

**Жалпы еңбекке баулу 6-сынып Тақырыптық күнтізбелік жоспар**

№	Ауыспалы тақырып	Сабақтың тақырыбы	Оқу мақсаттары. Білім алушылар білуге тиісті	Сағат саны	Мерзімі	Ескерту
1	1. Материалтану. Құралдар және жабдықтар	1.1 Еңбек заттары туралы жалпы мәліметтер	6.1.1.1 өзінің Отаны үшін мақтаныш сезімін білдіру	1	01.09	
2		1.1 Еңбек заттары туралы жалпы мәліметтер	6.1.1.2 орындалатын жұмыстың сипатына байланысты жалпы теориялық мәліметтері болу;	1	04.09	
3		1.1 Еңбек Заттары туралы жалпы мәліметтер	6.1.1.3 өзінің жеке ерекшеліктерін кәсіби талаптармен салыстыру	1	05.09	
4		1.1 Еңбек заттары туралы жалпы мәліметтер	6.1.1.4 Еңбек заттарының ең бір маңызды ерекшеліктерін түсінуін және білімін көрсету	1	06.09	
5		1.1 Еңбек заттары туралы жалпы мәліметтер	6.1.1.5.өзінің жұмыс орнын өздігінен ұйымдастыру	1	08.09	
6		1.1 Еңбек заттары туралы жалпы мәліметтер	6.1.1.6.тапсырмада үлгі, сурет және технологиялық карта бойынша бағдарлау	1	11.09 11.09	
7		1.1 Еңбек заттары туралы жалпы мәліметтер	6.1.1.7 жоспар бойынша жұмыс істеу, әрекеттердің орындалу тәртібін сақтау, нұсқауды дұрыс және дәл орындау	1	12.09	
8		1.1 Еңбек заттары туралы жалпы мәліметтер	6.1.1.8. еңбек заттарын жасаған кезде материалдардың қасиеттерін есепке алу	1	13.09	

9		1.1 Еңбек заттары туралы жалпы мәліметтер	6.1.1.9.терминдер мен технологиялық операциялардың атауларын түсіну және сөйлеу тілінде пайдалану	1	14.09	
10		Материалдарды, құралдарды және жабдықтарды талдау	6.1.2.2 еңбек құралдарын пайдалану және құралды орындалатын операцияға сәйкес тиімді таңдайбілу;	1	18.09	
11		Материалдарды, құралдарды және жабдықтарды талдау	6.1.2.3 шеберханада жұмыс кезінде тәртіп ережелерін және санитарлық-гигиеналық талаптарды; құралдармен жұмыс кезінде қауіпсіздік техникасы ережелерін ұстану	1	19.09	
12		Материалдарды, құралдарды және жабдықтарды талдау	6.1.2.4 белгілеу тәсілдерін (қимаұлгі, сызғыш, циркуль, бұрыш және арнайы кәсіби құралдардың көмегімен) қолдану	1	20.09	
13		Материалдарды, құралдарды және жабдықтарды талдау	6.1.2.5 үйретілген операцияларды орындау технологиясын; орындалатын әрекеттердің алгоритмін ұстану	1	21.09	
14		Материалдарды, құралдарды және жабдықтарды талдау	6.1.2.6 жасалатын бұйымның қолданысын түсіну	1	25.09	
15		Материалдарды, құралдарды және жабдықтарды талдау	6.2.1.7 жазбаша және ауызекі нұсқауларды оқу және түсіну, жұмыс барысында сұрақтар мен жауаптарды тұжырымды етіп айта білу	1	26.09	
16		Ағаш ұстасы	6.2.1.1 ағаштың құрылысын және ағаш түрлерінің қасиеттерін білу; бұйым бөліктерін дөңгелек кесінділерден жасау технологиясын меңгеру	1	27.09	
17		Ағаш ұстасы	6.2.1.2 сүргімен жону, рейсмуспен белгілеудің бекіту	1	28.09	

18		Ағаш ұстасы	6.2.1.3.ағашта геометриялық ойма сурет салу техникасын меңгеру	1	2.10	
19		Ағаш ұстасы	6.2.1.4.кесіндінің жарты ағашына бұрыштап кірігебіріктіруді орындау	1	3.10	
20		Ағаш ұстасы	6.2.1.5.қисық сызықты аралауды орындау, қисықсызықты кесіндінің шеттерін өңдеу	1	4.10	
21		Ағаш ұстасы	6.1.2.6. бұрғылауды орындау	1	5.10	
22		Ағаш ұстасы	1 6.2.1.7. тесіп өткен және бігеу тесіктерді ұңғылаудыорындау	1	9.10	
23		Ағаш ұстасы	6.2.1.8. ағаштардың негізгі түрлерінің қасиеттерін ажырату	1	10.10	
24		Ағаш ұстасы	6.2.1.9 аралау дағдыларын бекіту	1	11.10	
25		Ағаш ұстасы	6.2.1.10.кесінділерді айқастырып, бұрыштап, таңбасияқты біріктіруді орындау	1	12.10	
26		Ағаш ұстасы	6.2.1.11.тесіп өтекен тесіктерді ұңғылаудыорындау	1	16.10	
27		Ағаш ұстасы	6.2.1.12қисық сызықты аралауды орындау	1	17.10	
28	2.Еңбек заттарын жасау технологиясы	2.1. Ағаш ұстасы	6.2.1.13 қисық сызықты кесіндінің шеттерін өңдеу	1	18.10	
29		2.1. Ағаш ұстасы	6.2.1.14.асүйлік керек-жарақтарды жасау бойынша жұмыстарды орындау	1	19.10	

30		2.3Тігін ісі	6.2.3.1.жануар текті талшықтан жасалған маталардың (жібек, жүн) қасиеттерімен танысу	1	23.10	
31		Тігін ісі	6.2.3.2.жұмысты қол тігістерін пайдалана отырып орындауды жалғастыру	1	24.10	
32		Тігін ісі	6.2.3.3. бұйымдарды қол тігістерін және кесте немесе жапсырмақұрақ түріндегі әшекейді пайдалана отырып жасау	1	26.10	
33		Еңбек заттары туралы жалпы мәліметтер	<b>2-тоқсан</b>	1	6.11	
			6.1.1.1 өзінің Отаны үшін мақтаныш сезімін білдіру			
34		Еңбек заттары туралы жалпы мәліметтер	6.1.1.2 орындалатын жұмыстың сипатына байланысты жалпы теориялық мәліметтері болу	1	7.11	
35		Еңбек заттары туралы жалпы мәліметтер	6.1.1.3 өзінің жеке ерекшеліктерін кәсіби талаптармен салыстыру	1	8.11	
36		Еңбек заттары туралы жалпы мәліметтер	6.1.1.4.еңбек заттарының ең бір маңызды ерекшеліктерін түсінуін және білімін көрсету	1	9.11	
37		Еңбек заттары туралы жалпы мәліметтер	6.1.1.5 өзінің жұмыс орнын өздігінен ұйымдастыру	1	13.11	
38		Еңбек заттары туралы жалпы мәліметтер	6.1.1.6 тапсырмада үлгі, сурет және технологиялық карта бойынша бағдарлау	1	14.11	
39		Еңбек заттары туралы жалпы мәліметтер	6.1.1.7жоспар бойынша жұмыс істеу, әрекеттердің орындалу тәртібін сақтау, нұсқауды дұрыс және дәл орындау	1	15.11	
40		Еңбек заттары туралы жалпы мәліметтер	6.1.1.8.еңбек заттарын жасаған кезде материалдардың қасиеттерін есепке алу	1	16.11	
41		Еңбек заттарын талдау	6.1.1.9.терминдер мен технологиялық операциялардың атауларын түсіну және сөйлеу	1	20.11	

		Еңбек заттарын талдау	тілінде пайдалан			
42		Материалдарды, құралдарды және жабдықтарды талдау	6.1.2.2.еңбек құралдарын пайдалану және құралды орындалатын операцияға сәйкес тиімді таңдайбілу;	1	21.11	
43		Материалдарды, құралдарды және жабдықтарды талдау	6.1.2.3 шеберханада жұмыс кезінде тәртіп ережелерін және санитарлық-гигиеналық талаптарды; құралдармен жұмыс кезінде қауіпсіздік техникасы ережелерін ұстану	1	22.11	
44		Материалдарды, құралдарды және жабдықтарды талдау	6.1.2.4 белгілеу тәсілдерін (қимаұлгі, сызғыш, циркуль, бұрыш және арнайы кәсіби құралдардың көмегімен) қолдану	1	23.11	
45		Материалдарды, құралдарды және жабдықтарды талдау	6.1.2.5 үйретілген операцияларды орындау технологиясын; орындалатын әрекеттердің алгоритмін ұстану	1	27.11	
46		Материалдарды, құралдарды және жабдықтарды талдау	6.1.2.6 жасалатын бұйымның қолданысын түсіну	1	28.11	
47		Материалдарды, құралдарды және жабдықтарды талдау	6.2.1.7 жазбаша және ауызекі нұсқауларды оқу және түсіну, жұмыс барысында сұрақтар мен жауаптарды тұжырымды етіп айта білу	1	29.11	
48		Түптеу картронаждық іс	6.2.2.1 қалтасы, бауы бар папкаларды жасау	1	30.11	
49		Түптеу картронаждық іс	6.2.2.2 блоктарды біріктіру тәсілдерін ажырату	1	4.12	
50		Түптеу картронаждық іс	6.2.2.3 бұйым жасағанда қағаздың қасиеттерін пайдалану	1	5.12	
51		Түптеу картронаждық іс	6.2.2.4 бүктеу тәсілдерін ажырату	1	6.12	
52		Түптеу картронаждық іс	6.2.2.5 әр түрлі жұмыс құралдарын пайдалану	1	7.12	
53		Түптеу картронаждық іс	6.2.2.6 бұйымның негізгі пішінін ерекшелеуге тырысу, бір негізгі пішіннен	1	11.12	

			екінші негізгі пішінге көшу (бүктеу арқылы шаршыдан үшбұрыш жасау)			
54		Түптеу картонаждық іс	6.2.2.7 симметрия туралы қарапайым түсінік болу	1	12.12	
55		Түптеу картонаждық іс	6.2.2.8.кестелер мен көрнекілік құралдарды жапсыруды орындау	1	13.12	
56		Слесарлық іс	6.2.4.1 слесарлық шеберханадағы жұмыс ережелерін білу және орындау	1	14.12	
57		Слесарлық іс	6.2.4.2.5-сынып бағдарламасы бойынша сыммен және қаңылтырмен жұмыстарды орындау	1	18.12	
58		Слесарлық іс	6.2.4.3.слесарлық құралдармен және аспаптармен жұмыстағы қауіпсіздік техникасы ережелерін білу және орындау	1	19.12	
59		Слесарлық іс	6.2.4.4.сызба бойынша бөліктерді жазықтық белгілеу және өндеуді орындау	1	20.12	
60		Слесарлық іс	6.2.4.5.Слесарлық іс тақтада шабуды орындау	1	21.12	
61		Слесарлық іс	6.2.4.6.қисық сызықты жиекті кесіп алуды орындау	1	25.12	
62		Слесарлық іс	6.2.4.7.жазық қаңылтырды кесуді орындау	1	26.12	
63		Слесарлық іс	6.2.4.8.бұйымды технологиялық карта бойынша орындау	1	27.12	
64		Слесарлық іс	6.2.4.9.бөліктерді қалпақтары жасырын тойтарма шегемен біріктіру	1	28.12	

**Calendar Thematic Plan for grade 3**  
**within the framework of updating the secondary education content**  
**2023 - 2024 academic year**

№	Units/ Changing lessons	Theme	Learning objectives	Hours	Date	Notes
<b>1<sup>st</sup> term 16 hours</b>						
1	<b>Unit 1: Animals</b> (8 hours)	Animal types	3.1.5.1 distinguish phonemically different words; 3.2.1.1 make simple statements about yourself within a limited range of common topics;	1	4.09	
2		Animal types <b>Entering Test</b>	3.5.5.1 use interrogative pronouns: which, what, where, who, how many, what kind of ... in a conversation on familiar topics; 3.5.14.1 use prepositions of place and position: at, behind, between, in, in front of, near, next to, on, under, above to describe the location of people and objects, use prepositions time: on, in, at to specify the date, day of the week and time of day	1	8.09	
3		Body parts	3.1.6.1 understand some factual information with support in small passages of text or dialogues on a limited range of general and educational topics;	1	11.09	
4		Body parts	3.2.1.1 make simple statements about yourself within a limited range of general topics; 3.3.1.1 recognize, identify and pronounce with support a limited number of familiar words in simple sentences	1	15.09	
5		Animal Song and Dance	3.1.2.1 understand a limited range of short personal questions with support; 3.1.9.1 recognize short simple words pronounced by syllables; 3.4.1.1 compose, record and check with significant support short sentences on a limited range of personal, general and educational topics 3.5.4.1 use the articles a, an, the, some, any, this, these, that, those to designate subjects within a limited range of general and educational topics. 3.5.10.1 use the forms of the present long time to describe what is happening at the moment	1	18.09	
6		Craft project	3.1.1.1 understand short instructions with support for performing a wider range of activities in the lesson;	1	22.09	
7		Craft project <b>Summative assessment for the unit «Animals»</b>	3.2.6.1 exchange replicas in small dialogues on a limited range of topics	1	25.09	
8		Unit Revision		1	29.09	

9	<b>Unit 2: Light &amp; Dark ( 6 hours)</b>	Light & Dark	3.1.6.1 understand some factual information with support in small fragments of text or dialogues on a limited range of general and educational topics; 3.1.7.1 use contextual hints to predict the content of small dialogues with support on general and educational topics;	1	2.10	
10		Day & Night	3.2.4.1 answer questions within a limited range of general and educational topics; 3.3.5.1 understand the main ideas of short simple texts on general familiar topics and some learning topics using contextual hints	1	6.10	
11		Sources of light	3.1.6.1 understand some factual information with support in small passages of text or dialogues on a limited range of general and educational topics; 3.2.1.1 make simple statements about yourself within a limited range of general topics;	1	7.10	
12		Sources of light  <b>Summative assessment for the unit «Light &amp; Dark»</b>	3.3.3.1 read short uncomplicated fiction and popular science texts on a limited range of general and educational topics with standard support; 3.5.3.1 use adjectives and possessive articles when describing and comparing subjects within a limited range of general and educational topics; 3.5.13.1 use the modal verb can to ask permission and must/mustn't/have to to talk about obligations	1	13.10	
13		Out at night	3.1.5.1 distinguish phonemically different words; 3.1.8.1 understand short stories on a limited number of general and educational topics; 3.2.3.1 describe people and objects in simple words within a limited range of general and educational topics;	1	16.10	
14		Out at night	3.2.6.1 exchange replicas in small dialogues on a limited range of topics; 3.4.5.1 connect words or phrases using basic unions with support; 3.4.7.1 write correctly a greater number of familiar frequently used words when performing writing activities under the guidance of a teacher	1	20.10	
15		<b>Summative control work for the 1<sup>st</sup> term</b>		1	23.10	
16		Unit revision		1	27.10	



