

**«№11 санаториялық мектеп-интернаты»КММ**  
**Жиынтық бағалаужүргізу қорытындылары бойынша талдау туралы мәліметтер**  
**I тоқсан ағылшын тілі пәні бойынша**

**Сынып:** 3 А

**Оқушылар саны:** 10

**Педагогтің аты-жөні:**Сарсенбаева Г.Ж

**Күні:** 01.11.23 ж.

**Мақсаты:** БЖБ және ТЖБ нәтижелерін талдау

Пән	Орында ған	Макс балл	ЖБ баллдарының пайыздық мазмұны				Сапа %	Үлгерім %
				Төмен	Орта	Жоғары		
			0-39%	40-64%	65-84%	85-100%		
<b>Ағылшын тілі</b>				Оқушылар саны -				
<b>БЖБ 1</b>	10	9		2	5	3	80	100
<b>БЖБ 2</b>	10	7		4	4	2	60	100
<b>ТЖБ</b>	10	16		5	2	3	50	100
	<b>Мақсатты меңгергендер</b>					<b>Қиындық тудырған мақсаттар</b>		
<b>БЖБ 1</b>	3.1.5.1 (3.L5) Distinguish between phonemically distinct words					3.2.1.1 (3.S1) Make basic statements which provide personal information on a limited range of general topics		
<b>БЖБ 2</b>	3.4.5.1 (3.W5) Link with support words or phrases using basic coordinating connectors					3.2.3.1 (3.R3) describe people and objects in simple words within a limited range of general and educational topics		
<b>ТЖБ</b>	3.4.1.1 (3.W1) Plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics 3.5.3.1 (3.U3) Use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things; use simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons					3.1.6.1 (3.L6) Understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics 3.3.5.1 (3.R5) Understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues		

1. ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті.

Жоғары(В) 85-100% : Айтбаева Жанұя,Ахмет Айкөркем,Юлдашева Сумая.

Орта (С):65-84% :Момбек Мейрамбек,Момбек Ғалымбек

Төмен (Н) 40-64%: Еламан Мирас,Мирзаххмед Жандос,Каримова Нурай,Қожабек Марал,Серикбай Мейірім.

2. тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі: жазылым тапсырмалары

3. тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: оқушылардың сабақтан қалуы

4.Жоспарлаған түзету жұмысы: Алдағы уақытта кеткен қателер бойынша қайталау сабақтары өтіліп, олқылықтар жойылады.

**Күні:** 01.11.23

**Педагогтің аты-жөні:**Сарсенбаева Г.Ж



## Жиынтық бағалаужүргізу қорытындылары бойынша талдау туралы мәліметтер

II тоқсан ағылышын тілі пәні бойынша

Сынып: 3 А

Оқушылар саны: 10

Мақсаты: БЖБ және ТЖБ нәтижелерін талдау

Пән	Орында ған	Макс балл	ЖБ баллдарының пайыздық мазмұны				Сапа %	Үлгерім %
				Төмен	Орта	Жоғары		
			0-39%	40-64%	65-84%	85-100%		
Ағылышын тілі				Оқушылар саны -				
БЖБ 1	10	9		5	2	3	50	100
БЖБ 2	10	7		4	3	3	60	100
ТЖБ	10	16		5	2	3	50	100
	Мақсатты меңгергендер				Қиындық тудырған мақсаттар			
БЖБ 1	3.2.6.1 exchange replicas in small dialogues on a limited range of topics; 3.5.2.1 use quantitative numerals from 1 to 100 and ordinal ones from 1-10;				3.1.9.1 recognize short simple words pronounced by syllables;			
БЖБ 2	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			
ТЖБ	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				3.4.4.1 write short simple sentences with support, leaving spaces between words			

1. ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті.

Жоғары(В) 85-100% : Айтбаева Жанұя,Ахмет Айкөркем,Юлдашева Сумая.

Орта (С):65-84% : Момбек Мейрамбек,Момбек Ғалымбек

Төмен (Н) 40-64%: Еламан Мирас ,Мирзахмед Жандос,Каримова Нурай,Қожабек Марал,Серикбай Мейірім.

2. тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі: жазылым тапсырмалары

3. тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: оқушылардың сабақтан қалуы

4.Жоспарлаған түзету жұмысы: Алдағы уақытта кеткен қателер бойынша қайталау сабақтары өтіліп, олқылықтар жойылады.

Күні: 03.01.24ж.

Педагогтің аты-жөні:Сарсенбаева Г.Ж



**«№11 санаториялық мектеп-интернаты»КММ**  
**Жиынтық бағалау жүргізу қорытындылары бойынша талдау туралы мәліметтер**  
**I тоқсан ағылшын тілі пәні бойынша**

**Сынып:** 3 Б

**Оқушылар саны:** 11

**Педагогтің аты-жөні:** Сарсенбаева Г.Ж

**Күні:** 01.11.23 ж.

**Мақсаты:** БЖБ және ТЖБ нәтижелерін талдау

Пән	Орындаған	Макс балл	ЖБ баллдарының пайыздық мазмұны				Сапа %	Үлгерім %	
				Төмен	Орта	Жоғары			
			0-39%	40-64%	65-84%	85-100%			
Ағылшын тілі				Оқушылар саны -					
БЖБ 1	11	9		2	7	2	63	100	
БЖБ 2	11	7		5	4	2	54	100	
ТЖБ	11	16		3	6	2	72	100	
	Мақсатты меңгергендер				Қиындық тудырған мақсаттар				
БЖБ 1	3.1.5.1 (3.L5) Distinguish between phonemically distinct words				3.2.1.1 (3.S1) Make basic statements which provide personal information on a limited range of general topics				
БЖБ 2	3.4.5.1 (3.W5) Link with support words or phrases using basic coordinating connectors				3.2.3.1 (3.R3) describe people and objects in simple words within a limited range of general and educational topics				
ТЖБ	3.4.1.1 (3.W1) Plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics 3.5.3.1 (3.U3) Use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things; use simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons				3.1.6.1 (3.L6) Understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics 3.3.5.1 (3.R5) Understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues				

1. ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті.

Жоғары (В) 85-100% : Қалжанова Алина, Махамеджан Даниял

Орта (С): 65-84% : Әбибілла Мелс, Көпжасар Таңнұр, Нуракова Саида, Ордабек Танат, Сейдахан Арайлым, Таттибек Нұрсұлтан

Төмен (Н) 40-64%: Елубай Мереке, Молдабеков Еркеғали, Серік Сержан

2. тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі: жазылым тапсырмалары

3. тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: оқушылардың сабақтан қалуы

4. Жоспарлаған түзету жұмысы: Алдағы уақытта кеткен қателер бойынша қайталау сабақтары өтіліп, олқылықтар жойылады.

