
48		Unit revision		1	30.12
<b>3<sup>d</sup> term 30 hours</b>					
49	<b>Unit 5: Reading for Pleasure (10 hours)</b>	Learners read non-fiction books in Kazakh, English, Russian languages	<b>Content</b> 8.1.3.1- respect differing points of view; 8.1.7.1- develop and sustain a consistent argument when speaking or writing; 8.1.8.1- develop intercultural awareness through reading and discussion	1	10.01
50		Learners read non-fiction books in Kazakh, English, Russian languages	<b>Listening</b> 8.2.1.1- understand with little or no support the main points in extended talk on a wide range of general and curricular topics; 8.2.2.1- understand with little or no support most specific information in extended talk on a wide range of general and curricular topics; 8.2.5.1- recognize the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics	1	12.01
51		Learners read non-fiction books in Kazakh, English, Russian languages	<b>Speaking</b> 8.3.2.1- ask more complex questions to get information about a growing range of general topics and some curricular topics; 8.3.3.1- give an opinion at discourse level on a wide range of general and curricular topics; 8.3.4.1 - respond with some flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics;	1	13.01
52		Learners read non-fiction books in Kazakh, English, Russian languages	<b>Reading</b> 8.4.1.1- understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts; 8.4.2.1- understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;	1	17.01
53		Summarizing the chosen books	8.4.3.1- understand the detail of an argument on a range of familiar general and curricular topics, including some extended texts; 8.4.4.1-read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics	1	19.01
54		Summarizing the chosen books	8.4.9.1- recognize inconsistencies in argument in short texts on a limited range of general and curricular subjects	1	20/01
55		Summarizing the chosen books	<b>Writing</b> 8.5.3.1- write with moderate grammatical accuracy on a growing range of familiar general and curricular topics; 8.5.5.1- develop with support coherent arguments supported when necessary by examples and reasons for a growing range of written genres in familiar general and curricular topics; 8.5.6.1- link, independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics	1	24.01
56		Different activities, based on the content of the books	<b>Use of English</b> 8.5.8.1- use a growing variety of future forms including present continuous and present	1	26.01
57		Different activities, based on the content of the books		1	27.01

			simple with future meaning on a range of familiar general and curricular topics;			
58		Different activities, based on the content of the books	8.5.9.1 -use appropriately a 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; 8.5.1.11- use some reported speech forms for statements, questions and commands: say, ask, tell including reported requests on a range of familiar general and curricular topics; 8.5.16.1- use a growing variety of conjunctions including since, as to explain reasons and the structures so ... that, such a...that in giving explanations on a range of familiar general and curricular topics	1	31.01	
59	<b>Unit 6: The Natural World (10 hours)</b>	Learning about geographical features of Kazakhstan	<b>Content</b> 8.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups; 8.1.2.1- use speaking and listening skills to provide sensitive feedback to peers; 8.1.3.1- respect differing points of view; 8.1.7.1- develop and sustain a consistent argument when speaking or writing; 8.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world	1	2.02	
60		Learning about geographical features of Kazakhstan	<b>Listening</b> 8.2.1.1 - understand with little or no support the main points in extended talk on a wide range of general and curricular topics;	1	3.02	
61		Learning about world heritage sites around the world	8.2.2.1 - understand with little or no support most specific information in extended talk on a wide range of general and curricular topics; 8.2.6.1 - deduce meaning from context with little or no support in extended talk on a growing range of general and curricular topics;	1	7.02	
62		Learning about world heritage sites around the world (this relates to geography and biology)	8.2.7.1 - recognize typical features at word, sentence and text level of a growing range of spoken genres; 8.2.8.1 - understand extended narratives on a wide range of general and curricular topics	1	9.02	
63		Learning about a world heritage site in Kazakhstan	<b>Speaking</b> 8.3.1.1 - use formal and informal registers in their talk on a growing range of general and curricular topics; 8.3.2.1 - ask more complex questions to get information about a growing range of general topics and some curricular topics;	1	10.02	
64		Learning about a world heritage site in Kazakhstan	8.3.3.1 - give an opinion at discourse level on a wide range of general and curricular topics; 8.3.4.1 - respond with some flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics;	1	14.02	