**2<sup>nd</sup> term 16 hours**

17	<b>Unit 3: Time (7 hours)</b>	Times of my day	3.1.8.1 understand short stories on a limited number of general and educational topics; 3.2.1.1 make simple statements about yourself within a limited range of general topics; 3.2.2.1 ask questions to identify existing experience within a limited range of general and educational topics;	1	6.11	
18		Times of my day	3.2.4.1 answer questions within a limited range of general and educational topics; 3.4.1.1 compose, record and check with significant support, short sentences on a limited range of personal, general and educational topics; 3.5.2.1 use quantitative numerals from 1 to 100 and ordinal ones from 1 to 10; 3.5.14.1 use prepositions of place and position: at, behind, between, in, in front of, near, next to, on, under, above to describe the location of people and objects, use prepositions of time: on, in, at to indicate the date, day of the week and time of day	1	10.11	
19		Days of the week	3.1.7.1 use contextual hints to predict the content of small dialogues with support on general and educational topics; 3.2.2.1 ask questions to identify existing experience within a limited range of general and educational topics;	1	13.11	
20		Days of the week	3.2.6.1 exchange replicas in small dialogues on a limited range of topics; 3.3.1.1 recognize, identify and pronounce with support a limited number of familiar words in simple sentences; 3.4.4.1 write short simple sentences with support, leaving spaces between words; 3.4.6.1 correctly use uppercase and lowercase letters when writing names, place names and short sentences when performing written work in the classroom under the guidance of a teacher; 3.5.2.1 use quantitative numerals from 1 to 100 and ordinal from 1-10; 3.5.9.1 use the present tense (basic narrative, negative and interrogative forms) to describe what they like their desires and habits, presenting facts, describing simple events planned in the future, using basic forms of the past tense to describe actions and feelings; 3.5.17.1 use me, too and I don't in short answers	1	17.11	
21		At the right time	3.1.7.1 use contextual hints to predict the content of small dialogues with support on general and educational topics;	1	20.11	
22		At the right time	3.1.8.1 understand short stories on a limited number of general and educational topics; 3.1.9.1 recognize short simple words pronounced by syllables; 3.2.6.1 exchange replicas in small dialogues on a limited range of topics; 3.3.3.1 read very short uncomplicated artistic and popular science texts on a limited range of general and educational topics; 3.3.6.1 understand with considerable support factual information and details in short uncomplicated texts on a limited range of general and educational topics	1	24.11	
		<b>Summative assessment for the unit «Time»</b>				
23	Unit revision	3.5.2.1 use quantitative numerals from 1 to 100 and ordinal ones from 1-10; 3.5.14.1 use prepositions of place and position: at, behind, between, in, in front of, near, next to, on, under, above to describe the location of people and objects, use the prepositions of time: on, in, at to indicate the date, day of the week and time of day	1	27.11		

24	<b>Unit 4: Buildings</b> (9 hours)	Buildings	3.1.1.1 understand short instructions with support for performing a wider range of activities in the classroom;	1	1.12	
25		Four walls	3.1.6.1 understand some factual information with support in small 768 text passages or dialogues on a limited range of general and educational topics;	1	4.12	
26		Four walls	3.2.3.1 describe people and objects in simple words within a limited range of general and educational topics;	1	8.12	
			3.3.4.1 use simple dictionary with illustrations;			
			3.3.5.1 understand the main ideas of short simple texts on common familiar topics and some educational topics using contextual hints			
			3.5.11.1 use the forms has got/have got there is/are statement in sentences and questions			
27		Our town	3.4.7.1 correctly write down a larger number of familiar frequently used words when performing writing activities under the guidance of a teacher; 3.5.1.1 use nouns in singular and plural, use possessive forms of nouns to talk about property;	1	11.12	
28		Our town  <b>Summative assessment for the unit «Buildings»</b>	3.5.3.1 use adjectives, including possessive adjectives, on a limited range of general and some educational topics to describe subjects, use simple simple and some compound adjectives [comparative form] for making comparisons;	1	15.12	
			3.5.9.1 use the present tense (basic narrative, negative and interrogative forms) to describe what they like, their desires and habits, present facts, describe simple events planned in the future, use the basic forms of the past tense to describe actions and feelings;			
			3.5.14.1 use prepositions of place and position: at, behind, between, in, in front of, near, next to, on, under, above to describe the location of people and objects, use the prepositions of time: on, in, at to indicate the date, day of the week and time of day			
29	Around the house	3.1.4.1 understand a limited range of short questions with support on general and some educational topics;	1	18.12		
30	Around the house	3.2.2.1 ask questions to identify existing experience within a limited range of general and educational topics;	1	22.12		
		3.3.3.1 read with standard support short uncomplicated fiction and popular science texts on a limited range of general and educational topics;				
31	<b>Summative control work for the 2<sup>nd</sup> term</b>	3.4.1.1 compose, record and check with significant support for short sentences on a limited range of personal, general and educational topics; 3.4.4.1 write short simple sentences with support, leaving spaces between words	1	25.12		
		3.5.4.1 use articles and pronouns a, an, the, some, any, this, these, that, those to designate subjects within a limited range of general and educational topics				
32	Unit revision				29.12	

**3<sup>d</sup> term 20 hours**

33	<b>Unit 5: Art &amp; Music (10 hours)</b>	Art & Music	3.1.8.1 понимать небольшие рассказы на ограниченное количество общих и учебных тем; 3.2.3.1 описывать людей и предметы простыми словами в рамках ограниченного круга общих и учебных тем;	1	8.01	
34		Musical instruments	3.2.5.1 отчетливо произносить знакомые слова, короткие фразы при чтении вслух;	1	12.01	
35		Musical instruments	3.2.7.1 использовать ограниченное количество слов, фраз и выражений при высказывании своего мнения при обсуждении в парах, группах и всем классом; 3.2.8.1 пересказывать короткие, несложные рассказы и события в рамках ограниченного круга общих и учебных тем; 3.3.1.1 распознавать, определять и произносить с поддержкой ограниченное количество знакомых слов в простых предложениях; 3.3.2.1 читать и выполнять с небольшой поддержкой знакомые инструкции при выполнении заданий на уроке 3.5.12.1 использовать наречия времени и частоты: иногда, часто, всегда, никогда, чтобы указать, когда и как часто, начните использовать простые наречия приведенного примера хорошо, плохо	1	15.01	
36		Drawing chairs	3.1.1.1 understand short instructions with support for performing a wider range of activities in the lesson;	1	19.01	
37		Drawing chairs	3.1.3.1 understand the main ideas of small dialogues on general and some educational topics; 3.3.4.1 use a simple dictionary with illustrations with a little support 3.5.11.1 use the forms has got/have got there is/are statement in sentences and questions	1	22.01	
38		My music	3.1.5.1 distinguish phonemically different words; 3.2.4.1 answer questions within a limited range of general and educational topics;	1	26.01	
39		My music	3.4.3.1 write short phrases describing people, places and objects; 3.4.5.1 connect words or phrases using basic conjunctions with support 3.5.17.1 use me, too and I don't in short answers	1	29.01	
40		Shadow puppet show	3.1.8.1 understand short stories on a limited number of general and educational topics;	1	2.02	
41		Shadow puppet show <b>Summative assessment for the unit «Art &amp; Music»</b>	3.4.1.1 compose, record and check with significant support short sentences on a limited range of personal, general and educational topics; 3.4.6.1 correctly use uppercase and lowercase letters when writing names, place names and short sentences when doing written work in class under the guidance of a teacher; 3.4.8.1 it is correct to put a period when writing short, familiar sentences under the guidance of a teacher	1	5.02	
42		Unit revision		1	9.02	

43	<b>Unit 6: Explorers &amp; Inventors (10 hours)</b>	Exploring space	3.1.2.1 understand a limited range of short personal questions with support; 3.1.8.1 understand short stories on a limited number of general and educational topics;	1	12.02	
44		Exploring space	3.2.8.1 retell short, uncomplicated stories and events within a limited range of general and educational topics; 3.3.5.1 understand the main ideas of short uncomplicated texts on common familiar topics and some educational topics using contextual prompts; 3.3.6.1 understand with considerable support factual information and details in short uncomplicated texts on a limited range of general and educational topics; 3.4.1.1 compose, record and check with significant support short sentences on a limited range of personal, general and educational topics; 3.4.2.1 write words and phrases of standard length and form 3.5.9.1 use the present tense (basic narrative, negative and interrogative forms) to describe what they like, their desires and habits, presenting facts, describing simple events planned in the future, use the basic forms of the past tense to describe actions and feelings;	1	16.02	
45		Marco Polo	3.1.6.1 understand some factual information with support in small passages of text or dialogues on a limited range of general and educational topics; 3.2.3.1 describe people and objects in simple words within a limited range of general and educational topics;	1	19.02	
46		Marco Polo	3.2.4.1 answer questions within a limited range of general and educational topics; 3.2.5.1 clearly pronounce familiar words, short phrases when reading 3.2.7.1 use a limited number of words, phrases and expressions when expressing your opinion when discussing in pairs, groups and the whole class; 3.3.6.1 understand factual information and details in short, uncomplicated texts on a limited range of general and educational topics with considerable support; 3.4.2.1 write words and phrases of standard length and shape; 3.4.3.1 write short phrases describing people, places and objects; 3.4.6.1 correctly use uppercase and lowercase letters when writing names, place names and short sentences when doing written work in the classroom under the guidance of the teacher 3.4.6.1 correctly use uppercase and lowercase letters when writing names, place names and short sentences when doing written work in the classroom under the guidance of the teacher; 3.5.15.1 use would you like to to describe the invitation, use the appropriate answers yes, please, no thanks, use let's + verb, verbs go enjoy like + verb + ing	1	23.02	
47		Bright ideas	3.1.9.1 recognize short simple words pronounced by syllables; 3.2.2.1 ask questions to identify existing experience within a limited range of general and educational topics	1	26.02	
48	<b>Bright ideas Summative assessment for the</b>	3.5.3.1 use adjectives and possessive articles when describing and comparing subjects within a limited range of general and educational topics; 3.5.6.1 use demonstrative pronouns this, these, that, those in open and closed 3.5.7.1 use personal object pronouns in combination with direct object nouns to	1	1.03		

		<b>unit «Explorers &amp; Inventors»</b>	describe actions and events			
49		Inventions in Kazakhstan	3.1.7.1 use contextual hints to predict the content of small dialogues with support on general and educational topics;	1	4.03	
50		Inventions in Kazakhstan	3.1.8.1 understand short stories on a limited number of general and educational topics;	1	11.03	
51		<b>Summative control work for the 3<sup>d</sup> term</b>	3.2.2.1 ask questions to identify existing experience within a limited range of general and educational topics;	1	15.03	
52		Unit revision	3.4.5.1 connect words or phrases using basic conjunctions with support	1	18.03	
<b>4<sup>th</sup> term 16 hours</b>						
53	<b>Unit 7: Water, water everywhere (8 hours)</b>	Water, water everywhere	3.2.5.1 clearly pronounce familiar words, short phrases when reading aloud;	1	1.04	
54		Rain, rain	3.3.1.1 recognize, identify and pronounce with support a limited number of familiar words in simple sentences;	1	5.04	
55		By the sea	3.3.2.1 read and follow familiar instructions with little support when performing tasks in the lesson	1	8.04	
56		By the sea	3.1.4.1 understand a limited range of short questions with support on general and some educational topics;	1	12.04	
57		A beach story	3.1.5.1 distinguish phonemically different words;	1	15.04	
58		A beach story	3.4.7.1 correctly write down a larger number of familiar frequently used words when performing writing activities under the guidance of a teacher; 3.5.10.1 use the forms of the present long time to describe what is happening at the moment	1	19.04	
59		A beach story	3.1.1.1 understand short instructions with support for performing a wider range of activities in the lesson;	1	22.04	
		<b>Summative assessment for the unit «Water, water everywhere»</b>	3.3.2.1 read and perform familiar instructions with little support when performing tasks in the lesson;			
60		Unit revision	3.3.5.1 understand the main ideas of short simple texts on common familiar topics and some educational topics using contextual prompts; 3.3.6.1 understand factual information and details with significant support in short, uncomplicated texts on a limited range of general and educational topics;	1	26.04	
			3.4.8.1 correctly put a period when writing short, familiar sentences under the guidance of a teacher;			
			3.5.15.1 use would you like to for an invitation and use the appropriate answers yes please, no thanks, use let's + verb, verbs go enjoy like + verb + ing			

61	<b>Unit 8: Having fun (8 hours)</b>	Fun places	3.1.7.1 use contextual hints to predict the content of small dialogues with support on general and educational topics; 3.2.8.1 retell short, uncomplicated stories and events within a limited range of general and educational topics; 3.3.3.1 read short, uncomplicated fiction and popular science texts on a limited range of general and educational topics with standard support; 3.3.5.1 understand the main ideas of short simple texts on common familiar topics and some educational topics with the help of contextual hints; 3.3.6.1 understand with considerable support factual information and details in short uncomplicated texts on a limited range of general and educational topics; 3.4.7.1 correctly write down more familiar frequently used words when performing writing activities under the guidance of a teacher 3.5.9.1 use the present tense (basic narrative, negative and interrogative forms) to describe what they like, their desires and habits, presenting facts, describing simple events planned in the future, use the basic forms of the past tense to describe actions and feelings; 3.5.17.1 use me, too and I don't in short answers	1	29.04	
62		Fun places		1	3.05	
63		Number games	3.1.1.1 understand short instructions with support for performing a wider range of activities in the lesson;	1	6.05	
64		Number games <b>Summative assessment for the unit «Having fun»</b>	3.3.6.1 understand with significant support factual information and details in short simple texts on a limited range of general and educational topics 3.5.2.1 use quantitative numerals from 1 to 100 and ordinal from 1 to 10; 3.5.8.1 use the imperative mood (affirmative and negative forms) to compile short instructions on familiar topics 3.5.11.1 use in questions and sentences has got/have got there is/are	1	10.05	
65		Flying kites	3.1.6.1 understand some factual information with support in small text passages or dialogues on a limited range of general and educational topics;	1	13.05	
66		Flying kites	3.2.4.1 answer questions within a limited range of general and educational topics;	1	17.05	
67		<b>Summative control work for the 4<sup>th</sup> term</b>	3.3.4.1 use a simple dictionary with illustrations with little support; 3.5.3.1 use adjectives and possessive articles when describing and comparing subjects within a limited range of general and educational topics; 3.5.8.1 use the imperative mood (affirmative and negative forms) to compose short instructions for familiar	1	20.05	
68		Unit revision	3.5.10.1 use the forms of the present long time to describe what is happening at the moment; 3.5.16.1 use conjunctions and, or, but to connect words and phrases	1	24.05	

**Total: 68**

**Annotation: Summative control work for the Unit -20 minutes  
Summative control work for the Term – 45 minutes**

**Calendar Thematic Plan for grade 4**  
**within the framework of updating the secondary education content**  
**2023-2024 academic year**

№	Units/ Changing lessons	Theme	Learning objectives	Hours	Date	Notes
<b>1<sup>st</sup> term 16 hours</b>						
1	<b>Unit 1: Kazakhstan in the World of Sport</b> (8 hours)	Children's games 1	4.1.2.1 understand a wider range of personal questions with support; 4.2.4.1 answer questions within a wider range of general and educational topics; 4.4.4.1 write sentences in a logical sequence to provide personal information	1	4.09	
2		Children's games 1 <b>Entering Test</b>	4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never, to indicate when and how often, start using simple adverbs from the above example are good, bad, use the suffix -ly mannered adverbs to describe actions slowly, quickly; 4.5.17.1 "me too, and I'm not", "when "	1	7.09	
3		Children's games 2	4.2.4.1 answer questions within a wider range of general and educational topics; 4.3.2.1 read and understand short uncomplicated fiction and popular science texts with some support; 4.4.3.1 write short sentences describing people, places and objects with support 4.5.5.1 use interrogative pronouns who, what and where, how much, how much, how often, how many, what questions to ask about a growing circle of familiar topics 4.5.8.1 use the imperative mood [positive and negative] to give a brief guide to a growing circle of familiar topics	1	11.09	
4		Olympic Games	4.1.4.1 understand a wider range of short standard questions on general and educational topics with support; 4.2.4.1 answer questions within a wider range of general and educational topics; 4.4.1.1 compose, record and verify with support proposals on a number of personal, general and educational topics;	1	14.09	
5		Olympic Games	4.4.4.1 write in a logical sequence proposals to provide personal information; 4.5.5.1 use the interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of to ask questions on a growing range of familiar topics	1	18.09	
6		Aesor's Fubles	4.1.8.1 understand short stories with support on a wider range of general and educational topics; 4.2.5.1 clearly pronounce more words, short phrases and simple sentences; 4.3.3.1 recognize opinions in short simple texts on a wider range of general and educational topics; 4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner example given well, badly, use the suffix -ly mannered adverbs to describe actions slowly, quickly;	1	21.09	
7		Aesor's Fubles <b>Summative assessment for the unit «Kazakhstan in the World of Sport»</b>	4.1.3.1 understand the main ideas of small dialogues with support for a wider range of general and educational topics; 4.1.8.1 understand small stories with support for a wider range of general and educational topics; 4.2.8.1 talk about what you like and what you don't like 4.5.3.1 use adjectives, including possessive adjectives, for a limited range of general and some educational topics to describe subjects, use simple simple and some complex adjectives [comparative form] to make comparisons; 4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner example given well, badly, use the suffix -ly mannered adverbs to describe actions slowly, quickly;	1	25.09	
8		Unit revision			1	28.09

