

КГУ «Общеобразовательная школа №18»

Принята решением СППС  
ОШ №18

«21» августа 2021 г



**ИНДИВИДУАЛЬНАЯ ПРОГРАММА**  
по английскому языку  
Пешинной В., Спициной В.,  
учащихся 7 класса  
на 2021 – 2022 учебный год

бейынтарга арналган күнтізбелік-тақырыптық жоспар  
**Calendar Thematic Plan for the 6<sup>th</sup> grade within the framework of updating the secondary education content**  
 2020-2021 оқу жылы/учебный год/academic year  
 Календарно-тематическое планирование для 6 класса в рамках обновления содержания среднего образования  
 Дисциплина: английский язык 6 класс  
 Итого: 102 часа, в неделю 3 часа

No	Unit/ Раздел/ Сквозные темы	Theme/ Темы урока	Learning objectives	Hours/ Часы	Date /Сроки	Notes/ Примечания
<b>1<sup>st</sup> term 28 hours</b>						
1	<b>Our Class (13 hours)</b>	Countries and nationalities	<b>Content</b>	1	01.09	
2		Heroes around the world (This relates to Geography)	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	1	04.09	
3		Countries and nationalities	<b>Listening</b>	1	07.09	
4		Creating a Word Cloud of our Class	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	1	08.09	
5		Creating a Word Cloud of our Class (This relates to Computer Science)	<b>Speaking</b>	1	11.09	
6		Presenting a table of information about our class	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	1	14.09	
7		Presenting a table of information about our class (This relates to Computer Science)	<b>Reading</b>	1	15.09	
8		Presenting a table of information about our class (This relates to Computer Science)	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; 6.3.9.1 - recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics	1	18.09	
9		Getting to know about other classes around the world	<b>Writing</b>	1	21.09	
10		Getting to know about other classes around the world (This relates to Computer Science, Geography)	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; 6.5.6.1 - link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics	1	22.09	
11		Getting to know about other classes around the world (This relates to Computer Science, Geography)	<b>Use of English</b>	1	25.09	
12		Getting to know about other classes around the world (This relates to Computer Science, Geography)	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; 6.6.9.1 - 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; 6.6.12.1 - 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; 6.6.13.1 - use modal forms including mustn't (prohibition), need (necessity), should (for advice) on a range of familiar general and curricular topics	1	28.09	
13		Unit Revision		1	29.09	

			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		
14	Helping and Heroes (15 hours)	House and Home, helping around the home.	Content	1	02.10
15		House and Home, helping around the home.	6.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups;	1	05.10
16		House and Home, helping around the home.	6.1.3.1- respect differing points of view;	1	06.10
17		House and Home, helping around the home.	6.1.8.1- develop intercultural awareness through reading and discussion	1	09.10
18		Learning about the fauna of Kazakhstan. Animals in the countryside	Listening	1	12.10
19		Helping other people	6.2.1.1- understand a longer sequence of supported classroom instructions;	1	13.10
20		Helping other people	6.2.6.1- deduce meaning from context in supported extended talk on a range of general and curricular topics;	1	16.10
21		Heroes of Kazakhstan	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	19.10
22		A biography of famous people SA 1	6.2.8.1- understand supported narratives including some extended talk, on a range of general and curricular topics	1	20.10
23		Heroes of Kazakhstan (describing people).	Speaking	1	23.10
24		Heroes around the world	6.3.1- give an opinion at sentence and discourse level on an increasing range of general and curricular topics;	1	26.10
25		Learning about the flora of Kazakhstan.	6.3.6.1- communicate meaning clearly at sentence and discourse level during, pair, group and whole class exchanges;	1	27.10
26		Plants in the countryside	6.3.7.1- use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics;	1	30.10
27		Heroes around the world (This relates to Geography).	6.3.8.1- recount some extended stories and events on a limited range of general and curricular topics	1	02.11
28		Summative control work for the 1 <sup>st</sup> term	Reading	1	03.11
		Checking work	6.4.1.1 - understand the main points in a growing range of short, simple texts on general and curricular topics;		
		Unit revision	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		
			Writing		
			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 opinion 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		
			Use of English		
			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;		
			6.6.5.1 - 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		

2<sup>nd</sup> term 28 hours

29	Our Countryside (10 hours)	Learning some map reading skills. That is my village. Learning some map reading skills. Things to see in countryside	Content 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 Listening 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 Speaking 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 Reading 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; 6.4.5.1- 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 Writing 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; 6.5.6.1- 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 Use of English 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; 6.6.9.1- 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; 6.6.11.1- use common impersonal structures with it, there 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; 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	16.11	
30		Learning about the flora of Kazakhstan. Plants in the countryside		1	17.11	
31		Learning about the flora of Kazakhstan. Countryside nature		1	20.11	
32		Learning about the flora of Kazakhstan. (This relates to Biology and Geography)		1	23.11	
33		Learning about the fauna of Kazakhstan. On the farm. Learning about the fauna of Kazakhstan. Animals in the countryside		1	24.11	
34		Learning about the fauna of Kazakhstan. (This relates to Biology and Geography)		1	27.11	
35		Researching and presenting a labelled map of information about our country. (This relates to Geography and Computer Science)		1	30.11	
36		Researching and presenting a labelled map of information about our country. Life in the countryside		1	02.12	
37		SA 1 The geography of Kazakhstan		1	03.12	
38		Unit revision		1	07.12	
39	Drama and Comedy (10 hours)	TV programmes, films and cartoons	Content 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	1	09.12	
40		Role-playing and drama		1	10.12	
41		Making a poster about favourite film. (This relates to		1	14.12	