**Күні:** 01.11.23

**Педагогтің аты-жөні:** Сарсенбаева Г.Ж



**«№11 санаториялык мектеп-интернаты»КММ**  
**Жиынтык бағалаужүргізу қорытындылары бойынша талдау туралы мәліметтер**  
**II тоқсан ағылшын тілі пәні бойынша**

Сынып: 3 Б

Оқушылар саны: 10

Мақсаты: БЖБ және ТЖБ нәтижелерін талдау

Пән	Орындаған	Макс балл	ЖБ баллдарының пайыздық мазмұны				Сапа %	Үлгерім %	
				Төмен	Орта	Жоғары			
			0-39%	40-64%	65-84%	85-100%			
Ағылшын тілі				Оқушылар саны -					
БЖБ 1	10	9		7	1	2	30	100	
БЖБ 2	10	7		5	3	2	50	100	
ТЖБ	10	16		5	3	2	50	100	
	Максатты меңгергендер				Қиындық тудырған максаттар				
БЖБ 1	3.5.2.1 use quantitative numerals from 1 to 100 and ordinal ones from 1-10;				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;				
БЖБ 2	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				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;				
ТЖБ	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				3.4.4.1 write short simple sentences with support, leaving spaces between words				

1. ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті.

Жоғары(В) 85-100% : Қалжанова Алина, Махамеджан Даниял

Орта (С):65-84% : Нуракова Саида, Сейдахан Арайлым, Таттибек Нұрсұлтан

Төмен (Н)4 0-64%: Әбибілла Мелс, Елубай Мереке, Молдабеков Еркеғали, Серік Сержан, Ордабек Таңат

2. тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі: жазылым тапсырмалары

3. тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: оқушылардың сабақтан қалуы

4. Жоспарлаған түзету жұмысы: Алдағы уақытта кеткен қателер бойынша қайталау сабақтары өтіліп, олқылықтар жойылады.

Күні: 03.01.24ж.

Педагогтің аты-жөні: Сарсенбаева Г.Ж



**«№11 санаториялық мектеп-интернат»КММ**  
**Жиынтық бағалаужүргізу қорытындылары бойынша талдау туралы мәліметтер**  
**I тоқсан ағылышын тілі пәні бойынша**

**Сынып:**4А

**Оқушылар саны:** 17

**Педагогтің аты-жөні:**Сарсенбаева Г.Ж

**Күні:** 01.11.23 ж.

**Мақсаты:** БЖБ және ТЖБ нәтижелерін талдау

Пән	Орындаған	Макс балл	ЖБ баллдарының пайыздық мазмұны				Сапа %	Үлгерім %
				Төмен	Орта	Жоғары		
			0-39%	40-64%	65-84%	85-100%		
<b>Ағылышын тілі</b>				<b>Оқушылар саны -</b>				
<b>БЖБ 1</b>	17	9		5	7	5	70	100
<b>БЖБ 2</b>	17	10		4	7	6	76	100
<b>ТЖБ</b>	17	18		8	5	4	53	100
	<b>Мақсатты меңгергендер</b>				<b>Қиындық тудырған мақсаттар</b>			
<b>БЖБ 1</b>	4.1.4.1 understand an increasing range of short supported questions on general and some curricular topics				4.2.4.1 respond to questions on an increasing range of general and some curricular topics			
<b>БЖБ 2</b>	4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues				4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics			
<b>ТЖБ</b>	4.3.3.1 Recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics 4.2.4.1 respond to questions on an increasing range of general and some curricular topics				4.1.8.1 Understand short, supported narratives on an increasing range of general and some curricular topics 4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics			

1. ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті.

Жоғары(В) 85-100% : Абдукадир Гүлсезім,Байдулла Айасыл,Байдулла Нұрасыл,Орынбек Назым,  
Орта (С):65-84% :Емир Азизжан,Ермек Ақниет,Жумабек Нұрсұлтан,Төлегенов Нұрдаулет,Сарыбай  
Ғалымжан,

Төмен (Н) 40-64%: Жақсынбет Бағым,Майлыбай Айдос,ОтеноваШұғыла,СеитбекАқылбек,Тұрманова  
Айдиана,УсмановБерік,Утеген Сымбат,Хенизов Демир,

2.Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар  
тізбесі:айтылымтапсырмалары, әріптерді қазақ әріптермен шатастыруы

3.Тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: жана  
сөздерді жаттамау, сабақтан қалуы

4.Жоспарланған түзету ж жұмысы: алдағы уақытта кеткен қателіктер бойынша қайталау сабақтары  
өтіліп, олқылықтар жойылады.

**Күні:** 01.11.23

**Педагогтің аты-жөні:**Сарсенбаева Г.Ж



**«№ 11 санаториялық мектеп-интернат»КММ**  
**Жиынтық бағалау жүргізу қорытындылары бойынша талдау туралы мәліметтер**  
**II тоқсан ағылышын тілі пәні бойынша**

Сынып: 4А

Оқушылар саны: 18

Мақсаты: БЖБ және ТЖБ нәтижелерін талдау

Пән	Орындаған	Макс балл	ЖБ баллдарының пайыздық мазмұны				Сапа %	Үлгерім %
				Төмен	Орта	Жоғары		
			0-39%	40-64%	65-84%	85-100%		
Ағылышын тілі				Оқушылар саны -				
БЖБ 1	18	10		7	8	3	61	100
БЖБ 2	18	9		6	8	4	66	100
ТЖБ	18	18		7	7	4	61	100
	Мақсатты меңгергендер				Қиындық тудырған мақсаттар			
БЖБ 1	4.2.8. I express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics				4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues			
БЖБ 2	4.1.3.1 understand the main points of short, supported talk on an increasing range of general and some curricular topics				4.5.4.1 use determiners a, an, the, zero article, some, any, this, these, that, those to refer to things on a growing range of general and some curricular topics			
ТЖБ	4.1.3.1 understand the main points of short, supported talk on an increasing range of general and some curricular topics 4.4.6.1 use upper and lower case letters accurately when writing names, places and short sentences when writing independently				4.2.3.1 give short, basic description of people and objects, begin to describe past experiences on an increasing range of general and some curricular topics;			

1. ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті.  
 Жоғары(В) 85-100% : Абдукадир Гүлсезім, Байдулла Айасыл, Байдулла Нұрасыл, Иргашбай Жанерке.  
 Орта (С): 65-84% : Емир Азизжан, Ермек Ақниет, Төлегенов Нұрдәулет, Сарыбай Ғалымжан, Хенизов Демир, Орынбек Назым, Отенова Шұғыла,  
 Төмен (Н) 40-64%: Жақсынбет Бағым, Майлыбай Айдос, Жумабек Нұрсұлтан, Сеитбек Ақылбек, Тұрманова Айдиана, Усманов Берік, Утеген Сымбат,  
 2. Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі: айтылым тапсырмалары, әріптерді қазақ әріптермен шатастыруы  
 3. Тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: жаңа сөздерді жаттамау, сабақтан калуы  
 4. Жоспарланған түзету жұмысы: алдағы уақытта кеткен қателіктер бойынша қайталау сабақтары өтіліп, олқылықтар жойылады

Күні: 03.01.24ж.