9	<b>Unit 2: Values in Myths and Legends (8 hours)</b>	Traditional stories 1	4.1.4.1 understand a wider range of short standard questions on general and educational topics with support; 4.2.2.1 ask questions to identify existing and past experiences within a wider range of general and educational topics; 4.4.7.1 correctly write down most of the frequently used words in independent writing 4.5.15.1 use would you like to describe invitations, use the appropriate answers Yes, please, No, thank you, let's use + verb, verb enjoy as + verb + ing, still start using would you like to invite and use the appropriate answers Yes, please, No, thank you, let's use + verb, verb enjoy as + verb + ing, still start using infinitive goals to describe simple actions and verbs want to start + infinitive, use declarative that [a/an] + adjective + noun to describe sensations	1	2.10	
10		Traditional stories 2	4.1.8.1 understand short stories with support for a wider range of general and educational topics; 4.2.3.1 describe people and objects in simple words within a limited range of general and educational topics; describe past experiences within a wider range of general and some educational topics; 4.2.4.1 answer questions within a wider range of general and educational topics; 4.4.1.1 compose, record and verify with the support of proposals on a number of personal, general and educational topics 4.5.3.1 use adjectives, including possessive adjectives, on a limited range of general and some educational topics to describe subjects, use simple simple and some complex adjectives [comparative form] to make comparisons; 4.5.7.1 use personal object pronouns in combined with direct object nouns to describe actions and events	1	5.10	
11		People and places	4.1.5.1 identify initial, middle and final phonemes, as well as their combinations; 4.3.5.1 understand the basic ideas of short standard texts within a wider range of general and educational topics using contextual prompts;	1	9.10	
12		People and places <b>Summative assessment for the unit «Values in Myths and Legends»</b>	4.4.2.1 use continuous writing when performing a limited range of written tasks; 4.5.3.1 use adjectives and possessive articles when describing and comparing subjects within a more a wide range of general and educational topics	1	12.10	
13		Dragons and creatures 1	4.4.7.1 correctly write down most of the frequently used words in independent writing; 4.5.1.1 use nouns in the singular and plural, possessive form -s when specifying, describing and designating objects; 4.5.15.1 use would you like to describe invitations, use relevant answers Yes, please, no, thank you, let's use + verb, verb enjoy as + verb + ing, still start using would you like to invite and use the appropriate answers Yes, please, no, thank you, let's use + verb, verb enjoy like + verb + ing, still start using infinitive goals to describe simple actions and verbs want to start + infinitive, use declarative that [a/b] + adjective + noun to describe sensations 4.5.16.1 use conjunctions and, or, but, because to connect words and phrases	1	16.10	
14		Dragons and creatures 2	4.2.4.1 answer questions within a wider range of general and educational topics; 4.2.6.1 exchange remarks in small dialogues on a wider range of topics; 4.3.3.1 recognize opinions in short simple texts on a wider range of general and educational topics; 4.4.3.1 write short sentences describing people, places and objects with support; 4.5.12.1 use adverbs of time and frequencies: sometimes, often, always, never, to indicate when and how often, to start using simple manners adverbs good, bad, use basic adverbs with the suffix common -ly to describe actions;	1	19.10	
15		<b>Summative control work for the 1<sup>st</sup> term</b>	4.5.15.1. would you like to invite and use the appropriate answers yes, please, no, thank you, use let's + verb, verbs go enjoy like + verb + ing, start using infinitive goals to describe simple actions and verbs	1	23.10	
16	Unit revision	want, start + infinitive, use declarative what [a/an] + adjective + noun to show feelings	1	26.10		



**2<sup>nd</sup> term 16 hours**

17	<b>Unit 3: Treasure and heritage (7 hours)</b>	Treasure maps 1	4.2.3.1 describe people and objects in simple words within a limited range of general and educational topics, describe past experiences within a wider range of general and some educational topics; 4.2.6.1 exchange replicas in small dialogues on a wider range of topics; 4.3.4.1 find books, worksheets and other printed materials in the classroom or school library with support according to the classification; 4.5.1.1 use singular and plural nouns, possessive form -s when specifying, describing and designating subjects 4.5.4.1 use articles a, an, the, zero article, some, any, this, these, that, those to refer to words on a growing range of general and some educational topics; 4.5.8.1 use the imperative mood (affirmative and negative forms) for drawing up short instructions on a wider range of familiar topics	1	6.11	
18		Treasure maps 2	4.1.3.1 understand the main ideas of small dialogues with support on a wider range of general and educational topics; 4.2.4.1 answer questions within a wider range of general and educational topics; 4.4.1.1 compose, record and verify with support proposals on a number of personal, general and educational topics; 4.5.8.1 use the imperative mood (affirmative and negative forms) for compilation of short instructions on a wider range of familiar topics; 4.5.11.1 use in affirmative and interrogative sentences has got/ have got there is/are (in full and abbreviated form); 4.5.14.1 use prepositions of place, position and directions, at, in, on, behind, between, in front of, near, next to, opposite, above, up, down, on the right, on the left, use prepositions of time, in, on, at, before, after , use with/without	1	9.11	
19		Treasure and numbers 1	4.3.3.1 recognize opinions in short, uncomplicated texts on a wider range of general and educational topics; 4.4.1.1 compose, record and verify with the support of proposals on a number of personal, general and educational topics 4.5.2.1 use quantitative numerals 1 – 1000 and ordinal numerals 1 – 100	1	13.11	
20		Treasure and numbers 2	4.1.4.1 understand a wider range of short standard questions on general and educational topics with support; 4.2.5.1 clearly pronounce more words, short phrases and simple sentences; 4.4.2.1 use continuous writing when performing a limited range of written tasks; 4.5.5.1 use interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of when composing questions on a wider range of familiar topics	1	16.11	
21		Our planet's treasure 1	4.1.3.1 understand the main ideas of small dialogues with support on a wider range of general and educational topics; 4.2.3.1 describe people and objects in simple words within a limited range of general and educational topics, describe past experiences within a wider range of general and some educational topics; 4.3.3.1 recognize opinions in short simple texts on a wider range of general and 4.4.4.1 write proposals in a logical sequence to provide personal information	1	20.11	

22		Our planet's treasure 2 <b>Summative assessment for the unit «Treasure and heritage»</b>	4.1.8.1 understand short stories with support for a wider range of general and educational topics; 4.2.6.1 exchange remarks in small dialogues on a wider range of topics; 4.2.8.1 talk about what you like and what you don't like; 4.3.5.1 understand the main ideas of short standard texts within a wider range of general and educational topics using contextual prompts	1	23.11	
23		Unit revision		1	27.11	
24	<b>Unit 4: Professions and ways of Communication</b> (9 hours)	Professions	4.1.1.1 understand a wider range of instructions for performing activities in the lesson; 4.2.1.1 make simple statements about yourself within a wider range of general and educational topics; 4.3.1.1 recognize, identify and pronounce with support more words in the text; 4.4.2.1 use continuous writing when performing a limited range of written tasks 4.5.1.1 use singular, plural nouns, including some common irregular plural, and uncountable nouns, possessive 's/s' to name, describe and designate things; 4.5.6.1 use demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and answers.	1	30.11	
25		Body language		1	4.12	
26		Body language		1	7.12	
27		Communicating around the world	4.1.1.1 understand a wider range of instructions for performing activities in the lesson; 4.1.3.1 understand the main ideas of small dialogues with support for a wider range of general and educational topics; 4.2.1.1 make simple statements about yourself within a wider range of general and educational topics; 4.3.1.1 recognize, identify and pronounce more words in the text with support; 4.4.6.1 correctly use uppercase and lowercase letters when writing names, place names and short sentences when writing independently	1	11.12	
28		Communicating around the world <b>Summative assessment for the unit «Professions and ways of Communication</b>		1	14.12	
29		Technology	4.1.2.1 understand a wider range of personal issues with support; 4.2.3.1 describe people and objects in simple words within a limited range of general and educational topics, describe past experiences within a wider range of general and some educational topics; 4.4.4.1 write sentences in a logical sequence to provide personal information 4.5.3.1 use adjectives and possessive pronouns when describing and 783 comparing subjects within a wider range of general and educational topics, use simple and complex adjectives [comparative form] to describe comparisons; 4.5.11.1 use in affirmative and interrogative sentences has got/ have got there is/are (in full and abbreviated form)	1	18.12	
30		Technology		1	21.12	
31			<b>Summative control work for the 2<sup>nd</sup> term</b>	1	25.12	
32		Unit revision	1	28.12		

**3<sup>d</sup> term 21 hours**

33	<b>Unit 5: Hot and Cold (10 hours)</b>	Hot and Cold	4.1.9.1 recognize dictated words within a limited range of general and educational topics; 4.2.1.1 make simple statements about yourself within a wider range of general and educational topics; 4.3.5.1 understand the main ideas of short standard texts within a wider range of general and educational topics using contextual prompts; 4.4.5.1 connect sentences using basic conjunctions with some support 4.4.7.1 correctly write down most of the frequently used words in independent writing; 4.5.10.1 use the forms of the present long time, including short answers and abbreviations to describe the actions taking place at the moment and future arrangements for drawing up short instructions on general topics, use the form to describe common actions; 4.5.16.1 use conjunctions and, or, but, since to connect words and phrases	1	8.01	
34		Weather 1		1	11.01	
35		Weather 1		1	15.01	
36		Weather 2	4.1.4.1 understand a wider range of short standard questions on general and educational topics with support; 4.2.2.1 ask questions to identify existing and past experience within a wider range of general and educational topics; 4.2.4.1 answer questions within a wider range of general and educational topics; 4.2.7.1 use more words, phrases and sentences when discussing in pairs, groups and the whole class; 784 4.3.6.1 understand, with some support, factual information and details in short uncomplicated texts on a wider range of general and educational topics; 4.4.7.1 correctly write down most of the frequently used words in self-written work; 4.4.8.1 correctly put a period and a question mark in sentences in self-written work	1	18.01	
37		Weather 2		1	22.01	
38		Volcanoes	4.1.3.1 understand the main ideas of small dialogues with support on a wider range of general and educational topics; 4.1.6.1 understand some factual information with support in small text passages or dialogues on a wider range of general and educational topics; 4.1.7.1 use contextual hints to predict the content and meaning of small dialogues with support on a wider range of general and educational topics; 4.2.6.1 exchange remarks in small dialogues on a wider range of topics; 4.3.3.1 recognize opinions in short simple texts on a wider range of general and educational topics; 4.3.5.1 understand the main ideas of short standard texts within a wider range of general and educational topics using contextual hints; 4.4.2.1 use continuous writing when performing a limited range of written tasks	1	25.01	
39		Volcanoes		1	29.01	
40		Snow and ice	4.3.6.1 deal with some support for some specific information and details in short, simple texts on a wide range of general and some educational topics; 4.5.13.1 can be used to describe a request or permission, use, should/should not/should when describing obligations, use already + object + infinitive to when describing obligations; 4.5.14.1 use prepositions of place, position and directions, on, in, on, behind, between, before, next to, opposite, above, 785 up, down, right, left, use prepositions of time, in, on, at, before, after, use with/without 4.5.16.1 use conjunctions and, or, but, because to connect words and phrases	1	1.02	
41		Snow and ice		1	5.02	
42		Snow and ice <b>Summative assessment for the unit «Hot and Cold»</b>		1	8.02	
43	Unit revision	1		12.02		

44	<b>Unit 6: Healthy world</b> (10 hours)	Healthy bodies 1	4.2.5.1 clearly pronounce more words, short phrases and simple sentences; 4.4.7.1 correctly write down most of the frequently used words in independent writing; 4.5.9.1 use the forms of the present tense to provide information about themselves and describe what they like, their desires and habits, presenting facts and events planned in the future, continue to use the forms past tense to describe actions, feelings, and events; 4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, start using simple adverbs of the manner well, badly, use basic adverbs with the common -ly suffix to describe actions;	1	15.02	
45		Healthy bodies 1	4.1.10.1 1 recognize words similar to words in the native language of students; 4.2.6.1 exchange replicas in small dialogues on a wider range of topics; 4.4.2.1 use continuous writing when performing a limited range of written tasks; 4.4.7.1 correctly write down most frequently used words in independent writing; 4.5.3.1 use adjectives and possessive pronouns when describing and comparing subjects within for a wider range of general and educational topics, use simple and complex adjectives [comparative form] to describe comparisons; 4.5.10.1 use the forms of the present long time, including short answers and abbreviations to describe the actions taking place at the moment and future arrangements to compile short instructions on general topics, use the -ing form to describe general actions	1	19.02	
46		Healthy bodies 2	4.2.7.1 use a larger number of words, phrases and sentences when discussing in pairs, groups and the whole class; 4.4.1.1 compose, write and check with the support of proposals on a number of personal, general and educational topics; 4.4.2.1 use continuous writing when performing a limited range of written tasks 4.5.1.1 use singular, plural nouns, including some common incorrect plural, and innumerable nouns, possessive 's/s' to name, describe and denote things; 4.5.5.1 use the interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of when composing questions on a wider range of familiar topics	1	22.02	
47		Healthy bodies 2	4.1.3.1 understand the main ideas of small dialogues with support on a wider range of general and educational topics; 4.2.3.1 describe people and objects in simple words within a limited range of general and educational topics, describe past experiences within a wider range of general and some educational topics; 4.3.2.1 read and understand with some support short uncomplicated artistic and scientific-popular texts; 4.4.5.1 connect sentences using basic conjunctions with some support	1	26.02	
48		Save our animals 1	4.1.3.1 understand the main ideas of small dialogues with support on a wider range of general and educational topics; 4.2.3.1 describe people and objects in simple words within a limited range of general and educational topics, describe past experiences within a wider range of general and some educational topics; 4.3.2.1 read and understand with some support short uncomplicated artistic and scientific-popular texts; 4.4.5.1 connect sentences using basic conjunctions with some support	1	29.02	
49		Save our animals 2 <b>Summative assessment for the unit «Healthy world»</b>	4.1.3.1 understand the main ideas of small dialogues with support on a wider range of general and educational topics; 4.2.3.1 describe people and objects in simple words within a limited range of general and educational topics, describe past experiences within a wider range of general and some educational topics; 4.3.2.1 read and understand with some support short uncomplicated artistic and scientific-popular texts; 4.4.5.1 connect sentences using basic conjunctions with some support	1	4.03	
50	Help the planet 1	4.1.3.1 understand the main ideas of small dialogues with support on a wider range of general and educational topics; 4.1.4.1 understand a wider range of short standard questions on general and educational topics with support; 4.2.6.1 exchange replicas in small dialogues on a wider range of topics;	1	7.03		