65		Reading a newsletter on Our Endangered Planet	8.3.5.1 - interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks; 8.3.8.1 - recount some extended stories and events on a range of general and curricular topics	1	16,02	
66		Learning how to write a campaign letter	<b>Reading</b>	1	17.02	

67		Learning about the environment through learning about the saiga (this relates to geography and biology)  <b>Summative assessment for the unit «The Natural World»</b>	8.4.2.1 - understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts; 8.4.6.1 - recognise the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts; 8.4.7.1 - recognise typical features at word, sentence and text level in a range of written genres; <b>Writing</b> 8.5.3.1 - write with moderate grammatical accuracy on a growing range of familiar general and curricular topics; 8.5.5.1-develop with support coherent arguments supported when necessary by examples and reasons for a growing range of written genres in familiar general and curricular topics; 8.5.6.1 - link, independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics; 8.5.7.1 - use with minimal support appropriate layout at text level for a range of written genres on familiar general and curricular topics; 8.5.8.1 - spell most high-frequency vocabulary accurately for a range of familiar general and curricular topics; <b>Use of English</b> 8.6.3.1 - use a growing variety of compound adjectives and adjectives as participles and some comparative structures including not as...as, much ...than to indicate degree on a range of familiar general and curricular topics; 8.6.4.1 - use an increased variety of determiners including all, half, both [of] in pre-determiner function on a range of familiar general and curricular topics; 8.6.7.1 - use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics	1	21.02	
68		<b>Unit revision</b>		1	23.02	
69	<b>Unit 7: Travel and Transport (10 hours)</b>	Looking at modes of transport	<b>Content</b> 8.1.2.1 - use speaking and listening skills to provide sensitive feedback to peers; 8.1.3.1 - respect differing points of view; 8.1.5.1 - use feedback to set personal learning objectives; 8.1.7.1 - develop and sustain a consistent argument when speaking or writing; 8.1.1.10 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world <b>Listening</b> 8.2.2.1 - understand with little or no support most specific information in extended talk on a wide range of general and curricular topics; 8.2.4.1 - understand with little or no support most of the implied meaning in extended talk on a range of general and curricular topics; 8.2.8.1 - understand extended narratives on a wide range of general and curricular topics <b>Speaking</b> 8.3.3.1 - give an opinion at discourse level on a wide range of general and curricular topics; 8.3.5.1- interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks; 8.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics <b>Reading</b>	1	24.02	
70		Learning about signs and the language of signs		1	28.02	
71		Learning about signs and the language of signs		1	2.03	
72		Creating a survey about commuting to school, either for the ) <b>Summative assessment for the unit «Travel and Transport»</b>		1	3.03	
73		Creating a survey about commuting to		1	7.03	

		school, either for the class or the whole school (this relates to geography and computer science)	8.4.1.1 - understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts; 8.4.2.1 - understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts; 8.4.4.1 - read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics;			
74		Discussion on travelling in and around Kazakhstan	8.4.5.1 - deduce meaning from context in short texts and some extended texts on a growing range of familiar general and curricular topics; 8.4.8.1 - use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding	1	9.03	
75		<b>Summative control work for the 3<sup>d</sup> term</b>	<b>Writing</b> 8.5.1.1 - plan, write, edit and proofread work at text level with little - support on a growing range of general and curricular topics; 8.5.3.1 - write with moderate grammatical accuracy on a growing range of familiar general and curricular topics;	1	10.03	
76		Writing an account of a journey in or across Kazakhstan Reading about mysterious places around the world	8.5.4.1 - use with some support style and register appropriate to a variety of written genres on general and curricular topics; 8.5.6.1 - link, independently, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics; 8.5.8.1 - spell most high-frequency vocabulary accurately for a range of familiar general and curricular topics;	1	14.03	
77		Writing an account of a journey in or across Kazakhstan Reading about mysterious places around the world	8.5.9.1 - punctuate written work at text level on a range of familiar general and curricular topics with growing accuracy <b>Use of English</b> 8.6.5.1 - use questions which include a variety of different tense and modal forms on a range of familiar general and curricular topics; 8.6.7.1 - use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics; 8.6.9.1 - use appropriately a 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	16.03	