Педагогтің аты-жөні: Сарсенбаева Г.Ж



**«№ 11 санаториялық мектеп-интернаты»КММ**  
**Жиынтық бағалаужүргізу қорытындылары бойынша талдау туралы мәліметтер**  
**I тоқсан ағылышын тілі пәні бойынша**

**Сынып: 4 Б**

**Оқушылар саны: 18**

**Педагогтің аты-жөні: Сарсенбаева Г.Ж**

**Күні: 01.11.23 ж.**

**Мақсаты: БЖБ және ТЖБ нәтижелерін талдау**

Пән	Орындаған	Макс балл	ЖБ баллдарының пайыздық мазмұны				Сапа %	Үлгерім %
				Төмен	Орта	Жоғары		
			0-39%	40-64%	65-84%	85-100%		
Ағылышын тілі				Оқушылар саны -				
БЖБ 1	17	9		6	7	4	65	100
БЖБ 2	17	10		8	5	4	53	100
ТЖБ	18	18		8	5	5	55	100
	Максатты меңгергендер				Қиындық тудырған максаттар			
БЖБ 1	4.2.4.1 respond to questions on an increasing range of general and some curricular topics				4.1.4.1 understand an increasing range of short supported questions on general and some curricular topics			
БЖБ 2	4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues				4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics			
ТЖБ	4.3.3.1 Recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics				4.1.8.1 Understand short, supported narratives on an increasing range of general and some curricular topics 4.2.4.1 respond to questions on an increasing range of general and some curricular topics 4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics			

1. ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті.  
 Жоғары (В) 85-100% : Әлімжан Ұлдана, Батыр Атика, Есенгелди Али, Тасболта Нұрбол, Хошназарова Нозима  
 Орта (С): 64-84% : Иса Аружан, Күзембай Ақниет, Нұрмахан Ханнұр, Турматов Еламан, Шымыр Інкәр.  
 Төмен (Н) 40-64%: Бекен Балауса, Бектас Жансезім, Беркін Назерке, Қалдар Сырым, Мухтаров Алихан, Орал Алихан, Тасболат Нұрсұлтан, Шора Мейрамбек
2. Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі: айтылым тапсырмалары, әріптерді қазақ әріптермен шатастыруы
3. Тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: жаңа сөздерді жаттамау, сабақтан қалу
4. Жоспарланған түзету жұмысы: алдағы уақытта кеткен қателіктер бойынша қайталау сабақтары өтіліп, олқылықтар жойылады..

**Күні: 01.11.23**

**Педагогтің аты-жөні: Сарсенбаева Г.Ж**



**«№ 11 санаториялық мектеп-интернаты»КММ**  
**Жиынтық бағалау жүргізу қорытындылары бойынша талдау туралы мәліметтер**  
**II тоқсан ағылшын тілі пәні бойынша**

**Сынып: 4 Б**

**Оқушылар саны: 17**

**Мақсаты: БЖБ және ТЖБ нәтижелерін талдау**

Пән	Орындаған	Макс балл	ЖБ баллдарының пайыздық мазмұны				Сапа %	Үлгерім %	
				Төмен	Орта	Жоғары			
			0-39%	40-64%	65-84%	85-100%			
Ағылшын тілі				Оқушылар саны -					
БЖБ 1	17	10		8	5	4	53	100	
БЖБ 2	17	9		8	5	4	53	100	
ТЖБ	17	18		8	5	4	53	100	
	Мақсатты меңгергендер					Қиындық тудырған мақсаттар			
БЖБ 1	4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues					4.2.8. 1 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics			
БЖБ 2	4.5.4.1 use determiners a, an, the, zero article, some, any, this, these, that, those to refer to things on a growing range of general and some curricular topics					4.1.3.1 understand the main points of short, supported talk on an increasing range of general and some curricular topics			
ТЖБ	4.1.3.1 understand the main points of short, supported talk on an increasing range of general and some curricular topics 4.4.6.1 use upper and lower case letters accurately when writing names, places and short sentences when writing independently					4.2.3.1 give short, basic description of people and objects, begin to describe past experiences on an increasing range of general and some curricular topics;			

1. ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті.  
Жоғары(В) 85-100% : Әлімжан Ұлданай, Батыр Атика, Есенгелди Али, Тасболта Нұрбол,  
Орта (С): 64-84% : Бекен Балауса, Иса Аружан, Күзембай Ақниет, Турматов Еламан, Шымыр Іңкәр.  
Төмен (Н) 40-64% . Бектас Жансезім, Беркін Назерке, Қалдар Сырым, Мухтаров Алихан, Орал Алихан, Тасболат Нұрсұлтан, Шора Мейрамбек, Мұхтарова Меруерт.
2. Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі: айтылым тапсырмалары, әріптерді қазақ әріптермен шатастыруы
3. Тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: жаңа сөздерді жаттамау, сабақтан қалуы
4. Жоспарланған түзету жұмысы: алдағы уақытта кеткен қателіктер бойынша қайталау сабақтары өтіліп, олқылықтар жойылады

**Күні: 03.01.24ж.**

**Педагогтің аты-жөні: Сарсенбаева Г.Ж**



**«№11 санаториялық мектеп-интернаты»КММ**  
**Жиынтық бағалаужүргізу қорытындылары бойынша талдау туралы мәліметтер**  
**I тоқсан ағылшын тілі пәні бойынша**

**Сынып:** 5А

**Оқушылар саны:** 13

**Педагогтің аты-жөні:** Сарсенбаева Г.Ж

**Күні:** 01.11.23 ж.

**Мақсаты:** БЖБ және ТЖБ нәтижелерін талдау

Мақсаты: БЖБ және ТЖБ нәтижелерін талдау								
Пән	Орындаған	Макс балл	ЖБ баллдарының пайыздық мазмұны				Сапа %	Үлгерім %
				Төмен	Орта	Жоғары		
			0-39%	40-64%	65-84%	85-100%		
Ағылшын тілі				Оқушылар саны -				
БЖБ 1	13	7		4	4	5	69	100
БЖБ 2	13	9		1	6	6	92	100
ТЖБ	13	20		4	4	5	69	100
	Мақсатты меңгергендер				Қиындық тудырған мақсаттар			
БЖБ 1	5.3.2.1 Ask simple questions to get information about a limited range of general topics 5.2.1.1 understand a sequence of supported classroom instructions;				5.5.3.1 write with support factual descriptions at text level which describe people, places and objects;			
БЖБ 2	5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics;				5.6.3.1 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics			
ТЖБ	5.2.6.1 Deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 5.5.2.1 Write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics; 5.3.1.1 Provide basic information about themselves and others at sentence level on an increasing range of general topics;				5.3.3.1 Give an opinion at sentence level on a limited range of general and curricular topics; 5.4.1.1 Understand the main points in a limited range of short simple texts on general and curricular topics; 5.5.1.1 Plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics			

1. ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті.