			4.3.2.1 read and understand short uncomplicated fiction and popular science texts with some support; 4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, start using simple adverbs of the manner well, badly, use basic adverbs with the common -ly suffix to describe actions			
51		Help the planet 2	4.1.5.1 identify initial, middle and final phonemes, as well as their combinations; 4.2.4.1 answer questions within a wider range of general and educational topics; 4.2.8.1 talk about what you like and what you don't like;	1	11.03	
52		<b>Summative control work for the 3<sup>d</sup> term</b>	4.3.5.1 understand the main ideas of short standard texts within a wider range of general and educational topics using contextual prompts; 4.5.8.1 use the imperative mood (affirmative and negative forms) to compose short instructions on a wider range of familiar topics	1	14.03	
53		Unit revision		1	18.03	
<b>4<sup>th</sup> term 15 hours</b>						
54	<b>Unit 7: Journey into Space (8 hours)</b>	Into Space 1	4.1.5.1 identify the initial, middle and final phonemes, as well as their combinations; 4.3.3.1 recognize opinions in short simple texts on a wider range of general and educational topics; 4.4.7.1 correctly write down most of the frequently used words in independent writing; 4.5.3.1 use adjectives and possessive pronouns when describing and comparing subjects within a wider range of general and educational topics, use simple and complex adjectives [comparative form] to describe comparisons; 4.5.5.1 use the interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of when composing questions on a wider range of familiar topics; 4.5.13.1 use can to describe a request or permission, use must/mustn't/have to when describing obligations, use have + object + infinitive to when describing obligations	1	1.04	
55		Planets 1	4.1.6.1 understand some factual information with support in small passages of text or dialogues on a wider range of general and educational topics; 4.3.1.1 recognize, identify and pronounce more words in the text with support; 4.3.4.1 find books, worksheets and other printed materials with support in the classroom or school library according to classification; 4.4.4.1 write in a logical sequences of the offer to provide personal information; 4.5.2.1 use quantitative numerals from 1 to 1000, as well as ordinal numerals from 1 to 100; 4.5.17.1 use me, too and I don't in short answers, use when to describe simple present and past actions on personal and familiar topics	1	4.04	
56		Planets 2	4.1.4.1 understand a wider range of short standard questions on general and educational topics with support; 4.2.4.1 answer questions within a wider range of general and educational topics; 4.3.5.1 understand the main ideas of short standard texts within a wider range of general and	1	8.04	

			<p>educational topics using contextual prompts;</p> <p>4.4.2.1 use continuous writing when performing a limited range written assignments;</p> <p>4.5.1.1 use singular, plural nouns, including some common irregular plural, and uncountable nouns, possessive 's/s' to name, describe and designate things;</p> <p>4.5.2.1 use quantitative numerals from 1 to 1000, as well as ordinal numerals from 1 to 100;</p> <p>4.5.3.1 use adjectives and possessive pronouns when describing and comparing subjects within a wider range of general and educational topics, use simple and complex adjectives [comparative form] to describe comparisons</p>			
57		Aliens 1	<p>4.1.5.1 identify initial, middle and final phonemes, as well as their combinations; 4.1.8.1 understand short stories with support for a wider range of general and educational topics;</p> <p>4.2.4.1 answer questions within a wider range of general and educational topics; 4.3.6.1 understand with some support factual information and details in short simple texts for a wider range general and educational topics;</p> <p>4.4.7.1 correctly write down most of the frequently used words in independent writing;</p> <p>4.5.3.1. use adjectives and possessive articles when describing and comparing subjects within a wider range of general and educational topics;</p> <p>4.5.4.1 use articles to designate subjects a, an, the, zero article, some, any, this, these, that, those within a wider range of general and educational topics;</p> <p>4.5.16.1 use conjunctions and, or, but, because to to connect words and phrases</p>	1	11.04	
58		Aliens 2	<p>4.3.5.1 understand the main ideas of short standard texts within a wider range of general and educational topics with the help of contextual prompts;</p> <p>4.4.1.1 compose, record and verify with support sentences on a number of personal, general and educational topics;</p> <p>4.4.5.1 connect sentences with the help of basic conjunctions with some support; 4.5.9.1 use present tense forms to provide information about themselves and describe what they like, their desires and habits, present facts and events planned in the future, continue to use past tense forms to describe actions, feelings, and events</p>	1	15.04	
59		<p>Aliens 2</p> <p><b>Summative assessment for the unit «Journey into Space»</b></p>	<p>4.4.1.1 compose, record and verify with support sentences on a number of personal, general and educational topics;</p> <p>4.4.5.1 connect sentences with the help of basic conjunctions with some support; 4.5.9.1 use present tense forms to provide information about themselves and describe what they like, their desires and habits, present facts and events planned in the future, continue to use past tense forms to describe actions, feelings, and events</p>	1	18.04	
60		Unit revision		1	22.04	
61	<b>Unit 8: Machines</b> (8 hours)	Slow machines 1	<p>4.1.6.1 understand some factual information with support in small passages of text or dialogues on a wider range of general and educational topics;</p> <p>4.2.3.1 describe people and objects in simple words within a limited range of general and educational topics, begin to describe past experiences within a wider range of general and some educational topics;</p> <p>4.3.3.1 recognize opinions in short simple texts on a wider range of general and educational topics;</p> <p>4.4.1.1 compile, record and verify with support proposals for a number of personal, general and educational topics;</p> <p>4.4.7.1 correctly write down most of the frequently used words in independent writing;</p> <p>4.5.5.1 use the interrogative words who, what and where, how many, how much, how</p>	1	25.04	

		often, how big, what kind of when composing questions on a wider range of familiar topics; 4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, start using simple adverbs of the manner well, badly, use basic adverbs with the common -ly suffix to describe actions			
62	Slow machines 2	4.1.6.1 understand some factual information with support in small passages of text or dialogues on a wider range of general and educational topics; 4.2.1.1 make simple statements about yourself within a wider range of general and educational topics; 4.3.2.1 read and understand short uncomplicated fiction and popular science texts with some support; 4.4.5.1 connect sentences using basic conjunctions with some support 4.5.1.1 use singular, plural nouns, including some common irregular plural, and uncountable nouns, possessive 's/s' to name, describe and denote things; 4.5.6.1 use demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and answers	1	29.04	
63	Fast machines 1	4.1.5.1 identify the initial, middle and final phonemes, as well as their combinations; 4.2.4.1 answer questions within a wider range of general and educational topics; 4.2.7.1 use more words, phrases and sentences when discussing in pairs, groups and the whole class; 4.3.1.1 recognize, identify and pronounce with support more words in the text; 4.4.2.1 use continuous writing when performing a limited range of written tasks 4.5.3.1 use adjectives and possessive pronouns when describing and comparing subjects within a wider range of general and educational topics, use simple and complex adjectives [comparative form] to describe comparisons 4.5.14.1 use prepositions of place, position and directions, at, in, on, behind, between, in front of, near, next to, opposite, above, up, down, on the right, on the left, use prepositions of time , in, on, at, before, after , use with/without	1	2.05	
64	Fast machines 2 <b>Summative assessment for the unit «Machines»</b>	4.2.4.1 answer questions within a wider range of general and educational topics; 4.2.6.1 exchange remarks in small dialogues on a wider range of topics; 4.4.4.1 write sentences in a logical sequence to provide personal information; 4.4.7.1 correctly write down most of the frequently used words in independent writing; 4.5.3.1 use adjectives and possessive pronouns when describing and comparing subjects within a wider range of general and educational topics, use simple and complex adjectives [comparative form] to describe comparisons; 4.5.13.1 use can to describe a request or permission, use must/mustn't/have to when describing obligations, use have + object + infinitive to when describing obligations; 4.5.16.1 use conjunctions and, or, but, because to connect words and phrases	1	6.05	
65	Robots 1	4.1.8.1 understand short stories with support for a wider range of general and educational topics; 4.4.8.1 correctly put a period and a question mark in sentences when writing independently;	1	13.05	

		4.5.4.1 use the articles a, an, the, zero article, some, any, this, these, that, those to refer to words in a growing circle of common and some educational topics; 4.5.11.1 use in affirmative and interrogative sentences has got/ have got there is/are (in full and abbreviated form); 4.5.14.1 use prepositions of place, position and directions, at, in, on, behind, between, in front of, near, next to, opposite, above, up, down, on the right, on the left, use prepositions of time, in, on, at, before, after , use with/without			
66	Robots 2	4.1.8.1 understand short stories with support for a wider range of general and educational topics; 4.3.2.1 read and understand short, uncomplicated fiction and popular science texts with some support;	1	16.05	
67	<b>Summative control work for the 4<sup>th</sup> term</b>	4.3.4.1 find books, worksheets and other printed materials with support in the classroom or school library according to the classification; 4.3.6.1 understand factual information and details with some support in short, uncomplicated texts on a wider range of general and educational topics; 4.4.5.1 connect sentences using basic conjunctions with some support 4.5.13.1 use can to describe a request or permission, use must/mustn't/have to when describing obligations, use have + object + infinite to when describing obligations 4.5.15.1 use would you like to to describe invitations, use appropriate responses yes please, no thanks, use let's + verb, verbs go enjoy like + verb + ing, start using would you like to to invite and use appropriate responses yes please, no thanks, use let's + verb, verbs go enjoy like + verb + ing, start using infinitive of purpose to describe simple actions and verbs want, start + infinitive, use declarative what [a/an] + adjective + noun to describe sensations	1	20.05	
68	Unit revision		1	23.05	

**Total: 68**

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

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



**Calendar Thematic Plan for grade 5**  
**within the framework of updating the secondary education content**  
**2023-2024 academic year**

№	Units/ Changing lessons	Theme	Learning objectives	Hours	Date	Notes
<b>1<sup>st</sup> term 25 hours</b>						
1	<b>Unit 1: Home and away (13 hours)</b>	<b>Homes 1</b> Describing and writing about traditional and contemporary Kazakh homes and rooms	5.1.1.1 use speaking and listening skills for creative joint problem solving in groups; 5.1.6.1 organize and clearly present information in a form understandable to others; 5.1.8.1 develop intercultural understanding through reading and discussion; 5.1.9.1 use imagination to express your thoughts, ideas, experiences and feelings 5.2.1.1 understand with support the sequence of commands in the classroom; 5.2.3.1 understand simple questions on general and educational topics without support; 5.2.6.1 identify with support the meaning from the context of a short conversation on some general and educational topics;	1	1.09	
2		<b>Homes 1</b> <b>Entering Test</b>	5.2.7.1 determine the opinion of the speaker(s) in a simple, supportive conversation on some general and educational topics 5.3.1.1 transmit basic information about yourself and others at the level of a sentence on some general topics;	1	4.09	
3		<b>Homes 2</b> Talking about and describing bedrooms.	5.3.2.1 ask simple questions to get information within some general topics; 5.3.4.1 respond with some flexibility at the suggestion level to unexpected comments within the framework of various general and educational topics;	1	7.09	
4		<b>Homes 2</b> Practising joined up writing	5.3.6.1 express thoughts clearly and clearly at the level of a sentence during a pair, group and work with the whole class; 5.3.7.1 use specific vocabulary and syntax within some general topics	1	8.09	
5		<b>Cities and countries 1</b> Talking about places in cities and writing about the location of cities in Kazakhstan.	5.4.1.1 understand the main points in some short simple texts on general and educational topics; 5.4.2.1 understand, with little support, specific information and details in short, simple texts within some general and educational topics;	1	11.09	
6		<b>Cities and countries 1</b>	5.4.5.1 determine the meaning from the context in short texts within the framework of familiar general and educational topics	1	14.09	
7		<b>Cities and countries 2</b> R, L, W about cities in Scotland and Kazakhstan	5.5.1.1 plan, write, edit and proofread works at the text level on some general and educational topics; 5.5.2.1 write with support a sequence of sentences in a paragraph on some general and educational topics;	1	15.09	
8		<b>Cities and countries 2</b> R, L, W about cities in Scotland and Kazakhstan.	5.5.3.1 write supporting factual data at the text level describing people, places and objects; 5.5.6.1 combine sentences logically into a paragraph, with some support, using the basic words of the bundle on some familiar common topics; 5.5.7.1 use with some support the appropriate format at the level of the text of some written genres on familiar general and some educational topics	1	18.09	
9		<b>Weather and climate 1</b> L, R, W and talking about the weather.	5.6.1.1 use appropriate calculable and uncountable nouns, including common phrases describing time and place, on some familiar general and educational topics; 5.6.3.1 use adjectives, including possessive adjectives, when describing subjects on general and some educational topics, use simple monosyllabic and two-syllabic adjectives for comparison;	1	21.09	
10		<b>Weather and climate 1</b> L, R, W and talking about the weather.	5.6.4.1 use any, no each, every on general and some educational topics; 5.6.6.1 use basic personal and demonstrative pronouns and quantitative pronouns some, any, something, nothing, anything for some familiar general and educational topics; 5.6.8.1 use the forms of the future tense "will" for forecasts and "gather" in order to tell about certain plans for a limited circle of familiar and common educational topics;	1	22.09	
11		<b>Weather and climate 2</b>	5.6.11.1 use be /look /sound / feel / taste / smell like on a limited range of familiar and common educational topics;	1	25.09	
12		<b>Weather and climate 2</b>	5.6.12.1 use common correct and incorrect adverbs, simple and comparative forms, adverbs of	1	28.09	

		Conducting two experiments and writing reports on them.  <b>Summative assessment for the unit « Home and away»</b>	frequency and adverbs of time: last week, yesterday on a limited circle of familiar and common educational topics; 5.6.14.1 use prepositions to talk about time and place use prepositions to describe things and to designate topics use prepositions of the direction of movement to, into, out of, from, towards on some familiar and common educational topics			
13		<b>Unit revision</b>		1	29.09	
14	<b>Unit 2: Living things (12 hours)</b>	<b>Plants 1</b> Finding out about plants through pictures and a chant and writing about plants.	5.1.4.1 evaluate and respond constructively to feedback from other students; 5.1.5.1 use feedback to set personal learning goals; 5.1.6.1 organize and clearly present information in a form understandable to others; 5.1.7.1 develop and reinforce a consistent argument in oral and written speech 5.2.1.1 understand with support the sequence of commands in the classroom; 5.2.3.1 understand simple questions on general and educational topics without support; 5.2.4.1 understand with support the main points in a long conversation on general and educational topics; 5.2.6.1 identify with support the meaning from the context of a short conversation on some general and educational topics	1	2.10	
15		<b>Plants 1</b>	5.3.1.1 transmit basic information about yourself and others at the level of a sentence on some general topics; 5.3.4.1 respond with some flexibility at the suggestion level to unexpected comments within the framework of various general and educational topics; 5.3.6.1 express thoughts clearly and clearly at the level of a sentence during a pair, group and work with the whole class; 5.3.7.1 use specific vocabulary and syntax within some general topics	1	5.10	
16		<b>Plants 2</b> Finding out and writing about parts of plants and trees.	5.4.1.1 understand the main points in some short simple texts on general and educational topics; 5.4.2.1 understand, with little support, specific information and details in short, simple texts within some general and educational topics; 5.4.4.1 read with little support some short texts of fiction and non-fiction; 5.4.6.1 determine the attitude or opinion of the author in short texts on some general and educational topics; 5.4.8.1 use familiar paper and digital resources with some support to verify the meaning and expand understanding; 5.4.9.1 identify the difference between fact and opinion in short, simple texts on various general and educational topics	1	6.10	
17		<b>Animals 1</b> Finding out about and categorising animals, writing about them and recording information in a table.	5.5.2.1 write with support a sequence of sentences in a paragraph on some general and educational topics; 5.5.3.1 write supporting factual data at the text level describing people, places and objects; 5.5.7.1 use with some support the appropriate format at the level of the text of some written genres on familiar general and some educational topics; 5.5.8.1 write correctly frequently used words on some common topics	1	9.10	
18		<b>Animals 1</b>	5.6.1.1 use appropriate calculable and uncountable nouns, including common phrases describing time and place, on some familiar general and educational topics; 5.6.3.1 use adjectives, including possessive adjectives, when describing subjects on general and some educational topics; use simple monosyllabic and two-syllabic adjectives (in comparative and superlative degrees) for comparison; 5.6.9.1 use simple present and simple past, correct and incorrect forms to describe procedures, habits and conditions on a limited range of familiar and common educational topics; 5.6.13.1 use might, may, could to express an opportunity on some familiar and common learning topics;	1	12.10	
19		<b>Animals 2</b> Researching about animals and preparing fact files.	5.6.15.1 use common verbs with the infinitive verb /verb + ing in a limited range of familiar general and educational topics	1	13.10	
20		<b>Animals2</b> Researching about animals and preparing fact files		1	16.10	
21		<b>Human Beings 1</b>		1	19.10	
22		<b>Human Beings 1</b> <b>Summative assessment for the unit «Living things»</b>		1	20.10	
23		<b>Human Beings 2</b>		1	23.10	
24	<b>Summative control work for the 1<sup>st</sup> term</b>		1	26.10		
25	<b>Unit revision</b>		1	27.10		