		Art and Design and Computer Science)	<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 of general and curricular topics			
42		Making a poster about favourite film (This relates to Art and Design and Computer Science)	<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	1	16.12	
43		My favourite writer	<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	1	17.12	
44		Creating a cartoon strip (This relates to Art and Design and Computer Science) SA 1	<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	1	21.12	
45		Learning about narrative Structure	<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	1	23.12	
46		<b>Summative control work for the 2<sup>nd</sup> term</b>		1	24.12	
47		Checking work		1	28.12	
48		<b>Unit revision</b>		1	30.12	
<b>3<sup>rd</sup> term 30 hours</b>						
49	<b>Our Health (10 hours)</b>	Sport in our class (This relates to Physical Education)	<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; 6.1.9.1- 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	1	11.01	
50		Grade 6 is a healthy class! (This relates to Physical Education)	<b>Listening</b> 6.2.5.1- understand most specific information and detail of supported, extended talk on a range of general and 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	1	13.01	
51		How we keep fit and healthy	<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;	1	14.01	
52		How we keep fit and healthy		1	18.01	
53		Creating a presentation about our favourite sport		1	20.01	
54		Creating a presentation about an aspect of keeping healthy		1	21.01	
55		Grade 6 eats healthy food!		1	25.01	
56		Looking at Karakhotan recipes		1	27.01	
57		SA 1 Food and drink		1	28.01	
58		<b>Unit revision</b>		1	01.02	

		Art and Design and Computer Science)	<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			
42		Making a poster about favourite film (This relates to Art and Design and Computer Science)	<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	1	16.12	
43		My favourite writer	<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	1	17.12	
44		Creating a cartoon strip (This relates to Art and Design and Computer Science) SA 1	6.4.3.1- understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts	1	21.12	
45		Learning about narrative Structure	<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	1	23.12	
46		Summative control work for the 2 <sup>nd</sup> term	<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 + ing patterns; use infinitive of purpose on a limited range of familiar general and curricular topics	1	24.12	
47		Checking work		1	28.12	
48		Unit revision		1	30.12	
<b>3<sup>rd</sup> term 30 hours</b>						
49	<b>Our Health (10 hours)</b>	Sport in our class (This relates to Physical Education)	<b>Content</b> 6.1.1.1- use speaking and listening skills to solve problems creatively and cooperatively in groups; 6.1.8.3- develop intercultural awareness through reading and discussion; 6.1.9.3- 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	1	11.01	
50		Grade 6 is a healthy class! (This relates to Physical Education)	<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	1	13.01	
51		How we keep fit and healthy	<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;	1	14.01	
52		How we keep fit and healthy		1	18.01	
53		Creating a presentation about our favourite sport		1	20.01	
54		Creating a presentation about an aspect of keeping healthy		1	21.01	
55		Grade 6 eats healthy food!		1	25.01	
56		Looking at Kazakhstan recipes		1	27.01	
57		SA 1 Food and drink		1	28.01	
58		Unit revision		1	01.02	



		<p>6.3.6.1- communicate meaning clearly at sentence and discourse level during pair, group and whole class exchanges;</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>6.4.1.1- read independently a limited range of short simple fiction and non-fiction texts;</p> <p>6.4.2.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended texts;</p> <p>6.4.6.1- recognize the attitude or opinion of the writer in short texts on a growing range of general and curricular topics;</p> <p>6.4.8.1- use independently familiar paper and digital reference resources to check meaning and extend understanding.</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>6.5.6.1- link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics;</p> <p>6.5.7.1- use with some support appropriate layout at text level for a growing range of written genres on familiar general topics and some curricular topics;</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>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>6.6.9.1- 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>6.6.10.1- 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;</p> <p>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;</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>				
59	<b>Holidays and Travel (10 hours)</b>	Reviewing map reading skills	<b>Content</b> 6.1.2.1- use speaking and listening skills to provide sensitive feedback to peers;	1	03.02	
60		Revising map reading skills (This relates to Geography)	6.1.1.1- report differing points of view;	1	04.02	
61		Reviewing map reading skills (This relates to Geography)	6.1.3.1- use feedback to set personal learning objectives;			
			6.1.6.1- organize and present information clearly to others	1	08.02	
62		Learning about the weather and how to create a cloud	<b>Listening</b>			
63		Learning about the weather and how to create a cloud (This relates Maths and Physics)	6.2.1.1- understand a longer sequence of supported classroom instructions;	1	10.02	
			6.2.2.1- understand more specific information and detail of supported, extended talk on a range of general and curricular topics;	1	11.02	
64		Descriptive language to create an atmosphere	6.2.4.1- deduce meaning from context in supported extended talk on a range of general and curricular topics;			
			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	15.02	
65		Descriptive language to create	6.2.8.1- understand supported narratives including some extended talk, on a range of general and curricular topics	1	17.02	