Жоғары (В) 85-100% : Абдулла Сымбат, Әбделі Сезім, Бегимбай Мейіржан, Жәнібек Диас, Хамидов Озодбек.

Орта (С) 65-84% : Арыстанбайқызы Інкәр, Әбибілла айзере, Беркін Ақжол, Каладин Айзере.

Төмен (Н) 40-64%: Атхан Ерұлан, Әбделі Өмір, Дауылбай Абдрахман, Ордабек Ақсезім.

2. тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі: жазылым тапсырмалары

3. тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: оқушылардың сабақтан қалуы

4. Жоспарлаған түзету жұмысы: Алдағы уақытта кеткен қателер бойынша қайталау сабақтары өтіліп, олқылықтар жойылады.

**Күні:** 01.11.23

**Педагогтің аты-жөні:** Сарсенбаева Г.Ж



**«№ 11 санаториялық мектеп-интернаты»КММ**  
**Жиынтық бағалаужүргізу қорытындылары бойынша талдау туралы мәліметтер**  
**II тоқсан ағылшын тілі пәні бойынша**

Сынып: 5А

Оқушылар саны: 14

Мақсаты: БЖБ және ТЖБ нәтижелерін талдау

Пән	Орындаған	Макс балл	ЖБ баллдарының пайыздық мазмұны				Сапа %	Үлгерім %
				Төмен	Орта	Жоғары		
			0-39%	40-64%	65-84%	85-100%		
Ағылшын тілі				Оқушылар саны -				
БЖБ 1	14	10		5	6	3	64	100
БЖБ 2	14	10		5	6	3	64	100
ТЖБ	14	20		5	6	3	64	100
	Мақсатты меңгергендер				Қиындық тудырған мақсаттар			
БЖБ 1	5.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics 5.5.5.1 link without support sentences using basic coordinating connectors				5.5.3.1 write with support factual descriptions at text level which describe a friendship relationship			
БЖБ 2	5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics				5.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics			
ТЖБ	5.2.6.1 Deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 5.4.1.1 Understand the main points in a limited range of short simple texts on general and curricular topics; 5.3.7.1 Use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics.				5.5.2.1 Write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics; 5.3.3.1 Give an opinion at sentence level on a limited range of general and curricular topics			

1. ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті.

Жоғары(В) 85-100% : Абдулла Сымбат,Әбделі Сезім,Жәнібек Диас,

Орта (С):65-84% : Арыстанбайқызы Іңкәр,Әбибілла айзере,Беркін Акжол,Хамидов Озодбек,Бегимбай Мейіржан,Сапаралы Інжу.

Төмен (Н) 40-64%: Атхан Ерұлан,Әбделі Өмір,Дауылбай Абдрахман,Ордабек Аксезім,Қаладин Айзере.

2. тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі: жазылым тапсырмалары

3. тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: оқушылардың сабақтан қалуы

4.Жоспарлаған түзету жұмысы: Алдағы уақытта кеткен қателер бойынша қайталау сабақтары өтіліп, олқылықтар жойылады.

Күні: 03.01.24ж.

Педагогтің аты-жөні:Сарсенбаева Г.Ж



**Жиынтық бағалаужүргізу қорытындылары бойынша талдау туралы мәліметтер**  
**I тоқсан ағылшын тілі пәні бойынша**

Сынып: 5Б

Оқушылар саны: 13

Педагогтің аты-жөні:Сарсенбаева Г.Ж

Күні: 01.11.23 ж.

Мақсаты: БЖБ және ТЖБ нәтижелерін талдау

Мақсаты: БЖБ және ТЖБ нәтижелерін талдау									
Пән	Орындаған	Макс балл	ЖБ баллдарының пайыздық мазмұны				Сапа %	Үлгерім %	
				Төмен	Орта	Жоғары			
			0-39%	40-64%	65-84%	85-100%			
Ағылшын тілі				Оқушылар саны -					
БЖБ 1	12	7		4	4	4	66	100	
БЖБ 1	13	9		3	5	5	77	100	
ТЖБ	13	20		3	4	6	77	100	
	Мақсатты меңгергендер				Қиындық тудырған мақсаттар				
БЖБ 1	5.3.2.1 Ask simple questions to get information about a limited range of general topics				5.5.3.1 write with support factual descriptions at text level which describe people, places and objects; 5.2.1.1 understand a sequence of supported classroom instructions;				
БЖБ 2	5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics;				5.6.3.1 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics 5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics;				
ТЖБ	5.2.6.1 Deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 5.5.2.1 Write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics; 5.3.1.1 Provide basic information about themselves and others at sentence level on an increasing range of general topics; 5.3.3.1 Give an opinion at sentence level on a limited range of general and curricular topics;				5.4.1.1 Understand the main points in a limited range of short simple texts on general and curricular topics; 5.5.1.1 Plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics				

1. ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті.

Жоғары(В) 85-100% : Избасаров Талант,Қазыбек Усман,Нуракова Анара,Онербай Мейіржан,Серік Гүлсезім,Хенизова Невин.

Орта (С):65-84% :Атхан Бағлан,Егемберді Ұлбосын,Нағызбек Несібелі,Кулжабай Нұртас.

Төмен (Н) 40-64%: Біржан Бекзат,Жумабек Ерсұлтан,Қалдан Асылхан.

2. тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі: жазылым тапсырмалары

3. тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: оқушылардың сабақтан калуы

4.Жоспарлаған түзету жұмысы: Алдағы уақытта кеткен қателер бойынша қайталау сабақтары өтіліп, олқылықтар жойылады.

Күні: 01.11.23

Педагогтің аты-жөні:Сарсенбаева Г.Ж



**«№ 11 санаториялық мектеп-интернаты»КММ**  
**Жиынтық бағалау жүргізу қорытындылары бойынша талдау туралы мәліметтер**  
**II тоқсан ағылшын тілі пәні бойынша**

**Сынып:** 5Б

**Оқушылар саны:** 14

**Мақсаты:** БЖБ және ТЖБ нәтижелерін талдау

Пән	Орындаған	Макс балл	ЖБ баллдарының пайыздық мазмұны				Сапа %	Үлгерім %
				Төмен	Орта	Жоғары		
			0-39%	40-64%	65-84%	85-100%		
Ағылшын тілі			Оқушылар саны -					
БЖБ 1	14	10		6	4	4	57	100
БЖБ 1	14	10		7	4	3	50	100
ТЖБ	14	20		5	5	4	64	100
Мақсатты меңгергендер			Қиындық тудырған мақсаттар					
БЖБ 1	5.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics 5.5.5.1 link without support sentences using basic coordinating connectors		5.5.3.1 write with support factual descriptions at text level which describe a friendship relationship					
БЖБ 2	5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics		5.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics					
ТЖБ	5.2.6.1 Deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 5.4.1.1 Understand the main points in a limited range of short simple texts on general and curricular topics; 5.3.7.1 Use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics.		5.5.2.1 Write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics; 5.3.3.1 Give an opinion at sentence level on a limited range of general and curricular topics					

1. ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті.