2 <sup>nd</sup> term 23 hours						
26	<b>Unit 3: Values (11 hours)</b>	<b>Values</b>	5.1.2.1 use speaking and listening skills to provide feedback to classmates; 5.1.5.1 use feedback to set personal learning goals;	1	6.11	
27		<b>Family relationships1</b> Talking about family members and relationships and reading and writing about a grandparent.	5.1.6.1 organize and clearly present information in a form understandable to others; 5.1.9.1 use imagination to express your thoughts, ideas, experiences and feelings 5.2.1.1 understand with support the sequence of commands in the classroom; 5.2.2.1 understand simple questions about providing personal information; 5.2.8.1 understand stories with support, including a lengthy conversation on some general and educational topics; 5.2.6.1 identify with support the meaning from the context of a short conversation on some general and educational topics	1	9.11	
28		<b>Family relationships2</b> Listening and writing about a favourite family day and writing about why families are important	5.3.3.1 to express an opinion at the proposal level within the framework of some general and educational topics; 5.3.4.1 respond with some flexibility at the suggestion level to unexpected comments within the framework of various general and educational topics; 5.3.5.1 try to interact at the basic level of information exchange within the framework of various general and educational topics;	1	10.11	
29		<b>Family relationships2</b>	5.3.6.1 express thoughts clearly and clearly at the level of a sentence during a pair, group and work with the whole class; 5.3.7.1 use specific vocabulary and syntax within some general topics	1	13.11	
30		<b>Friendship 1</b> Describing and writing about friends.	5.4.1.1 understand the main points in some short simple texts on general and educational topics; 5.4.2.1 understand, with little support, specific information and details in short, simple texts within some general and educational topics; 5.4.3.1 understand the details of the argument within the framework of some familiar general and educational topics;	1	16.11	
31		<b>Friendship 1</b> Talking about things you have to do at home and completing a graph.	5.4.6.1 determine the attitude or opinion of the author in short texts on some general and educational topics 5.5.1.1 plan, write, edit and proofread works at the text level on some general and educational topics; 5.5.4.1 write with support a sequence of long sentences in a paragraph to convey personal information;	1	17.11	
32		<b>Friendship 2</b> Listening and role-playing a story about friends.	5.5.3.1 write supporting factual data at the text level describing people, places and objects; 5.5.5.1 to link sentences with the help of basic words bundles without support; 5.5.7.1 use with some support the appropriate format at the level of the text of some written genres on familiar general and some educational topics;	1	20.11	
33		<b>What we value 1</b> Comparing the value of different things and listening to a story.	5.5.8.1 write correctly frequently used words on some common topics 5.6.1.1 use appropriate calculable and uncountable nouns, including common phrases describing time and place, on some familiar general and educational topics; 5.6.2.1 use many, much, a lot of, a few in a limited range of familiar general and educational topics;	1	23.11	
34		<b>What we value 1</b> Comparing the value of different things and listening to a story.	5.6.3.1 use adjectives, including possessive adjectives, when describing subjects on general and some educational topics, use simple monosyllabic and two-syllabic adjectives (in comparative and superlative degrees) for comparison; 5.6.5.1 use questions, including questions with who, how often, how long in an expanded range of familiar general and educational topics; 5.6.6.1 use basic personal and demonstrative pronouns and quantitative pronouns some, any, something, nothing, anything for some familiar general and educational topics;	1	24.11	
35		<b>What we value 2</b> Talking and writing about actions they value in friends and learning a song about friends. <b>Summative assessment for the unit «Values»</b>	5.6.7.1 use simple perfect forms of simple verbs to express what happened [indefinite time] on a limited range of familiar and common educational topics; 5.6.1.1 use might, may, could to express an opportunity on some familiar and common learning topics; 5.6.16.1 use the conjunctions so, if, when, where, before, after to connect parts of sentences in small texts in a limited range of familiar general and educational topics; 5.6.17.1 use adjuncts with when to describe simple present and past actions on personal and familiar topics	1	27.11	

36		<b>Unit revision</b>		1	30.11	
37	<b>Unit 4: The world of work (12 hours)</b>	<b>Professions 1</b> Finding out about jobs, talking and writing about jobs.	5.1.2.1 use speaking and listening skills to provide feedback to classmates; 5.1.4.1 evaluate and respond constructively to feedback from other students; 5.1.7.1 develop and reinforce a consistent argument in oral and written speech; 5.1.8.1 develop intercultural understanding through reading and discussion 5.2.1.1 understand with support the sequence of commands in the classroom; 5.2.5.1 understand with support most of the specific information and details in a short conversation on a variety of educational topics; 5.2.6.1 identify with support the meaning from the context of a short conversation on some general and educational topics;	1	1.12	
38		<b>Professions 1</b>	5.2.7.1 determine the opinion of the speaker(s) in a simple, supportive conversation on some general and educational topics; 5.3.2.1 ask simple questions to get information within some general topics; 5.3.3.1 to express an opinion at the proposal level within the framework of some general and educational topics; 5.3.4.1 respond with some flexibility at the suggestion level to unexpected comments within the framework of various general and educational topics; 5.3.6.1 express thoughts clearly and clearly at the level of a sentence during a pair, group and work with the whole class;	1	4.12	
39		<b>Professions 2</b> Preparing to interview two workers, interviewing them and writing about the interviews.	5.3.7.1 use specific vocabulary and syntax within some general topics 5.4.4.1 read with little support some short texts of fiction and non-fiction; 5.4.5.1 determine the meaning from the context in short texts within the framework of some familiar general and educational topics; 5.4.6.1 determine the attitude or opinion of the author in short texts on some general and educational topics;	1	7.12	
40		<b>Professions 2</b>	5.4.7.1 determine the characteristic properties of a word, sentence and text within some written genres 5.5.3.1 write supporting factual data at the text level describing people, places and objects; 5.5.6.1 combine sentences logically into a paragraph, with some support, using the basic words of the bundle on some familiar common topics; 5.5.7.1 use with some support the appropriate format at the level of the text of some written genres on familiar general and some educational topics; 5.5.8.1 write correctly frequently used words on some common topics;	1	8.12	
41		<b>Outdoor, factory and service jobs 1</b>	5.5.9.1 use punctuation marks in written works with moderate literacy at the text level on some familiar common topics 5.6.1.1 use appropriate calculable and uncountable nouns, including common phrases describing time and place, on some familiar general and educational topics;	1	11.12	
42		<b>Outdoor, factory and service jobs 1</b>	5.6.2.1 use many, much, a lot of, a few in a limited range of familiar general and educational topics; 5.6.6.1 use basic personal and demonstrative pronouns and quantitative pronouns some, any, something, nothing, anything for some familiar general and educational topics;	1	14.12	
43		<b>Outdoor, factory and service jobs 2</b>	5.6.9.1 use simple present and simple past, correct and incorrect forms to describe procedures, habits and conditions on a limited range of familiar and common educational topics; 5.6.10.1 use the forms of the present long time with the present and future meaning for a limited range of familiar and common educational topics;	1	15.12	
44		<b>Outdoor, factory and service jobs 2</b> <b>Summative assessment for the unit «The world of work »</b>	5.6.14.1 use prepositions to talk about time and place use prepositions to describe things to designate a topic, use prepositions of the direction of movement to, into, out of, from, towards on some familiar and common educational topics; 5.6.16.1 use the conjunctions so, if, when, where, before, after to connect parts of sentences in small texts in a limited range of familiar general and educational topics;	1	18.12	
45		<b>Work past and future1</b>	5.6.17.1 use adjuncts with when to describe simple present and past actions on personal and familiar topics	1	21.12	
46		<b>Work past and future2</b> Listening and making a questionnaire about jobs and talking about jobs they want to do in the future.		1	22.12	
47	<b>Summative control work for the 2<sup>nd</sup> term</b>		1	25.12		
48		<b>Unit revision</b>		1	28.12	
<b>3<sup>d</sup> term 31 hours</b>						

49	<b>Unit 5: Creativity (13 hours)</b>	<b>Art 1</b> Talking and writing about paintings and buildings and finding out about colours and shapes.	5.1.3.1 respect different points of view; 5.1.4.1 evaluate and respond constructively to feedback from other students; 5.1.5.1 use feedback to set personal learning goals; 5.1.9.1 use imagination to express your thoughts, ideas, experiences and feelings; 5.1.10.1 use oral or written speech to analyze and study a wide range of opinions and views on the world	1	8.01	
50		<b>Art 1</b>	5.2.1.1 understand with support the sequence of commands in the classroom;	1	11.01	
51		<b>Art 2</b> Finding out about and describing lines and symmetry in objects, portraits and their own faces.	5.2.4.1 understand with support the main points in a long conversation on general and educational topics; 5.2.5.1 understand with support most of the specific information and details in a short conversation on a variety of educational topics; 5.2.6.1 identify with support the meaning from the context of a short conversation on some general and educational topics;	1	12.01	
52		<b>Art 2</b>	5.2.8.1 understand stories with support, including a lengthy conversation on some general and educational topics	1	15.01	
53		<b>Music 1</b> Finding out about instruments and the sections of an orchestra.	5.3.1.1 transmit basic information about yourself and others at the level of a sentence on some general topics; 5.3.3.1 to express an opinion at the proposal level within the framework of some general and educational topics;	1	18.01	
54		<b>Music 2</b>	5.3.4.1 respond with some flexibility at the suggestion level to unexpected comments within the framework of various general and educational topics;	1	19.01	
55		<b>Music 2</b> Making a musical instrument and playing it.	5.3.6.1 express thoughts clearly and clearly at the level of a sentence during a pair, group and work with the whole class; 5.3.7.1 use specific vocabulary and syntax within some general topics; 5.3.8.1 retell simple stories and events on various general and educational topics	1	22.01	
56		<b>Stories and poems 1</b> Reading and listening to stories and legends and writing about their Kazakh new year.	5.4.1.1 understand the main points in short, simple texts on general and educational topics; 5.4.2.1 understand, with little support, specific information and details in short, simple texts within some general and educational topics; 5.4.3.1 understand the details of the argument within the framework of some familiar general and educational topics; 5.4.6.1 determine the attitude or opinion of the author in short texts on some general and educational topics	1	25.01	
57		<b>Stories and poems 1</b> Reading and listening to stories and legends and writing about their Kazakh new year.	5.5.1.1 plan, write, edit and proofread works at the text level on some general and educational topics; 5.5.3.1 write supporting factual data at the text level describing people, places and objects; 5.5.4.1 write with support for a sequence of long sentences in a paragraph to convey information;	1	26.01	
58		<b>Stories and poems 1</b>	5.5.6.1 combine sentences logically into a paragraph, with some support, using the basic words of the bundle on some familiar common topics;	1	29.01	
59		<b>Stories and poems 2</b> Reading and writing poems and haikus.	5.5.7.1 use with some support the appropriate format at the level of the text of some written genres on familiar general and some educational topics 5.6.1.1 use appropriate calculable and uncountable nouns, including common phrases describing time and place, on some familiar general and educational topics;	1	1.02	
60	<b>Stories and poems 2</b>	5.6.3.1 use adjectives, including possessive adjectives, when describing subjects on general and some educational topics, use simple monosyllabic and two-syllabic adjectives for comparison	1	2.02		
61	<b>Summative assessment for the unit «Creativity»</b> <b>Unit revision</b>	5.6.6.1 use basic personal and demonstrative pronouns and quantitative pronouns some, any, something, nothing, anything for some familiar general and educational topics;	1	5.02		

			5.6.10.1 use the forms of the present long time with the present and future meaning for a limited range of familiar and common educational topics; 5.6.16.1 use the conjunctions so, if, when, where, before, after to connect parts of sentences in small texts in a limited range of familiar general and educational topics			
62	<b>Unit 6: Reading for Pleasure</b> (6 hours)	Learners read non-fiction books in Kazakh, English, Russian languages	5.1.4.1 evaluate and respond constructively to feedback from other students; 5.1.5.1 use feedback to set personal learning goals; 5.1.7.1 develop and reinforce a consistent argument in oral and written speech; 5.1.8.1 develop intercultural understanding through reading and discussion; 5.1.9.1 use imagination to express your thoughts, ideas, experiences and feelings	1	8.02	
63		Learners read non-fiction books in Kazakh, English, Russian languages	5.2.3.1 understand simple questions on general and educational topics without support; 5.2.4.1 understand with support the main points in a long conversation on general and educational topics;	1	9.02	
64		Learners read non-fiction books in Kazakh, English, Russian languages	5.2.6.1 identify with support the meaning from the context of a short conversation on some general and educational topics; 5.2.8.1 understand stories with support, including a lengthy conversation on some general and educational topics;	1	12.02	
65		Summarizing the chosen books Different activities, based on the content of the books	5.2.7.1 determine the opinion of the speaker(s) in a simple, supportive conversation on some general and educational topics 5.3.2.1 ask simple questions to get information within some general topics; 5.3.3.1 to express an opinion at the proposal level within the framework of some general and educational topics;	1	15.02	
66		Summarizing the chosen books Different activities, based on the content of the books	5.3.6.1 express thoughts clearly and clearly at the level of a sentence; 5.3.7.1 use specific vocabulary and syntax within some general topics; 5.3.8.1 retell simple stories and events on various general and educational topics	1	16.02	
67		<b>Unit revision</b>	5.4.1.1 understand the main points in short simple texts on general and educational topics; 5.4.2.1 understand with little support specific information and details in simple texts within some general and educational topics; 5.4.3.1 understand the details of the argument within the framework of some familiar general and educational topics; 5.4.4.1 read short texts of fiction and non-fiction with little support; 5.4.5.1 determine the meaning from the context in short texts within the framework of some familiar general and educational topics; 5.4.6.1 determine the attitude or opinion of the author in short texts on general and educational topics; 5.4.7.1 determine the characteristic properties of a word, sentence and text within some written genres; 5.4.9.1 identify the difference between fact and opinion in short, simple texts on various general and educational topics 5.5.1.1 plan, write, edit and proofread works at the text level on general and academic topics; 5.5.2.1 write with support a sequence of sentences in a paragraph on general and educational topics; 5.5.3.1 write supporting factual data at the text level describing people, places and object; 5.5.4.1 write with support a sequence of long sentences in a paragraph to convey personal information; 5.5.5.1 to link sentences with the help of basic words bundles without support; 5.5.6.1 combine sentences logically into a paragraph, with some support, using the basic words of the bundle on some familiar common topics;	1	19.02	

			5.5.7.1 use with some support the appropriate format at the level of the text of some written genres on familiar general and some educational topics			
68	<b>Unit 7: Fantasy world (12 hours)</b>	<b>Home and garden 1</b> Describing and designing rooms and furniture and talking and writing about them.	5.1.4.1 evaluate and respond constructively to feedback from other students; 5.1.7.1 develop and reinforce a consistent argument in oral and written speech; 5.1.8.1 develop intercultural understanding through reading and discussion; 5.1.10.1 use oral or written speech to analyze and study a wide range of opinions and views on the world 5.2.1.1 understand with support the sequence of commands in the classroom;	1	22.02	
69		<b>Home and garden 1</b>	5.2.4.1 understand with support the main points in a long conversation on general and educational topics;	1	23.02	
70		<b>Home and garden 2</b> Describing and designing gardens and talking and writing about them	5.2.6.1 identify with support the meaning from the context of a short conversation on some general and educational topics; 5.2.7.1 determine the opinion of the speaker(s) in a simple, supportive conversation on general and educational topics	1	26.02	
71		<b>Home and garden 2</b>	5.3.3.1 to express an opinion at the proposal level within the framework of some general and educational topics;	1	29.02	
72		<b>City 1</b> Describing fantasy cities and reading, writing and talking about them.	5.3.5.1 try to interact at the basic level of information exchange within the framework of various general and educational topics; 5.3.6.1 express thoughts clearly and clearly at the level of a sentence during a pair, group and work with the whole class;	1	1.03	
73		<b>City 1</b>	5.3.7.1 use specific vocabulary and syntax within some general topics	1	4.03	
74		<b>City 2</b> Creating a map of a fantasy city and writing a persuasive text about it	5.4.1.1 understand the main points in short simple texts on general and educational topics; 5.4.2.1 understand, with little support, specific information and details in short, simple texts within the framework of general and educational topics; 5.4.3.1 understand the details of the argument within the framework of some familiar general and educational topics; 5.4.6.1 determine the attitude or opinion of the author in short texts on some general and educational topics	1	4.03	
75		<b>City 2</b> <b>Summative assessment for the unit «Fantasy world»</b>	5.5.2.1 write with support a sequence of sentences in a paragraph on general and educational topics;	1	7.03	
76		<b>World 1</b> Finding out and talking about environmental problems and suggesting solutions.	5.5.3.1 supporting factual data at the text level describing people, places and objects; 5.5.6.1 combine sentences logically into a paragraph, with some support, using the basic words of the bundle on some familiar common topics; 5.5.8.1 write correctly frequently used words on some common topics; 5.5.9.1 use punctuation marks in written works with moderate literacy at the text level on some familiar common topics	1	11.03	
77		<b>World 2</b> Learning a song about helping the environment and writing a recipe to make an ideal world.	5.6.1.1 use appropriate calculable and uncountable nouns, including common phrases describing time and place, on familiar general and educational topics; 5.6.3.1 use adjectives, including possessive adjectives, when describing subjects on general and some educational topics, use simple monosyllabic and two-syllabic adjectives for comparison; 5.6.4.1 use any, no each, every on general and some educational topics;	1	14.03	
78	<b>Summative control work for the 3<sup>d</sup> term</b>	5.6.5.1 use questions, including questions with who, how often, how long in an expanded range of familiar general and educational topics; 5.6.6.1 use basic personal and demonstrative pronouns and quantitative pronouns some, any, something, nothing, anything for some familiar general and educational topics;	1	15.03		
79	<b>Unit revision</b>	5.6.7.1 use simple perfect forms of simple verbs to express what happened [indefinite time] on a limited range of familiar and common educational topics;	1	18.03		