78		Unit revision	8.6.13.1 - use a growing variety of modal forms for different functions: obligation, necessity, possibility, permission, requests, suggestions, prohibition on a range of familiar general and curricular topics; 8.6.14.1 - use some prepositions before nouns and adjectives; use prepositions as, like to indicate manner; use dependent prepositions following adjectives on a range of familiar general and curricular topics	1	17.03	
<b>4<sup>th</sup> term (30 hours)</b>						
79	<b>Unit 8: Food and Drink (14 hours)</b>	Food and Drink	<b>Content</b> 8.1.2.1 - use speaking and listening skills to provide sensitive feedback to peers; 8.1.3.1 - respect differing points of view; 8.1.5.1 - use feedback to set personal learning objectives; 8.1.8.1 - develop intercultural awareness through reading and discussion; 8.1.10.1 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world	1	28.03	
80		Focusing on food in Kazakhstan		1	30.03	
81		Focusing on food in Kazakhstan		1	31.03	
82		Making a class chart		1	4.04	

	and looking at break-fasts around the world	<p><b>Listening</b> 8.2.3.1 - understand with little or no support most of the detail of an argument in extended talk on a wide range of general and curricular topics; 8.2.4.1 - understand with little or no support most of the implied meaning in extended talk on a range of general and curricular topics; 8.2.5.1 - recognize the opinion of the speaker(s) with little or no support in extended talk on a wide range of general and curricular topics;</p> <p><b>Speaking</b> 8.3.2.1 - ask more complex questions to get information about a growing range of general topics and some curricular topics; 8.3.4.1 - respond with some flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics; 8.3.5.1 - interact with peers to negotiate, agree and organize priorities and plans for completing classroom tasks; 8.3.6.1 - link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges; 8.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics; 8.3.8.1 - recount some extended stories and events on a range of general and curricular topics</p> <p><b>Reading</b> 8.4.2.1 - understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts; 8.4.3.1 - understand the detail of an argument on a range of familiar general and curricular topics, including some extended texts; 8.4.4.1 - read a growing range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics; 8.4.6.1 - recognize the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts;</p> <p><b>Writing</b> 8.5.1.1 - plan, write, edit and proofread work at text level with little support on a growing range of general and curricular topics; 8.5.2.1 - write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics; 8.5.3.1 - write with moderate grammatical accuracy on a growing range of familiar general and curricular topics; 8.5.4.1 - use with some support style and register appropriate to a variety of written genres on general and curricular topics</p> <p><b>Use of English</b> 8.5.2.1 - use a growing variety of quantifiers for countable and uncountable nouns including several, plenty, a large/small number/amount on a range of familiar general and curricular topics; 8.6.4.1 - use an increased variety of determiners including all, half, both [of] in pre-determiner function on a range of familiar general and curricular topics; 8.6.9.1 - use appropriately a variety of active and passive simple present and past forms and</p>			
83	Making a class chart and looking at break-fasts around the world		1	6.04	
84	Healthy food (this relates to maths and biology)		1	7.04	
85	Healthy food (this relates to maths and biology)		1	11.04	
86	Drama: role-playing a fictitious family meal and/or a scene in a restaurant		1	13.04	
87	Looking at “Food for thought” and the role of Oxfam		1	14.04	
88	Learning how to make a leaflet using a word processor, digital camera, desktop or other hardware etc		1	18.04	
89	Learning how to make a leaflet using a word processor, digital camera, desktop or other hardware etc (this relates to computer science)		1	20.04	
90	Planning a birthday or celebration party		1	21.04	
91	Planning a birthday or celebration party		1	25.04	
	<b>Summative assessment for the unit «Food and</b>				



		<b>Drink»</b>	past perfect simple forms in narrative and reported speech on a range of familiar general and curricular topics;			
92		<b>Unit revision</b>	8.6.15.1- use infinitive forms after a limited number of verbs and adjectives; use gerund forms after a limited variety of verbs and prepositions; use some prepositional verbs and begin to use common phrasal verbs on a growing range of familiar general and curricular topics	1	27.04	
93	<b>Unit 9: The World of Work (16 hours)</b>	The World of Work	<b>Content</b> 8.1.1.1 - use speaking and listening skills to solve problems creatively and cooperatively in groups;	1	28.04	