Жоғары(В) 85-100% : Избасаров Талант,Қазыбек Усман,,Серік Гүлсезім,Хенизова Невин.

Орта (С):65-84% .,Нағызбек Несібелі,Кулжабай Нұртас,Қалдан Асылхан,Нуракова Анара,Онербай Мейіржан

Төмен (Н) 40-64%: Біржан Бекзат,Жумабек Ерсұлтан,Егемберді Ұлбосын,Атхан Бағлан,Шаймардан Бағлан.

2. тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі: жазылым тапсырмалары

3. тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: оқушылардың сабақтан қалуы

4.Жоспарлаған түзету жұмысы: Алдағы уақытта кеткен қателер бойынша қайталау сабақтары өтіліп, олқылықтар жойылады.

**Күні:** 03.01.24ж.

**Педагогтің аты-жөні:**Сарсенбаева Г.Ж



**Жиынтық бағалаужүргізу қорытындылары бойынша талдау туралы мәліметтер**  
**I тоқсан ағылшын тілі пәні бойынша**

Сынып: 7А

Оқушылар саны: 10

Педагогтің аты-жөні:Сарсенбаева Г.Ж

Күні: 01.11.23 ж.

Мақсаты: БЖБ және ТЖБ нәтижелерін талдау

Мақсаты: БЖБ және ТЖБ нәтижелерін талдау								
Пән	Орындаған	Макс балл	ЖБ баллдарының пайыздық мазмұны				Сапа %	Үлгерім %
				Төмен	Орта	Жоғары		
			0-39%	40-64%	65-84%	85-100%		
Ағылшын тілі				Оқушылар саны -				
БЖБ 1	10	10		4	4	2	60	100
БЖБ 2	10	8		4	4	2	60	100
ТЖБ	10	24		6	2	2	40	100
	Максатты меңгергендер				Қиындық тудырған максаттар			
БЖБ 1	7.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics				7.5.1.1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics 7.5.8.1 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics			
БЖБ 2	7.1.3.1 respect different points of view				7.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics			
ТЖБ	7.2.2.1 Understand with little support most specific information in extended talk on a limited range of general and curricular topics. 7.4.1.1 Understand the main points in texts on a limited range of unfamiliar general and curricular topics. 7.3.3.1 Give an opinion at discourse level on a growing range of general and curricular topics				7.4.3.1 Understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts. 7.5.3.1 Write with moderate grammatical accuracy on a limited range of familiar general and curricular topics. 7.5.8.1 Spell most highfrequency vocabulary accurately for a growing range of familiar general and curricular topics.			

1. ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті.

Жоғары(В) 85-100% : Майлыбай Әсем,Орал Асылзат.

Орта (С):65-84% :Ешім Ерасыл,Қасымбекова Толғанай.

Төмен (Н) 40-64%: Артықбай Бақыткелді,Біржан Анелъя,Мархабай Нұргүл,Укибаев Нұртас,Егемберди Айару,Еламан диас.

2.Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі: 1 БЖБ-да жазылым дағдысында сөздіктерді дұрыс пайдаланбауы, 2 БЖБ-да айтылым тапсырмасында сөздік қордың аздығы, ТЖБ –да айтылым тапсырмасында сөздік қордың аздығы және граматика бойынша қателіктер көп болды

3.Тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: жаңа сөздерді жаттамау, сабақтан қалуы

4.Жоспарланған түзету ж жұмысы: алдағы уақытта кеткен қателіктер бойынша қайталау сабақтары өтіліп, олқылықтар жойылады.

Күні: 01.11.23

Педагогтің аты-жөні:Сарсенбаева Г.Ж



Сынып: 7А

Оқушылар саны: 10

Мақсаты: БЖБ және ТЖБ нәтижелерін талдау

Пән	Орындаған	Макс балл	ЖБ баллдарының пайыздық мазмұны				Сапа %	Үлгерім %	
				Төмен	Орта	Жоғары			
			0-39%	40-64%	65-84%	85-100%			
Ағылшын тілі				Оқушылар саны -					
БЖБ 1	10	12		5	2	3	50	100	
БЖБ 2	10	9		5	2	3	50	100	
ТЖБ	10	24		5	2	3	50	100	
	Максатты меңгергендер				Қиындық тудырған максаттар				
БЖБ 1	7.3.6.1 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges				7.5.6.1 link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics				
БЖБ 2	7.2.1.1 understand the main points in texts on a limited range of unfamiliar general and curricular topics				7.2.8.1 understand supported narratives on a wide range of general and curricular topics 7.5.1.1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics				
ТЖБ	7.2.3.1 Understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics. 7.2.6.1 Deduce meaning from context with little support in extended talk on a limited range of general and curricular topics. 7.6.9.1 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms on a range of familiar general and curricular topics				7.4.3.1 Understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts. 7.4.5.1 Deduce meaning from context in short texts on a growing range of familiar general and curricular topics 7.5.2.1 Write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar				

1. ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті.

Жоғары(В) 85-100% : Майлыбай Әсем, Орал Асылзат.

Орта (С): 65-84% : Ешпін Ерасыл, Қасымбекова Толғанай.

Төмен (Н) 40-64%: Біржан Анелъя, Мархабай Нұргүл, Укибаев Нұртас, Егемберди Айару, Еламан Диас.

2. Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі: 1 БЖБ-да жазылым дағдысында сөздіктерді дұрыс пайдаланбауы, 2 БЖБ-да айтылым тапсырмасында сөздік қордың аздығы, ТЖБ –да айтылым тапсырмасында сөздік қордың аздығы және грамматика бойынша қателіктер көп болды

3. Тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: жаңа сөздерді жаттамау, сабақтан қалуы

4. Жоспарланған түзету жұмысы: алдағы уақытта кеткен қателіктер бойынша қайталау сабақтары өтіліп, олқылықтар жойылады.

Күні: 03.01.24ж

Педагогтің аты-жөні: Сарсенбаева Г.Ж



**Жиынтық бағалаужүргізу қорытындылары бойынша талдау туралы мәліметтер**  
**I тоқсан ағылшын тілі пәні бойынша**

Сынып: 7Б

Оқушылар саны: 10

Педагогтің аты-жөні:Сарсенбаева Г.Ж

Күні: 01.11.23 ж.