			<p>5.6.8.1 use the forms of the future tense "will" for forecasts and "gather" in order to tell about certain plans for a limited circle of familiar and common educational topics;</p> <p>5.6.9.1 use simple present and simple past, correct and incorrect forms to describe procedures, habits and conditions on a limited range of familiar and common educational topics;</p> <p>5.6.14.1 use prepositions to talk about time and place, use prepositions to describe things and to designate a topic, use prepositions of the direction of movement to, into, out of, from, towards on familiar and common educational topics;</p> <p>5.6.16.1 use the conjunctions so, if, when, where, before, after to connect parts of sentences in small texts in a limited range of familiar general and educational topics;</p> <p>5.6.17.1 use adjuncts with when to describe simple present and past actions on personal and familiar topics</p>			
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**4<sup>th</sup> term 23 hours**

80	<b>Unit 8: Sports (11 hours)</b>	<b>Sport for all 1</b> Comparing different sports and talking and writing about them.	<p>5.1.1.1 use speaking and listening skills for creative joint problem solving in groups;</p> <p>5.1.2.1 use speaking and listening skills to provide feedback to classmates;</p> <p>5.1.3.1 respect different points of view;</p> <p>5.1.6.1 organize and clearly present information in a form understandable to others;</p> <p>5.1.7.1 develop and reinforce a consistent argument in oral and written speech</p>	1	1.04	
81		<b>Sport for all 1</b>	5.2.1.1 understand with support the sequence of commands in the classroom;	1	4.04	
82		<b>Sport for all 2</b> Interviewing a well-known sports person.	5.2.2.1 understand simple questions about providing personal information;	1	5.04	
83		<b>Sport for all 2</b> Talking about disabled children doing sport.	5.2.3.1 understand simple questions on general and educational topics without support;			
84		<b>Rules and respect 1</b> Talking about and writing rules for sports.	5.2.4.1 understand with support the main points in a long conversation on general and educational topics;	1	8.04	
85		<b>Rules and respect 2</b>	5.2.8.1 understand stories with support, including a lengthy conversation on some general and educational topics	1	11.04	
86		<b>Human body and exercise 1</b> Talking and writing about healthy bodies and finding out about heartbeats and body movements.	5.3.1.1 transmit basic information about yourself and others at the level of a proposal on general topics;	1	12.04	
87		<b>Human body and exercise 1</b>	5.3.2.1 ask simple questions to get information within some general topics;	1	15.04	
88		<b>Human body and exercise 2</b> Listening and watch about sports and marathons and planning a video about sports in Kazakhstan.	5.3.4.1 respond with some flexibility at the suggestion level to unexpected comments within the framework of various general and educational topics;	1	18.04	
89		<b>Human body and exercise 2</b> <b>Summative assessment for</b>	5.3.6.1 express thoughts clearly and clearly at the level of a sentence during a pair, group and work with the whole class;	1	19.04	
		5.3.7.1 use specific vocabulary and syntax within some general topics				
		5.4.1.1 understand the main points in short simple texts on general and educational topics;				
		5.4.2.1 understand, with little support, specific information and details in short, simple texts within the framework of general and educational topics;				
		5.4.4.1 read with little support some short texts of fiction and non-fiction;				
		5.4.6.1 determine the attitude or opinion of the author in short texts on general and educational topics;				
		5.4.7.1 determine the characteristic properties of a word, sentence and text within the written genres				
		5.5.1.1 write, edit and proofread works at the text level on general and academic topics;				
		5.5.4.1 write with support a sequence of long sentences in a paragraph to convey personal information;				
		5.5.6.1 combine sentences logically into a paragraph, with some support, using basic copula words on familiar common topics;				
		5.5.8.1 write correctly frequently used words on some common topics				
		5.6.1.1 use appropriate countable and uncountable nouns, including general phrases	1	22.04		



		<b>the unit «Sports»</b>	21.04describing time and place on general and educational topics;			
90		<b>Unit revision</b>	5.6.2.1 use many, much, a lot of, a few in a limited range of general and educational topics; 5.6.3.1 use adjectives, including possessive adjectives, when describing subjects on general and some educational topics, use simple monosyllabic and two-syllabic adjectives for comparison; 5.6.4.1 use any, noeach, every on general and some educational topics; 5.6.6.1 use basic personal and demonstrative pronouns and quantitative pronouns some, any, something, nothing, anything for familiar general and educational topics; 5.6.8.1 use the forms of the future tense "will" for forecasts and "gather" in order to tell about certain plans for a limited circle of familiar and common educational topics; 5.6.10.1 use the forms of the present long time with the present and future meaning for a limited range of familiar and common educational topics; 5.6.12.1 use common correct and incorrect adverbs, simple and comparative forms, adverbs of frequency and adverbs of time: last week, yesterday on a limited circle of familiar and common educational topics; 5.6.13.1 use might, may, could to express an opportunity on some familiar and common learning topics; 5.6.14.1 use prepositions to talk about time and place, use prepositions to describe things and to designate a topic, use prepositions of the direction of movement to, into, out of, from, towards; 5.6.15.1 use common verbs with the infinitive verb /verb + ing in a limited range of familiar general and educational topics; 5.6.16.1 use the conjunctions so, if, when, where, before, after to link parts of sentences in small texts in a limited range of general and educational topics	1	25.04	
91	<b>Unit 9: Holidays (12 hours)</b>	<b>Holidays 1</b> Talking and writing about holidays and finding out about Kazakh holidays.	5.1.1.1 use speaking and listening skills for creative joint problem solving in groups; 5.1.3.1 respect different points of view; 5.1.4.1 evaluate and respond constructively to feedback from other students; 5.1.8.1 develop intercultural understanding through reading and discussion 5.2.1.1 understand with support the sequence of commands in the classroom; 5.2.2.1 understand simple questions about providing personal information; 5.2.3.1 understand simple questions on general and educational topics without support; 5.2.8.1 understand stories with support, including a lengthy conversation on some general and educational topics	1	26.04	
92		<b>Holidays 2</b>	5.3.2.1 ask simple questions to get information within some general topics; 5.3.3.1 to express an opinion at the proposal level within the framework of some general and educational topics; 5.3.4.1 respond with some flexibility at the suggestion level to unexpected comments within the framework of various general and educational topics;	1	29.04	
93		<b>Destinations1</b> Finding out about and writing a report of where learners in the class went on holiday the previous year.	5.3.6.1 express thoughts clearly and clearly at the level of a sentence during a pair, group and work with the whole class	1	2.05	
94		<b>Destinations2</b>	5.4.1.1 understand the main points in short simple texts on general and educational topics; 5.4.2.1 understand, with little support, specific information and details in short, simple texts within the framework of general and educational topics; 5.4.3.1 understand the details of the argument within the framework of some familiar general and educational topics;	1	3.05	
95		<b>Holiday Activities 1</b> Talking and writing about holiday activities and creating a brochure for a beach holiday.		1	6.05	
96		<b>Holiday Activities 1</b>		1	10.05	

97		<b>Holiday Activities 2</b>	5.4.4.1 read with little support some short texts of fiction and non-fiction;	1	13.05	
98		<b>Transport 1</b>	5.4.6.1 determine the attitude or opinion of the author in short texts on some general and educational topics	1	16.05	
99		<b>Transport 1</b>	5.5.3.1 write supporting factual data at the text level describing people, places and objects;	1	17.05	
		<b>Summative assessment for the unit «Holidays»</b>	5.5.4.1 write with support a sequence of long sentences in a paragraph to convey personal information;			
			5.5.6.1 combine sentences logically into a paragraph, with some support, using the basic words of the bundle on some familiar common topics;			
100		<b>Transport 2</b> Talking about ways of travelling around and planning and writing information for tourists.	5.5.7.1 use with some support the appropriate format at the level of the text of some written genres on familiar general and some educational topics	1	20.05	
			5.6.9.1 use simple present and simple past, correct and incorrect forms to describe procedures, habits and conditions on a limited range of familiar and common educational topics;			
101		<b>Summative control work for the 4<sup>th</sup> term</b>	5.6.10.1 use the forms of the present long time with the present and future meaning for a limited range of familiar and common educational topics;	1	23.05	
			5.6.12.1 use common correct and incorrect adverbs, simple and comparative forms, adverbs of frequency and adverbs of time: last week, yesterday on a limited circle of familiar and common educational topics;			
102		<b>Unit revision</b>	5.6.13.1 use might, may, could to express an opportunity on some familiar and common learning topics	1	24.05	
			5.6.14.1 use prepositions to talk about time and place, use prepositions to describe things and to designate a topic, use prepositions of the direction of movement to, into, out of, from, towards on some familiar and common educational topics;			
			5.6.16.1 use the conjunctions so, if, when, where, before, after to connect parts of sentences in small texts in a limited range of familiar general and educational topics;			
			5.6.17.1 use adjuncts with when to describe simple present and past actions on personal and familiar topics			

**Total: 102**

**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**  
**2023-2024 academic year**

№	Units/ Changing lessons	Theme	Learning objectives	Hours	Date	Notes
<b>1<sup>st</sup> term 25 hours</b>						
1	<b>Unit 1: Our Class</b> (12 hours)	Our Class	<p><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</p> <p><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</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> 6.3.1.1- 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;</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; 6.5.2.1- 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;</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; 6.6.3.1- 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</p>	1	1.09	
2		Countries and nationalities. <b>Entering Test</b>		1	4.09	
3		Countries and nationalities.		1	7.09	
4		Countries and nationalities.			8.09	
5		Creating a Word Cloud of our Class		1	11.09	
6		Creating a Word Cloud of our Class		1	14.09	
7		Presenting a table of information about our class		1	15.09	
8		Presenting a table of information		1	18.09	
9		Getting to know about other classes around the world		1	21.09	
10		Getting to know about other classes around the world		1	22.09	
11		Getting to know about other classes around the world		1	25.09	
12		<b>Summative assessment for the unit «Our Class»</b> <b>Unit Revision</b>		1	28.09	

13	<b>Unit 2: Helping and Heroes (13 hours)</b>	Helping and Heroes	<p><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; 6.1.8.1- develop intercultural awareness through reading and discussion</p> <p><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; 6.2.7.1- recognize the opinion of the speaker(s) in supported extended talk on a limited range of general and curricular topics;</p> <p><b>Speaking</b> 6.3.3.1- give an opinion at sentence and discourse level on an increasing 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; 6.3.8.1- recount some extended stories and events on a limited range of general and curricular topics</p> <p><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</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; 6.5.2.1 - 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</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; 6.6.3.1 - 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</p>	1	29.09	
14		House and Home, helping around the home		1	2.10	
15		House and Home, helping around the home.		1	5.10	
16		House and Home, helping around the home.		1	6.10	
17		Helping other people		1	9.10	
18		Helping other people		1	12.10	
19		Heroes of Kazakhstan			13.10	
20		Heroes of Kazakhstan		1	16.10	
21		Heroes of Kazakhstan (describing people).  <b>Summative assessment for the unit «Helping and Heroes»</b>		1	19.10	
22		Heroes around the world		1	20.10	
23		Heroes around the world		1	23.10	
24		<b>Summative control work for the 1<sup>st</sup> term</b>		1	26.10	
25	<b>Unit revision</b>	1	27.10			

**2<sup>nd</sup> term 23 hours**

26	<b>Unit 3: Our Countryside</b> (11 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	6.11	
27		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	
28		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	10.11	
29		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	13.11	
30		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	
31		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 perspectives on the world</p>	1	17.11	
32		Learning about the fauna	<b>Listening</b>	1	20.11	

		of Kazakhstan (This relates to Biology and Geography)	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 <b>Speaking</b> 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 <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; 6.4.4.1- 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 <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; 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 <b>Use of English</b> 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			
33		Researching and presenting a labelled map of information about our country (This relates to Geography and Computer Science)		1	23.11	
34		Researching and presenting a labelled map of information about our country (This relates to Geography and Computer Science)		1	24.11	
35		Researching and presenting a labelled map of information about our country. Life in the countryside  <b>Summative assessment for the unit «Our Countryside»</b>		1	27.11	
36		Unit revision		1	30.11	
37	<b>Unit 4:</b>	TV programmes, films	<b>Content</b>	1	1.12	

	<b>Drama and Comedy</b> (12 hours)	and cartoons	6.3.3.1 - respect differing points of view;			
38		TV programmes, films and cartoons	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	4.12	
39		Role-playing and drama	<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	1	7.12	
40		Role-playing and drama	<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;	1	8.12	
41		Making a poster about favourite film (This relates to Art and Design and Computer Science)	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	11.12	
42		Making a poster about favourite film (This relates to Art and Design and Computer Science)	<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	1	14.12	
43		Creating a cartoon strip (This relates to Art and Design and Computer Science)	<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	15.12	
44		Creating a cartoon strip (This relates to Art and Design and Computer Science)  <b>Summative assessment for the unit «Drama and Comedy»</b>	<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		18.12	
45		Learning about narrative Structure			21.12	
46		Learning about narrative Structure		1	22.12	
47	<b>Summative control work for the 2<sup>nd</sup> term</b>		1	25.12		
48	Unit revision		1	28.12		
<b>3<sup>d</sup> term 31 hours</b>						

49	<b>Unit 5: Our Health</b> (11 hours)	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; 6.1.10.1- use talk or writing as a means of reflecting on and exploring a range of perspectives on the world	1	8.01		
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	11.01		
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	12.01		
52		How we keep fit and healthy	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	1	15.01		
53		Creating a presentation about our favourite sport	<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	1	18.01		
54		Creating a presentation about an aspect of keeping healthy	<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; 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	19.01		
55		Grade 6 eats healthy food!	<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; 6.6.8.1- 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	1	22.01		
56		Looking at Kazakhstan recipes		1	25.01		
57		Looking at Kazakhstan recipes		1	26.01		
58		Looking at Kazakhstan recipes		1	29.01		
59		<b>Summative assessment for the unit «Our Health»</b> Unit revision		1	1.02		
60		<b>Unit 6:</b>	Reviewing map reading	<b>Content</b>	1	2.02	