94		The World of Work	8.1.3.1 respect differing points of view;	1	2.05	
95		The World of Work	8.1.6.1 - organize and present information clearly to others;	1	3.05.	
96		Learning about different jobs and careers; attending talks on careers by visitors to the school	8.1.9.1 - use imagination to express thoughts, ideas, experiences and feelings;	1	4.05	
			8.1.10.1 - use talk or writing as a means of reflecting on and exploring a range of perspectives on the world			
			<b>Listening</b> 8.2.2.1 - understand with little or no support most specific information in extended talk on a wide range of general and curricular topics;			
97		Learning about different jobs and careers	8.2.7.1 - recognize typical features at word, sentence and text level of a growing range of spoken genres;	1	5.05	
			8.2.8.1 - understand extended narratives on a wide range of general and curricular topics			
			<b>Speaking</b> 8.3.2.1 - ask more complex questions to get information about a growing range of general topics and some curricular topics;			
98	Discussing the advantages and disadvantages of taking a gap year	8.3.3.1 - give an opinion at discourse level on a wide range of general and curricular topics;	1	09.05	11.05	
		8.3.4.1 - respond with some flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics;				
99	Discussing the advantages and disadvantages of taking a gap year	8.3.5.1 - interact with peers to negotiate, agree and organize priorities and plans for completing classroom tasks;	1	11.05		
		8.3.6.1 - link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges;				
100	Discussing the advantages and disadvantages of taking a gap year	8.3.7.1 - use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics;	1	12.05.		
		8.3.8.1 - recount some extended stories and events on a range of general and curricular topics				
		<b>Reading</b> 8.4.2.1 - understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts;				
101	Discussing the advantages and disadvantages of taking a gap year	8.4.6.1 - recognize the attitude or opinion of the writer on a growing range of unfamiliar general and curricular topics, including some extended texts;	1	16.05		
		8.4.9.1 - recognize inconsistencies in argument in short texts on a limited range of general and curricular subjects				
		<b>Writing</b> 8.5.2.1 - write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics;				
102	Looking at part-time jobs for young people	8.5.3.2 - write with moderate grammatical accuracy on a growing range of familiar general	1	18.05		
		<b>Summative assessment</b>				

	<b>for the unit «The World of Work»</b>	and curricular topics <b>Use of English</b>			
103	Looking at part-time jobs for young people	8.6.5.1 - use questions which include a variety of different tense and modal forms on a range of familiar general and curricular topics;	1	19.05	
104	<b>Summative control work for the 4<sup>th</sup> term</b>	8.6.6.1 - use a variety of pronouns including indefinite pronouns anybody, anyone, anything and quantitative pronouns everyone, everything, none, more, less, a few on a range of familiar general and curricular topics;	1	23.05	
105	Listening to an interview, role-playing an interview then reporting back on it	8.6.7.1 - use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics;	1	25.05	
106	Revisiting our dreams for the future	8.6.8.1 - use a growing variety of future forms including present continuous and present simple with future meaning on a range of familiar general and curricular topics;	1	26.05	
107	Optional Secret Agents! Project . Unit revision	8.6.17.1 - use if / unless/ if only in second conditional clauses and wish [that] clauses [present reference]; use a growing variety of relative clauses including why clauses on a range of familiar general and curricular topics	1	30.05	
<b>Total: 107      Annotation: Summative control work for the Unit -20 minutes</b>					
<b>Summative control work for the Term – 45 minutes</b>					