Максаты: БЖБ және ТЖБ нәтижелерін талдау

Мақсаты: БЖБ және ТЖБ нәтижелерін талдау									
Пән	Орындаған	Макс балл	ЖБ баллдарының пайыздық мазмұны				Сапа %	Үлгерім %	
				Төмен	Орта	Жоғары			
			0-39%	40-64%	65-84%	85-100%			
Ағылшын тілі				Оқушылар саны -					
БЖБ 1	9	10		2	6	1	77	100	
БЖБ 1	9	8		5	2	2	44	100	
ТЖБ	9	24		3	4	2	66	100	
	Максатты меңгергендер					Қиындық тудырған максаттар			
БЖБ 1	7.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics 7.5.8.1 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics					7.5.1.1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics			
БЖБ 2	7.1.3.1 respect different points of view					7.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics			
ТЖБ	7.2.2.1 Understand with little support most specific information in extended talk on a limited range of general and curricular topics. 7.4.1.1 Understand the main points in texts on a limited range of unfamiliar general and curricular topics. 7.4.3.1 Understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts. 7.3.3.1 Give an opinion at discourse level on a growing range of general and curricular topics					7.5.3.1 Write with moderate grammatical accuracy on a limited range of familiar general and curricular topics. 7.5.8.1 Spell most high frequency vocabulary accurately for a growing range of familiar general and curricular topics.			

1. ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті.

Жоғары(В) 85-100% : Өнербай Рысқұл, Уалиханова Гүлжаухар.

Орта (С):65-84% : Әмірсейіт Жанель, Батыр Асия, Есенгелді Абдуннур, Тасболтаев Нұрболат.

Төмен (Н) 40-64%: Абдулла Ерсұлтан, Амангелді арайлым, Орал Жанель.

2. тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі: жазылым тапсырмалары

3. тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: оқушылардың сабақтан қалуы

4. Жоспарлаған түзету жұмысы: Алдағы уақытта кеткен қателер бойынша қайталау сабақтары өтіліп, олқылықтар жойылады.

Күні: 01.11.23

Педагогтің аты-жөні:Сарсенбаева Г.Ж



Сынып: 7Б

Оқушылар саны: 9

Максаты: БЖБ және ТЖБ нәтижелерін талдау

Пән	Орындаған	Макс балл	ЖБ баллдарының пайыздық мазмұны				Сапа %	Үлгерім %
				Төмен	Орта	Жоғары		
			0-39%	40-64%	65-84%	85-100%		
Ағылшын тілі			Оқушылар саны -					
БЖБ 1	9	12		3	4	2	66	100
БЖБ 1	9	9		3	4	2	66	100
ТЖБ	9	24		4	3	2	55	100
	Максатты меңгергендер					Қиындық тудырған максаттар		
БЖБ 1	7.3.6.1 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges					7.5.6.1 link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics		
БЖБ 2	7.2.8.1 understand supported narratives on a wide range of general and curricular topics 7.5.1.1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics					7.2.1.1 understand the main points in texts on a limited range of unfamiliar general and curricular topics		
ТЖБ	7.2.3.1 Understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics. 7.2.6.1 Deduce meaning from context with little support in extended talk on a limited range of general and curricular topics. 7.4.3.1 Understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts. 7.4.5.1 Deduce meaning from context in short texts on a growing range of familiar general and curricular topics					7.5.2.1 Write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics. 7.6.9.1 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms on a range of familiar general and curricular topics		

1. ТЖБ нәтижелерін талдау білім алушылардың келесі білім деңгейін көрсетті.

Жоғары(В) 85-100% : Өнербай Рысқұл, Уалиханова Гүлжауһар.

Орта (С):65-84% : Әмірсейіт Жанель, Батыр Асия, Есенгелді Абдуннур.

Төмен (Н) 40-64%: Абдулла Ерсұлтан, Амангелді Арайлым, Орал Жанель, Тасболтаев Нұрболат

2. Тапсырмаларды орындау барысында білім алушыларға туындаған қиындықтар тізбесі: 1 БЖБ-да жазылым дағдысында сөздіктерді дұрыс пайдаланбауы, 2 БЖБ-да айтылым тапсырмасында сөздік қордың аздығы, ТЖБ –да айтылым тапсырмасында сөздік қордың аздығы және грамматика бойынша қателіктер көп болды

3. Тапсырмаларды орындау барысында білім алушыларға аталған қиындықтардың себептері: жана сөздерді жаттамау, сабақтан қалуы

4. Жоспарланған түзету жұмысы: алдағы уақытта кеткен қателіктер бойынша қайталау сабақтары өтіліп, олқылықтар жойылады..

Күні: 03.01.24ж

Педагогтің аты-жөні: Сарсенбаева Г.Ж





Келісемін:  
Оқу ісінің меңгерушісі:  
Е. Әмірбеков  
«31» 08 2023ж

ӘБ отырысында қаралды:  
Бірлестік жетекшісі:  
Б. Дауылбаева  
Протокол № 1  
«31» 08 2023ж

**Түркістан облысының білім басқармасының  
«№11 санаториялық мектеп – интернат» КММ  
ағылшын тілі пәнінің мұғалімі:  
Сарсенбаева Гулжамал Жаксыбековна**

**Күнтізбелік-тақырыптық жоспар  
2023-2024 оқу жылы**





**Calendar Thematic Plan for grade3**  
**With in the framework of updating the secondary education content**  
**2023 - 2024academic year**  
**Smails 3**

No	Units/ Changing lessons	Theme	Learning objectives	Hours	Date	Notes
<b>1<sup>st</sup> term</b>						
1	<b>Unit 1: Animals</b>	Animal types .Lesson 1	3.1.5.1 distinguish between phonemically distinct words; 3.2.1.1 make basic statements which provide personal information on a limited range of general topics; 3.5.5.1 use interrogative pronouns including: which, what, where, whose, how many, what kind of ... on a limited range of familiar topics; 3.5.14.1 use prepositions of location and position: at, behind, between, in, in front of, near, next to, on, under, above to describe where people and things are, use prepositions of time: on, in, at to talk about days and times and no preposition last week	1	01.09.23	
2		Animal types. Lesson 2	3.1.6.1 understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics 3.3.1.1 recognize, identify and sound with support a limited range of familiar words in simple sentences. 3.2.1.1 make basic statements which provide personal information on a limited range of general topics	1	06.09.23	
3		Body parts. Lesson1	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; 3.3.1.1 recognize, identify and pronounce with support a limited number of familiar words in simple sentences	1	08.09.23	
4		Body parts.Lesson2	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; 3.3.1.1 recognize, identify and pronounce with support a limited number of familiar words in simple sentences	1	11.09.23	
5		Body parts.Lesson3	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; 3.3.1.1 recognize, identify and pronounce with support a limited number of familiar words in simple sentences	1	14.09.23	
		Animal Song and Dance On the farm.Lesson 1	3.1.2.1 understand a limited range of short supported questions which ask for personal information	1	20.09.23	