	<b>Holidays and Travel</b> (10 hours)	skills	6.1.2.1- use speaking and listening skills to provide sensitive feedback to peers; 6.1.3.1- respect differing points of view; 6.1.5.1- use feedback to set personal learning objectives; 6.1.6.1- organise and present information clearly to others <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; 6.2.6.1- deduce meaning from context in supported extended talk on a range of general and curricular topics; 6.2.8.1- understand supported narratives including some extended talk, on a range of general and curricular topics <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 <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; 6.4.9.1- recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics <b>Writing</b> 6.5.3.1- 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; <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			
61		Reviewing map reading skills (This relates to Geography)		1	5.02	
62		Reviewing map reading skills (This relates to Geography)		1	8.02	
63		Learning about the weather and how to create a cloud		1	9.02	
64		Learning about the weather and how to create a cloud (This relates Maths and Physics)		1	12.02	
65		Descriptive language to create an atmosphere		1	15.02	
66		Descriptive language to create an atmosphere		1	16.02	
67		Researching and writing a magazine article on adventure holidays for families		1	19.02	
68		Researching and writing a magazine article on adventure holidays for families  <b>Summative assessment for the unit «Holidays and Travel»</b>		1	22.02	
69		Unit revision		1	23.02	
70	<b>Unit 7:</b>	Learners read non-fiction	<b>Content</b>	1	26.02	

	<b>Reading for Pleasure</b> (10 hours)	books in Kazakh, English, Russian languages	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			
71		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	29.02	
72		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;	1	1.03	
73		Summarizing the chosen books	6.3.3.- understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts;	1	4.03	
74		Summarizing the chosen books	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;	1	4.03	
75		Different activities, based on the content of the books	6.3.6.1- recognise the attitude or opinion of the writer in short texts on a growing range of general and curricular topics;	1	7.03	
76		Different activities, based on the content of the books	6.3.7.1-recognise typical features at word, sentence and text level in a range of written genres;	1	11.03	
77		Different activities, based on the content of the books	6.3.8.1-use independently familiar paper and digital reference resources to check meaning and extend understanding;	1	14.03	
78		<b>Summative control work for the 3<sup>d</sup> term</b>	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	
79		Unit revision	<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	18.03	
<b>4<sup>th</sup> term 23 hours</b>						
80	<b>Unit 8:</b> <b>Our Neighbourhood</b> (13 hours)	Our Neighbourhood	<b>Content</b>	1	1.04	
81		Our neighbourhood, the places and buildings where we live	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	1	4.04	
82		Our neighbourhood, the places and buildings where we live, shopping and services	<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	1	5.04	
83		Describing the shopping where we live	<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;	1	8.04	
84		Describing the shopping where we live (This relates to Geography)	<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;	1	11.04	
85		Describing the shopping where we live	6.4.7.1- recognise typical features at word, sentence and text level in a range of written genres	1	12.04	

86		Describing the shopping where we live (This relates to Geography)	<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	15.04	
87		School Magazine article		1	18.04	
88		Designing our own page in the school magazine		1	19.04	
89		Designing our own page in the school magazine (This relates to Art and Design and Computer Science)		1	22.04	
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	25.04	
91		Writing about what the class has read <b>Summative assessment for the unit «Our Neighbourhood»</b>		1	26.04	
92		Unit revision	1	29.04		
93	<b>Unit 9: Transport (10 hours)</b>	Transport	<p><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</p> <p><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</p> <p><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</p> <p><b>Reading</b></p>	1	2.05	
94		Transport		1	3.05	
95		Learning about travel and transport		1	6.05	
96		Designing a board game		1	10.05	
97		Creating a survey and table to show how we get to school		1	13.05	
98		Learning about the first ever steam-hauled train in the world		1	16.05	
99		Learning about the first ever steam-hauled train in the world		1	17.05	

		<b>Summative assessment for the unit « Transport»</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			
100		Learning about an aspect of transport in Kazakhstan		1	20.05	
101		<b>Summative control work for the 4<sup>th</sup> term</b>	<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	1	23.05	
102		Unit revision	<b>Use of English</b> 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	24.05	

**Total: 102**

**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**  
**2023-2024 academic year**

№	Units/ Changing lessons	Theme	Learning objectives	Hours	Date	Notes
<b>1<sup>st</sup> term 25 hours</b>						
1	<b>Unit 1: Hobbies and Leisure (12 hours)</b>	Hobbies and Leisure	7.1.3.1 respect different points of view; 7.1.4.1 evaluate and respond constructively to feedback from other students; 7.1.7.1 develop and reinforce a consistent argument in oral and written speech;	1	1.09	
2		Hobbies and Leisure <b>Entering Test</b>	7.1.9.1 use imagination to express your thoughts, ideas, experiences and feelings 7.2.1.1 understand with a little support the main points in a long conversation on a limited number of general and educational topics;	1	4.09	
3		Discussion about hobbies and leisure activities	7.2.2.1 understand with a little support some detailed information in a long conversation a conversation on a limited range of general and educational topics; 7.2.4.1 understand with a little support some of the implied meanings in a lengthy conversation on some general and educational topics	1	7.09	
4		Discussion about hobbies and leisure activities	7.3.1.1 use formal and informal registers in conversation on general and educational topics; 7.3.2.1 ask difficult questions to get information within the framework of general and educational topics; 7.3.3.1 express an opinion at the level of reasoning within the framework of most general and educational topics;	1	8.09	
5		Presenting a table of information and statistics about young people in Kazakhstan	7.3.6.1 comment with some flexibility on what others have said at the level of a sentence or reasoning during the pair, group and work of the whole class; 7.3.7.1 use specific vocabulary and syntax within various general and some educational topics 7.4.1.1 understand the main points in the texts within the framework of some unfamiliar general and educational topics;	1	11.09	
6		Presenting a table of information and statistics about young people in Kazakhstan	7.4.2.1 understand specific information and details in texts within the framework of general and educational topics; 7.4.3.1 understand the details of the argument within the framework of familiar general and educational topics, including long texts; 7.4.7.1 determine the characteristic properties of a word, sentence and text within the written genres;	1	14.09	
7		Getting to know about global leisure pursuits	7.4.8.1 use familiar and some unfamiliar paper and digital resources with little support to verify the meaning and expand understanding 7.5.1.1 plan, write, edit and proofread works at the text level on general and academic topics;	1	15.09	
8		Getting to know about global leisure pursuits	7.5.2.1 write with little support about real, fictional events, actions or experiences from the past on familiar general and educational topics; 7.5.3.1 write with moderate grammatical literacy on familiar general and educational topics;	1	18.09	
9		Creating a survey about the hobbies/leisure	7.5.6.1 combine sentences logically into a paragraph using the basic words of the b bundle on general topics; 7.5.8.1 write correctly frequently used words on various familiar general and educational topics;	1	21.09	
10		Creating a survey about the hobbies/leisure	7.5.9.1 use punctuation marks in written works with moderate literacy at the text level on various familiar general and educational topics 7.6.1.1 use some abstract nouns and complex phrases for familiar topics and curriculum topics;	1	22.09	
11		Creating a survey about the hobbies/leisure  <b>Summative assessment for the unit «Hobbies and Leisure»</b>	7.6.2.1 use various quantitative for calculable and uncountable nouns, including the words too much, too many, none any, enough, on familiar general and educational topics; 7.6.3.1 use common participles as adjectives and correctly put adjectives before nouns on familiar general and educational topics; 7.6.5.1 use questions that include different time forms on general and educational topics; 7.6.6.1 use proper and reflexive pronouns including mine, yours, ours, theirs, hers, his, myself, yourself, themselves for many familiar general and educational topics; 7.6.12.1 use comparative degree adverb structures with correct and incorrect adverbs for a number of familiar general and educational topics;	1	25.09	

12		Unit Revision	7.6.15.1 use infinitive forms after a limited number of verbs and adjectives, use gerund forms after a limited number of verbs and prepositions, use prepositional verbs and start using phrasal verbs on familiar general and educational topics; 7.6.17.1 use subordinate clauses with think, know, believe, hope, say, tell, use subordinate clauses with sure, certain, use determinative relative adjuncts which, who, that, where on general and educational topics	1	28.09	
13	<b>Unit 2: Communication and Technology (13 hours)</b>	Communication and Technology	7.1.2.1 use speaking and listening skills to provide feedback to classmates; 7.1.3.1 respect different points of view; 7.1.4.1 evaluate and respond constructively to feedback from other students; 7.1.6.1 organize and clearly present information in a form understandable to others;	1	29.09	
14		Young people and technology (Social interaction)	7.1.7.1 develop and reinforce a consistent argument in oral and written speech; 7.1.8.1 develop intercultural understanding through reading and discussion; 7.1.10.1 use oral or written speech to analyze and study a wide range of opinions and views on the world	1	2.10	
15		Young people and technology (Social interaction)	7.2.1.1 understand with a little support the main points in a long conversation on a limited number of general and educational topics; 7.2.3.1 understand with some support most of the details of the argument in an extended conversation on a limited range of general and educational topics; 7.2.5.1 determine with support the opinion of the speaker(s) in a long conversation on general and educational topics;	1	5.10	
16		Social networking websites	7.2.6.1 determine with little support the meaning from the context of a lengthy conversation on some general and educational topics;	1	6.10	
17		Social networking websites	7.2.7.1 begin to identify characteristic features at the level of words, sentences and text of oral genres; 7.2.8.1 understand with support stories on general and educational topics	1	9.10	
18		Social networking websites	7.3.2.1 ask difficult questions to get information within some general and educational topics; 7.3.3.1 express an opinion at the level of reasoning within the framework of most general and educational topics;	1	12.10	
19		Social Network Profile	7.3.5.1 try to interact with classmates for cooperation, discussion, coordination, planning, and prioritization in order to complete educational tasks; 7.3.7.1 use specific vocabulary and syntax within various general and some educational topics;	1	13.10	
20		Social Network Profile	7.3.8.1 retell some longer stories and events on various general and educational topics 7.4.1.1 understand the main points in the texts within the framework of some unfamiliar general and educational topics;	1	16.10	
21		Holding a debate about technology	7.4.2.1 understand specific information and details in texts within familiar general and educational topics; 7.4.3.1 understand the details of the argument within the framework of most familiar general and educational topics, including some long texts	1	19.10	
22		Holding a debate about technology  <b>Summative assessment for the unit «Communication and Technology»</b>	7.5.1.1 plan, write, edit and proofread works with text-level support on general and academic topics 7.5.2.1 write with little support about real, fictional events, actions or experiences from the past on familiar general and educational topics; 7.5.5.1 use arguments with some support, supporting with examples and justification on some familiar general and educational topics; 7.5.6.1 combine sentences logically into a paragraph using the basic words of the b bundle on general topics; 7.5.8.1 write correctly frequently used words on various familiar general and educational topics	1	20.10	
23		Writing a formal letter about mobile phones being dangerous	7.6.4.1 use various pointers, including neither, either on familiar general and educational topics; 7.6.6.1 use proper and reflexive pronouns including mine, yours, ours, theirs, hers, his, myself, yourself, themselves for many familiar general and educational topics; 7.6.7.1 use a variety of simple perfect forms to express the last time, the indefinite and unfinished past on a number of familiar general and educational topics;	1	23.10	
24		<b>Summative control work for the 1<sup>st</sup> term</b>	7.6.17.1 use subordinate clauses with think, know, believe, hope, say, tell, use subordinate clauses with sure, certain, use determinative relative subordinate clauses which, who, that, where on general and educational topics	1	26.10	
25		Unit revision		1	27.10	

**2<sup>nd</sup> term 23 hours**

26	<b>Unit 3: Holidays and Travel (10 hours)</b>	Holidays and Travel	7.1.2.1 use speaking and listening skills to provide feedback to classmates; 7.1.3.1 respect different points of view;	1	6.11	
27		Discussing unusual and interesting journeys across Kazakhstan and around the world	7.1.4.1 evaluate and respond constructively to feedback from other students; 7.1.6.1 organize and clearly present information in a form understandable to others; 7.1.8.1 develop intercultural understanding through reading and discussion; 7.1.9.1 use imagination to express your thoughts, ideas, experiences and feelings 7.2.1.1 understand with a little support the main points in a long conversation on a limited number of general and educational topics;	1	9.11	
28		Learning about map reading	7.2.3.1 understand with some support most of the details of the argument in an extended conversation on a limited range of general and educational topics; 7.2.4.1 understand with a little support some of the implied meanings in a lengthy conversation on some general and educational topics;	1	10.11	
29		Gathering information about festivals in Kazakhstan and around the world	7.2.5.1 determine with support the speaker's(s) opinion in a long conversation on most general and educational topics 7.3.1.1 use formal and informal registers in conversation on general and educational topics; 7.3.2.1 ask difficult questions to get information within the framework of general and educational topics;	1	13.11	
30		Gathering information about festivals in Kazakhstan and around the world	7.3.3.1 express an opinion at the level of reasoning within the framework of most general and educational topics; 7.3.4.1 respond with some flexibility at the level of a sentence with elements of reasoning to unexpected comments within the framework of most general and educational topics;	1	16.11	
31		The best places to visit in Kazakhstan	7.3.7.1 use specific vocabulary and syntax within various general and some educational topics; 7.3.8.1 retell some longer stories and events on various general and educational topics	1	17.11	
32		Making a brochure/leaflet	7.4.1.1 understand the main points in the texts within the framework of some unfamiliar general and educational topics; 7.4.2.1 understand specific information and details in texts within familiar general and educational topics;	1	20.11	
33		Writing an article for a school magazine or school e-zine about festivals or unusual and interesting journeys	7.4.9.1 identify inconsistencies in the arguments given in short, simple texts on some general and educational topics 7.5.2.1 write with little support about real, fictional events, actions or experiences from the past on familiar general and educational topics; 7.5.3.1 write with moderate grammatical literacy on familiar general and educational topics; 7.5.5.1 use arguments with some support, supporting with examples and justification on some familiar general and educational topics;	1	23.11	
34		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>	7.5.9.1 use punctuation marks in written works with moderate literacy at the text level on various familiar general and educational topics; 7.5.7.1 use with minimal support the appropriate format at the text level for various written genres on familiar general and educational topics 7.6.3.1 use common participles as adjectives and correctly put adjectives before nouns on familiar general and educational topics; 7.6.9.1 use appropriately increased diversity of present and past simple forms and recent perfect simple forms on a range of familiar general and educational topics; 7.6.11.1 use some forms of indirect speech for statements on a number of familiar general and educational topics; 7.6.12.1 use comparative degree adverb structures with correct and incorrect adverbs for a number of familiar general and educational topics;	1	24.11	
35		Unit revision	7.6.14.1 use prepositions before nouns and adjectives in common prepositional phrases on various familiar and common educational topics; 7.6.17.1 use subordinate clauses with think, know, believe, hope, say, tell, use subordinate clauses with sure, certain, use determinative relative adjuncts which, who, that, where on general and educational topics	1	27.11	
36	<b>Unit 4: Space and Earth</b>	Space and Earth	7.1.2.1 use speaking and listening skills to provide feedback to classmates;	1	30.11	
37		Looking at the future and the environment	7.1.3.1 respect different points of view; 7.1.4.1 evaluate and respond constructively to feedback from other students; 7.1.5.1 use feedback to set personal learning goals;		1.12	