66		an atmosphere Researching and writing a magazine article on adventure holidays for families	<b>Speaking</b> 6.3.3.1- give an opinion at sentence and discourse level on an increasing 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	1	18.02	
67		Writing e-mail SA 2	<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; 6.4.5.1- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended 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; 6.4.9.1- recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics	1	22.02	
68		Unit revision	<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; 6.5.7.1- use with some support appropriate layout at text level for a growing range of written genres on familiar general topics and some curricular topics; 6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of 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	1	24.02	
69	Reading for Pleasure (11 hours)	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	1	25.02	
70		Learners read non-fiction books in Kazakh, English, Russian languages	<b>Speaking</b> 6.2.5.1- keep interaction going in basic exchanges on a growing range of general and curricular topics	1	01.03	
71		Learners read non-fiction books in Kazakh, English, Russian languages	<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	1	03.03	
72		Summarizing the chosen books		1	04.03	
73		Summarizing the chosen books		1	08.03	
74		Different activities, based on the content of the books		1	10.03	
75		Different activities, based on the content of the books		1	11.03	





66		an atmosphere Researching and writing a magazine article on adventure holidays for families	<b>Speaking</b> 6.3.3.1- give an opinion at sentence and discourse level on an increasing 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	1	18.02	
67		Writing e-mail SA 2	<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- deduce meaning from context on a limited range of familiar general and curricular topics, including some extended 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; 6.4.9.1- recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics	1	22.02	
68		Unit revision	<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; 6.5.7.1- use with some support appropriate layout at text level for a growing range of written genres on familiar general topics and some curricular topics; 6.5.8.1- spell most high-frequency vocabulary accurately for a limited range of 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	1	24.02	
69	Reading for Pleasure (11 hours)	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	1	25.02	
70		Learners read non-fiction books in Kazakh, English, Russian languages	<b>Speaking</b> 6.2.5.1- keep interaction going in basic exchanges on a growing range of general and curricular topics	1	01.03	
71		Learners read non-fiction books in Kazakh, English, Russian languages	<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	1	03.03	
72		Summarizing the chosen books		1	04.03	
73		Summarizing the chosen books		1	08.03	
74		Different activities, based on the content of the books		1	10.03	
75		Different activities, based on the content of the books		1	11.03	

76		Different activities, based on the content of the books	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	1	15.03	
77		Summative control work for the 3 <sup>rd</sup> term	Writing 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	17.03	
78		Checking work		1	18.03	
79		Unit revision		1	18.03	
4 <sup>th</sup> term 24 hours						
80	Our Neighbourhood (12 hours)	Our neighbourhood, the places and buildings where we live, shopping and services	Content 6.1.2.1- use speaking and listening skills to provide sensitive feedback to peers; 6.1.3.1-respect differing points of view	1	01.04	
81		Describing the shopping where we live	Listening 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	1	05.04	
82		Describing the shopping where we live (This relates to Geography)	Speaking 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;	1	05.04	
83		Describing the shopping where we live	Reading 6.4.6.1- recognize the attitude or opinion of the writer in short texts on a growing range of general and curricular topics; 6.4.7.1- recognize typical features at word, sentence and text level in a range of written genres	1	07.04	
84		Describing the shopping where we live (This relates to Geography)	Writing 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;	1	08.04	
85		School Magazine article	Use of English 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;	1	12.04	
86		School Magazine article Learning how to create a school magazine or ezine (This relates to Computer Science and Art and Design)	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;	1	14.04	
87		Designing our own page in the school magazine	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	1	15.04	
88		Designing our own page in the school magazine (This relates to Art and Design and Computer Science)		1	19.04	
89		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	
90		The value of being a good neighbor SA 1		1	22.04	
91	Transport	Learning about travel and	Content	1	28.04	

	(12 hours)	transport	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		
92		Learning about travel and transport	Listening	1	29.04
93		Designing a board game	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	1	03.05
94		Designing a board game	Speaking	1	05.05
95		Creating a survey and table to show how we get to school	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	1	06.05
96		Creating a survey and table to show how we get to school (This relates to Maths)	Reading	1	10.05
97		Learning about the first ever steam-hauled train in the world	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- read independently a limited range of short simple fiction and non-fiction texts; 6.4.6.1- recognize the attitude or opinion of the writer in short texts on a growing range of general and curricular topics; 6.4.7.1- recognize 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	1	12.05
98		The value of green transport	Writing	1	13.05
99		Learning about an aspect of transport in Kazakhstan	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	1	17.05
100		Learning about an aspect of transport in Kazakhstan (This relates to History of Kazakhstan and Kazakhstan in the modern world)	Use of English	1	19.05
101		Summative control work for the 4 <sup>th</sup> term	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; 6.6.4.1- 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	20.05
102		Unit revision		1	24.05
<b>Total: 102</b> <b>Annotation: Summative control work for the Unit -20 minutes</b> <b>Summative control work for the Term – 40 minutes</b>					