6			3.4.1.1 plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics 3.5.10.1 use common present continuous forms, including short answers and contractions, to talk about what is happening now			
7		Animal Song and Dance On the farm.Lesson2	3.1.2.1 understand a limited range of short supported questions which ask for personal information 3.4.1.1 plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics 3.5.10.1 use common present continuous forms, including short answers and contractions, to talk about what is happening now	1	22.09.23	
8		Unit revision Summative assessment for the unit «Animals»	3.3.3.1 begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics 3.1.5.1 Distinguish between phonemically distinct words 3.2.1.1 Make basic statements which provide personal information on a limited range of general topics	1	27.09.23	
9	<b>Unit 2: Light &amp; Dark</b>	Light & Dark	3.1.6.1 understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics; 3.1.7.1 use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics; 3.2.4.1 respond to questions on a limited range of general and some curricular topics; 3.3.5.1 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues	1	29.09.23	
10		Sound spots \tʃ\ and \ʃ\.	3.2.4.1 respond to questions on a limited range of general and some curricular topics 3.3.5.1 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues	1	04.10.23	
11		School rules	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; 3.4.7.1 spell a growing number of familiar high-frequency words accurately during guided writing activities 3.5.13.1 use can to make requests and ask permission use must / mustn't / have to to talk about obligation	1	06.10.23	
12		My classroom rules	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 3.4.7.1 spell a growing number of familiar high-frequency words accurately during guided writing activities	1	11.10.23	



13		Our world – check point	3.1.7.1 use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics 3.2.3.1 give short, basic description of people and objects on a limited range of general and some curricular topics ;	1	13.10.23	
14		Time for CLIL: Out at night Summative assessment for the unit 2	3.1.5.1 distinguish phonemically different words; 3.2.3.1 describe people and objects in simple words within a limited range of general and educational topics; 3.4.5.1 connect words or phrases using basic unions with support	1	18.10.23	
15		Summative control work for the 1st term	general and some curricular topics by using contextual clues 3.5.3.1 Use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things; use simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons 3.2.1.1 Make basic statements which provide personal information on a limited range of general topics	1	20.10.23	
16		Story time (Twinkl linka)	3.4.7.1 spell a growing number of familiar high-frequency words accurately during guided writing activities 3.3.3.1 begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics	1	27.10.23	

#### 2nd term

17	<b>Unit 3: Time</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; 3.4.1.1 compose, record and check with significant support, short sentences on a limited range of personal, general and educational topics; 3.2.4.1 answer questions within a limited range of general and educational topics;	1	08.11.23	
18		Times of my day. Lesson 2	3.2.2.1 ask questions to identify existing experience 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	10.11.23	
19		Days of the week .Lesson 1	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; 3.3.1.1 recognize, identify and pronounce with support a limited number of familiar words in simple sentences 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	1	15.11.23	



			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			
20		Days of the week Lesson2	3.2.6.1 exchange replicas in small dialogues on a limited range of topics; 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;	1	17.11.23	
21		At the right time. Lesson1	3.1.7.1 use contextual hints to predict the content of small dialogues with support on general and educational topics; 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; 3.2.2.1 ask questions to identify existing experience within a limited range of general and educational topics; 3.1.8.1 understand short stories on a limited number of general and educational topics;	1	22.11.23	
22		At the right time. Lesson2. Summative assessment for the unit «Time»	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; 3.5.2.1 use quantitative numerals from 1 to 100 and ordinal ones from 1-10;	1	24.11.23	
23		Unit revision	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 3.5.2.1 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	29.11.23	
24	<b>Unit 4: Buildings</b>	Four walls .Lesson1	3.1.1.1 understand short instructions with support for performing a wider range of activities in the classroom; 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; 3.2.3.1 describe people and objects in simple words within a limited range of general and educational topics;	1	01.12.23	
25		Four walls. Lesson2	3.2.3.1 describe people and objects in simple words within a limited range of general and educational topics; 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	1	06.12.23	



26		Our town .Lesson1	3.1.1.1 understand short instructions with support for performing a wider range of activities in the classroom; 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; 3.5.3.1 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	08.12.23	
27		Our town Lesson2 Summative assessment for the unit «Buildings»	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	1	13.12.23	
28		Around the house. Lesson1	3.1.4.1 understand a limited range of short questions with support on general and some educational topics; 3.2.2.1 ask questions to identify existing experience within a limited range of general and educational topics;	1	15.12.23	
29		Summative control work for the 2 <sup>nd</sup> term	3.4.4.1 write short simple sentences with support, leaving spaces between words 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	1	20.12.23	
30		Our World – Checkpoint	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 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	1	22.12.23	
31		Unit revision.Story time .	3.2.2.1 ask questions to find out about present experiences on a limited range of general and some curricular topics; 3.3.3.1 begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics; 3.4.1.1 plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics;	1	27.12.23	



3d term						
32	Unit 5: Art & Music	Musical instruments	3.1.8.1-understand short, narratives on a limited range of general and some curricular topics; 3.2.3.1- give short, basic description of people and objects; 3.2.3.2- begin to describe past experiences on a limited range of general and some curricular topics; 3.2.5.1-pronounce familiar words and short phrases intelligibly when reading aloud; 3.2.8.1- recount very short, basic stories and events on a limited range of general and some curricular topics; 3.3.1.1-recognise, identify and sound with support a limited range of familiar words in simple sentences; 3.3.2.1-read and follow with limited support familiar instructions for classroom activities; 3.5.12.1-use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often; 3.5.12.2-begin to use simple adverbs of manner e.g. well, badly	1	10.01.24	
33		Drawing chairs. Lesson1	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;	1	13.01.23	
34		Drawing chairs. Lesson2	3.2.8.1 recount very short, basic stories and events on a limited range of general and some curricular topics; 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	17.01.24	
35		Green day	3.4.7.1 correctly write down more familiar frequently used words when performing writing activities under the guidance of a teacher 3.3.1.1 recognise, identify and sound with support a limited range of familiar words in simple sentences; 3.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how of	1	20.01.24	
36		My Picture Dictionary	3.1.1.1 understand short instructions with support for performing a wider range of activities in the lesson; 3.3.4.1 use with some support a simple picture dictionary; 3.5.11.1 use has got/have got there is/are statement and question forms including short answers and contractions	1	24.01.24	
37		My day	3.1.3.1 understand the main points of short, slow, carefully articulated talk on a limited	1	27.01.24	



			range of general and some curricular 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			
38		Time for CLIL: Musical instruments	3.1.5.1 distinguish between phonemically distinct words; 3.2.4.1 respond to questions on a limited range of general and some curricular topics; 3.4.3.1 write short phrases to identify people, places and objects; 3.5.17.1 use me, too and I don't to give short answers	1	31.01.24	
39		Our world. Shadow puppet show	3.1.5.1 distinguish between phonemically distinct words; 3.2.4.1 respond to questions on a limited range of general and some curricular topics; 3.4.5.1 link with support words or phrases using basic coordinating connectors; 3.5.17.1 use me, too and I don't to give short answers	1	03.02.24	
40		Check point Summative assessment for the unit «Art & Music	3.1.8.1 understand short stories on a limited number 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;	1	07.02.24	
41		Check point	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; 3.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how of	1	10.02.24	
42	<b>Unit 6: Explorers &amp; Inventors</b>	Inventions in Kazakhstan	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; 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;	1	14.02.24	
43		Inventions in Kazakhstan	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	17.02.24	
44		At the beach	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; 3.2.4.1 answer questions within a limited range of general and educational topics; 3.4.6.1 correctly use uppercase and lowercase letters when writing names, place names	1	21.02.24	