38	(13 hours)	Looking at the future and the environment	7.1.6.1 organize and clearly present information in a form understandable to others; 7.1.9.1 use imagination to express your thoughts, ideas, experiences and feelings;	1	4.12	
39		The most environmental issues	7.1.10.1 use oral or written speech to analyze and study a wide range of opinions and views on the world 7.2.1.1 understand with a little support the main points in a long conversation on a limited number of general and educational topics;	1	7.12	
40		The most environmental issues	7.2.2.1 understand with a little support some detailed information in a long conversation a conversation on a limited range of general and educational topics; 7.2.5.1 determine with support the speaker's(s) opinion in a long conversation on most general and educational topics;	1	8.12	
41		Looking at Science Fiction (This relates to Literature)	7.2.6.1 determine with little support the meaning from the context of a long conversation general and educational topics; 7.2.7.1 begin to identify characteristic features at the level of words, sentences and texts of literary genres;	1	11.12	
42		Looking at Science Fiction	7.2.8.1 understand with support stories on general and educational topics 7.3.1.1 use formal and informal registers when talking about some general and educational topics;	1	14.12	
43		Looking at Science Fiction	7.3.2.1 ask difficult questions to get information within the framework of general and educational topics; 7.3.3.1 express an opinion at the level of reasoning within the framework of most general and educational topics;		15.12	
44		Writing a short science fiction story and/or a composition about life in the future <b>Summative assessment for the unit «Space and Earth»</b>	7.3.5.1 try to interact with classmates for cooperation, discussion, coordination, planning, and prioritization in order to complete educational tasks; 7.3.6.1 try to comment with some flexibility on what others have said at the level of a sentence or reasoning during a pair, group and work with the whole class 7.4.1.1 understand the main points in the texts within the framework of some unfamiliar general and educational topics; 7.4.4.1 read some long texts of fiction and non-fiction literature within the framework of familiar and unfamiliar general and educational topics; 7.4.5.1 determine the meaning from the context in short texts within the framework of most familiar general and educational topics; 7.4.6.1 determine the author's attitude or opinion on various unfamiliar general and educational topics;		18.12	
45		Writing a short science fiction story and/or a composition about life in the future	7.4.7.1 determine the characteristic properties of a word, sentence and text within the framework of most written genres 7.5.1.1 plan, write, edit and proofread works with text-level support on general and academic topics; 7.5.2.1 write with little support about real, fictional events, actions or experiences from the past on familiar general and educational topics;	1	21.12	
46		Using 'will' for prediction	7.5.3.1 write with moderate grammatical literacy on familiar general and educational topics; 7.5.4.1 use with support the appropriate style and register in written genres on general and educational topics; 7.5.5.1 use arguments with some support, supporting with examples and justification on some familiar general and educational topics;	1	22.12	
47		<b>Summative control work for the 2<sup>nd</sup> term</b>	7.5.6.1 combine sentences logically into a paragraph using the basic words of a bunch of familiar common themes 7.6.1.1 use some abstract nouns and complex phrases for familiar topics and curriculum topics;	1	25.12	
48	Unit revision	7.6.4.1 use various pointers, including neither, either on familiar general and educational topics; 7.6.6.1 use proper and reflexive pronouns including mine, yours, ours, theirs, hers, his, myself, yourself, themselves for many familiar general and educational topics; 7.6.8.1 use a variety of forms of the future tense, including the present continued with a future meaning for a number of general and educational topics; 7.6.10.1 use the forms of present continuous time and past continuous forms on a range of familiar general and educational topics; 7.6.11.1 use some forms of indirect speech for statements on a number of familiar general and educational topics; 7.6.12.1 use comparative degree adverb structures with correct and incorrect adverbs for a number of familiar general and educational topic	1	28.12		
<b>3<sup>d</sup> term 31 hours</b>						
49	<b>Unit 5: Reading for</b>	Learners read non-fiction books in	7.1.2.1 use speaking and listening skills to provide feedback to classmates; 7.1.3.1 respect different points of view;	1	8.01	



	<b>Pleasure</b> (6 hours)	Kazakh, English, Russian languages	7.1.4.1 evaluate and respond constructively to feedback from other students; 7.1.6.1 organize and clearly present information in a form understandable to others;				
50		Learners read non-fiction books in Kazakh, English, Russian languages	7.1.7.1 develop and reinforce a consistent argument in oral and written speech; 7.1.8.1 develop intercultural understanding through reading and discussion 7.2.1.1 understand with a little support the main points in a long conversation on a limited number of general and educational topics; 7.2.5.1 determine with support the opinion of the speaker(s) in a long conversation on general and educational topics;	1	11.01		
51		Summarizing the chosen books	7.2.7.1 begin to identify characteristic features at the level of words, sentences and text of oral genres;	1	12.01		
52		Summarizing the chosen books	7.2.8.1 understand with support stories on general and educational topics 7.3.6.1 try to comment with some flexibility on what others have said at the level of a sentence or reasoning during a pair, group and work with the whole class;	1	15.01		
53		Different activities, based on the content of the books	7.3.8.1 retell some longer stories and events on various general and educational topics 7.3.2.1 understand specific information and details in texts within familiar general and educational topics;	1	18.01		
54		Different activities, based on the content of the books	7.3.3.1 understand the details of the argument within the framework of most familiar general and educational topics, including long texts; 7.3.4.1 read long texts of fiction and non-fiction literature within the framework of familiar and some unfamiliar general and educational topics; 7.3.7.1 determine the characteristic properties of a word, sentence and text within the framework of most written genres; 7.3.9.1 identify inconsistencies in the arguments given in short, simple texts on some general and educational topics 7.4.3.1 write with moderate grammatical literacy on familiar general and educational topics; 7.4.4.1 use with support the appropriate style and register in some written genres on general and educational topics 7.6.2.1 use various quantitative for calculable and uncountable nouns, including the words too much, too many, none any, enough, on familiar general and educational topics; 7.6.3.1 use common participles as adjectives and correctly put adjectives before nouns on familiar general and educational topics; 7.6.15.1 use infinitive forms after a limited number of verbs and adjectives, use gerund forms after a limited number of verbs and prepositions, use prepositional verbs and start using phrasal verbs on familiar general and educational topics	1	19.01		
55	<b>Unit 6: Entertainment and Media</b> (13 hours)	Entertainment and Media	7.1.1.1 use speaking and listening skills for creative joint problem solving in groups; 7.1.2.1 use speaking and listening skills to provide feedback to classmates; 7.1.3.1 respect different points of view;	1	22.01		
56		Focusing on TV programmes and films	7.1.5.1 use feedback to set personal learning goals; 7.1.6.1 organize and clearly present information in a form understandable to others;	1	25.01		
57		Focusing on TV programmes and films	7.1.7.1 develop and reinforce a consistent argument in oral and written speech 7.2.2.1 understand with a little support some detailed information in a long conversation a conversation of general and educational topics;	1	26.01		
58		Film reviews	7.2.3.1 understand with some support most of the details of the argument in an extended conversation on a limited range of general and educational topics	1	29.01		
59		Film reviews		1	1.02		
60		Film reviews	7.3.3.1 express an opinion at the level of reasoning within the framework of most general and educational topics;	1	2.02		
61		Reading and talking about film genres	7.3.4.1 respond with some flexibility at the level of a sentence with elements of reasoning to unexpected comments in general and educational topics;	1	5.02		

62		Reading and talking about film genres	7.3.5.1 try to interact with classmates for cooperation, discussion, coordination, planning, and prioritization in order to complete educational tasks;	1	8.02	
63		Structure and criteria for a good film review	7.3.6.1 try to comment with some flexibility on what others have said at the level of a sentence or reasoning during a pair, group and work with the whole class;	1	9.02	
64		Structure and criteria for a good film review	7.3.8.1 retell some longer stories and events on various general and educational topics	1	12.02	
65		Writing a review about a film for a school magazine or e-zine	7.4.3.1 understand the details of the argument within the framework of most familiar general and educational topics, including some long texts;	1	15.02	
66		Writing a review about a film <b>Summative assessment for the unit «Entertainment and Media»</b>	7.4.4.1 read some long texts of fiction and non-fiction literature within the framework of familiar and unfamiliar general and educational topics;	1	16.02	
67		Unit revision	7.4.5.1 determine the meaning from the context in short texts within the framework of most familiar general and educational topics;	1	19.02	
68	<b>Unit 7: Natural Disasters</b> (12 hours)	Looking at natural disasters in Kazakhstan and around the world	7.4.6.1 determine the author's attitude or opinion on various unfamiliar general and educational topics;	1	22.02	
69		Looking at natural disasters in Kazakhstan and around the world	7.4.9.1 identify inconsistencies in the arguments given in short, simple texts on some general and educational topics	1	23.02	
70		Looking at natural disasters in Kazakhstan and around the world	7.5.3.1 write with moderate grammatical literacy on familiar general and educational topics;	1	26.02	
71		Discussion about Disaster statistics in Kazakhstan	7.5.4.1 use with support the appropriate style and register in some written genres on general and educational topics;	1	29.02	
72		Discussion about Disaster statistics in Kazakhstan	7.5.7.1 use with minimal support the appropriate format at the text level for various written genres on familiar general and educational topics	1	1.03	
73		Writing a newspaper	7.6.3.1 use common participles as adjectives and correctly put adjectives before nouns on familiar general and educational topics;	1	4.03	

		article about a disaster for a school magazine or school e-zine	7.4.2.1 understand specific information and details in texts within familiar general and educational topics; 7.4.3.1 understand the details of the argument within the framework of most familiar general and educational topics, including some long texts;			
74		Writing a newspaper article	7.4.5.1 determine the meaning from the context in short texts within the framework of most familiar general and educational topics;	1	4.03	
75		Refugees and natural disasters <b>Summative assessment for the unit «Natural Disasters»</b>	7.4.6.1 determine the author's attitude or opinion on various unfamiliar general and educational topics; 7.4.7.1 determine the characteristic properties of a word, sentence and text within the framework of most written genres 7.5.1.1 plan, write, edit and proofread works with text-level support on general and academic topics; 7.5.3.1 write with moderate grammatical literacy on familiar general and educational topics;	1	7.03	
76		Refugees and natural disasters	7.5.4.1 use with support the appropriate style and register in written genres on general and educational topics;	1	11.03	
77		Refugees and natural disasters	7.5.6.1 combine sentences logically into a paragraph using the basic words of a bunch of familiar common themes	1	14.03	
78		<b>Summative control work for the 3<sup>d</sup> term</b>	7.6.6.1 use proper and reflexive pronouns including mine, yours, ours, theirs, hers, his, myself, yourself, themselves for many familiar general and educational topics;	1	15.03	
79		<b>Unit revision</b>	7.6.13.1 use different modal forms for different functions on different familiar and common learning topics; 7.6.16.1 use different conjunctions on familiar general and educational topics	1	18.03	

**4<sup>th</sup> term (23 hours)**

80	<b>Unit 8: Healthy Habits (8 hours)</b>	Discussing healthy habits and healthy living and learning about the food pyramid	7.1.1.1 use speaking and listening skills for creative joint problem solving in groups; 7.1.5.1 use feedback to set personal learning goals; 7.1.7.1 develop and reinforce a consistent argument in oral and written speech; 7.1.10.1 use oral or written speech to analyze and study a wide range of opinions and views on the world	1	1.04	
81		Creating lists of healthy habits	7.2.4.1 intelligible meanings in a long conversation on some general and educational topics; 7.2.5.1 determine with support the speaker's(s) opinion in a long conversation on most topics;	1	4.04	
82		Health problems	7.2.6.1 determine with little support the meaning from the context of a long conversation on general and educational topics;	1	5.04	
83		Reading and discussing the texts. Creating the questions for interviewing the classmates	7.2.8.1 understand with support stories on general and educational topics 7.3.6.1 try to comment with some flexibility on what others have said at the level of a sentence or reasoning during a pair, group and work with the whole class; 7.3.7.1 use specific vocabulary and syntax within various general and some educational topics; 7.3.8.1 retell some longer stories and events on various general and educational topics	1	8.04	
84		Using the first conditional and subordinate clauses to discuss healthy living	7.4.1.1 understand the main points in the texts within the framework of some unfamiliar general and educational topics; 7.4.3.1 understand the details of the argument within the framework of most familiar general and educational topics, including some long texts;	1	11.04	
85		Writing a short paragraph of an essay about their family' eating habits	7.4.5.1 determine the meaning from the context in short texts within the framework of most familiar general and educational topics; 7.4.8.1 with little support familiar and some unfamiliar paper and digital resources to test the meaning and expand understanding; 7.4.9.1 inconsistencies in the arguments given in short, simple texts on some general and educational topics	1	12.04	

86		Writing a short paragraph of an essay about their family' eating habits <b>Summative assessment for the unit «Healthy Habits»</b>	7.5.4.1 use with support the appropriate style and register in some written genres on general and educational topics; 7.5.5.1 use arguments with some support, supporting with examples and justification on some familiar general and educational topics; 7.5.6.1 combine sentences logically into a paragraph using the basic words of a bunch of familiar common themes; 7.5.7.1 use with minimal support the appropriate format at the text level for various written genres on familiar general and educational topics;	1	15.04	
87		Unit revision	7.5.8.1 write correctly frequently used words on various familiar general and educational topics; 7.5.9.1 use punctuation marks in written works with moderate literacy at the text level on various familiar general and educational topics 7.6.4.1 use various pointers, including neither, either on familiar general and educational topics; 7.6.8.1 use a variety of forms of the future tense, including the present continued with a future meaning for a number of familiar general and educational topics; 7.6.9.1 use appropriately increased diversity of present and past simple forms and recent perfect simple forms on a range of familiar general and educational topics; 7.6.16.1 use different conjunctions on familiar general and educational topics	1	18.04	
88	<b>Unit 9: Clothes and Fashion (15 hours)</b>	Clothes and Fashion	7.1.1.1 use speaking and listening skills for creative joint problem solving in groups;	1	19.04	
89		Clothes and Fashion	7.1.4.1 evaluate and respond constructively to feedback from other students;		22.04	
90		Talking about shopping and shopping facilities	7.1.5.1 use feedback to set personal learning goals; 7.1.9.1 use imagination to express your thoughts, ideas, experiences and feelings	1	25.04	
91		Talking about shopping and shopping facilities	7.2.3.1 understand with some support most of the details of the argument in an extended conversation on a limited range of general and educational topics;	1	26.04	
92		Reviewing and adding to clothes and fashion vocabulary	7.2.4.1 understand with a little support some of the implied meanings in a lengthy conversation on some general and educational topics;	1	29.04	
93		Reviewing and adding to clothes and fashion vocabulary	7.2.6.1 determine with little support the meaning from the context of a lengthy conversation on some general and educational topics; 7.2.7.1 begin to identify characteristic features at the level of words, sentences and text of some oral genres	1	2.04	
94		Reviewing and adding to clothes and fashion vocabulary	7.3.5.1 try to interact with classmates for cooperation, discussion, coordination, planning, and prioritization in order to complete educational tasks; 7.3.6.1 try to comment with some flexibility on what others have said at the level of a sentence or reasoning during a pair, group and work with the whole class;	1	3.04	
95		Discussion: Learners first take notes on the advantages and disadvantages of shopping centers	7.3.7.1 use specific vocabulary and syntax within various general and some educational topics 7.4.1.1 understand the main points in the texts within the framework of some unfamiliar general and educational topics;	1	6.04	
96		Researching how clothes are made and materials used	7.4.2.1 understand specific information and details in texts within the framework of most familiar general and educational topics; 7.4.5.1 determine the meaning from the context in short texts within the framework of most familiar general and educational topics;	1	10.04	
97		Researching how clothes are made and materials used	7.4.6.1 determine the attitude or opinion of the author on various unfamiliar general and educational topics; 7.4.7.1 determine the characteristic properties of a word, sentence and text within the framework of most written genres; 7.4.8.1 use familiar and some unfamiliar paper and digital resources with little support to verify the meaning and expand understanding 7.5.1.1 plan, write, edit and proofread works with text-level support on general and academic topics;		13.04	

98	Using the passive voice writing a description of a person  <b>Summative assessment for the unit «Clothes and Fashion»</b>	7.5.6.1 combine sentences logically into a paragraph using the basic words of a bunch of familiar common themes; 7.5.8.1 write correctly frequently used words on various familiar general and educational topics; 7.5.9.1 use punctuation marks in written works with moderate literacy at the text level on various familiar general and educational topics 7.6.3.1 use common participles as adjectives and correctly put adjectives before nouns on familiar general and educational topics; 7.6.9.1 use appropriately increased diversity of present and past simple forms and recent perfect simple forms on a range of familiar general and educational topics; 7.6.10.1 use the forms of present continuous time and past continuous forms on a range of familiar general and educational topics; 7.6.14.1 use prepositions before nouns and adjectives in common prepositional phrases on various familiar and common educational topics	1	16.04	
99	Using the passive voice writing a description of a person		1	17.04	
100	Using the passive voice writing a description of a person		1	20.04	
101	<b>Summative control work for the 4<sup>th</sup> term</b>		1	23.04	
102	<b>Unit revision</b>		1	24.04	
<b>Total: 108</b>					
<b>Annotation: Summative control work for the Unit -20 minutes</b>					
<b>Summative control work for the Term – 45 minutes</b>					