			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			
45		Months	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	1	24.02.24	
46		On my last birthday ...	3.2.2.1 ask questions to identify existing experience within a limited range of 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 the classroom under the guidance of the teacher 3.5.7.1 use personal object pronouns in combination with direct object nouns to describe actions and events	1	28.02.24	
47		Time for CLIL. Marco Polo Summative assessment for the unit «Explorers & Inventors»	3.2.2.1 ask questions to identify existing experience within a limited range of general and educational topics; 3.4.5.1 connect words or phrases using basic conjunctions with support 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;	1	02.03.24	
48		Our world. Exploring space.	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; 3.4.5.1 connect words or phrases using basic conjunctions with support	1	06.03.24	
49		Check point	3.1.8.1 understand short stories on a limited number of general and educational topics; 3.2.2.1 ask questions to identify existing experience within a limited range of general and educational topics; 3.4.5.1 connect words or phrases using basic conjunctions with support	1	09.03.24	
50		Summative control work for the 3d term	3.1.8.1 understand short stories on a limited number of general and educational topics; 3.2.2.1 ask questions to identify existing experience within a limited range of general and educational topics; 3.4.5.1 connect words or phrases using basic conjunctions with support	1	13.03.24	
51		Check point	3.2.2.1 ask questions to identify existing experience within a limited range of general and educational topics;	1	16.03.24	



			3.4.5.1 connect words or phrases using basic conjunctions with support			
52		Story time III(Too-too-moo and the Giant)	3.2.2.1 ask questions to find out about present experiences on a limited range of general and some curricular topics; 3.3.3.1 begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics; 3.4.1.1 plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics;		20.03.24	
<b>4th term</b>						
53	<b>Unit 7: Water, water everywhere</b>	Water, water everywhere	3.2.5.1 clearly pronounce familiar words, short phrases when reading aloud; 3.3.1.1 recognize, identify and pronounce with support a limited number of familiar words in simple sentences; 3.3.2.1 read and follow familiar instructions with little support when performing tasks in the lesson	1	03.04.24	
54		Rain, rain	3.2.5.1 pronounce familiar words and short phrases intelligibly when reading aloud; 3.3.1.1 recognise, identify and sound with support a limited range of familiar words in simple sentences; 3.3.2.1 read and follow with limited support familiar instructions for classroom activities	1	06.04.24	
55		By the sea	3.1.4.1 understand a limited range of short questions with support on general and some educational topics; 3.1.5.1 distinguish phonemically different words; 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;	1	10.04.24	
56		By the sea	3.1.4.1 understand a limited range of short supported questions on general and some curricular; 3.1.5.1 distinguish between phonemically distinct words; 3.4.7.1 spell a growing number of familiar high-frequency words accurately during guided writing activities; 3.5.10.1 use common present continuous forms, including short answers and contractions, to talk about what is happening now	1	13.04.24	
57		A beach story	3.3.6.1 understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics; 3.4.8.1 include appropriate use of a full stop during guided writing of short, familiar sentences; 3.5.15.1 use would you like to to invite and use appropriate responses yes please, no thanks, use let's + verb, verbs go enjoy like + verb + ing	1	17.04.24	
58		A beach story Summative assessment for	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,	1	20.04.24	



		the unit «Water, water everywhere»	uncomplicated texts on a limited range of general and educational topics; 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			
59		Unit revision	3.4.7.1 spell a growing number of familiar high-frequency words accurately during guided writing activities; 3.5.10.1 use common present continuous forms, including short answers and contractions, to talk about what is happening now	1	24.04.24	
60	<b>Unit 8: Having fun</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;	1	27.04.24	
61		Fun places	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	↓(01.05.24)	
62		Number games	3.1.1.1 understand short instructions with support for performing a wider range of activities in the lesson; 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	1	+ 04.05.24	
63		Number games	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	08.05.24	
64		Number games	3.1.1.1 understand short supported classroom instructions in an increasing range of classroom routines; 3.3.6.1 understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics;	1	11.05.24	
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	15.05.24	



			3.2.4.1 answer questions within a limited range of general and educational topics; 3.3.4.1 use a simple dictionary with illustrations with little support;			
66		<b>Flying kites Summative assessment for the unit «Having fun»</b>	3.2.4.1 respond to questions on a limited range of general and some curricular topics; 3.3.4.1 use with some support a simple picture dictionary; 3.5.3.1 use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things, use simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons; 3.5.2.1 use cardinal numbers 1 – 100 to count and ordinal numbers 1 – 10; 3.5.8.1 use imperative forms [positive and negative] to give short instructions on limited range of familiar topics;	1	18.05.24	
67		<b>Summative control work for the 4th term</b>	3.2.4.1 respond to questions on a limited range of general and some curricular topics; 3.3.6.1 understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics; 3.4.7.1 correctly write down more familiar frequently used words when 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	22.05.24	
68		<b>Unit revision</b>	3.3.6.1 understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics; 3.4.7.1 correctly write down more familiar frequently used words when 3.5.10.1 use the forms of the present long time to describe what is happening at the moment;	1	25.05.24	

**Total: 68**

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



**4 сыныптарға арналған күнтізбелік-тақырыптық жоспар**  
**Календарно-тематический план для 4 класса**  
**Calendar Thematic Plan for the 4<sup>th</sup> grade**  
**2023-2024оқу жылы/учебный год/academic year(68сағат)**

№	Theme	Learning objectives	hour	date	note
<b>I term</b>					
<b>Unit 1. Kazakhstan in the World of Sport</b>					
1	Children's games 1	4.1.2.1 understand an increasing range of supported questions which ask for personal information 4.2.4.1 respond to questions on an increasing range of general and some curricular topics; 4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information; 4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often; begin to use simple adverbs of manner e.g. well, badly; use common -ly manner adverbs to describe actions e.g. slowly, quickly	1		
2	Children's games 2	4.2.4.1 respond to questions on an increasing range of general and some curricular topics; 4.3.2.1 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics; 4.4.3.1 write with support short sentences which describe people, places and objects; 4.5.5.1 use interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of to ask questions on growing range of familiar topics;	1		
3	Free time activities and hobbies	4.3.2.1 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics. 4.1.2.1 understand an increasing range of supported questions which ask for personal information 4.5.8.1 use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics	1		
4	Olympic Games	4.2.4.1 respond to questions on an increasing range of general and some curricular topics; 4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics; 4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information; 4.5.5.1 use interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of to ask questions on growing range of familiar topics	1		
5	Sports events	4.2.4.1 respond to questions on an increasing range of general and some curricular topics			



		4.1.8.1 understand short, supported narratives on an increasing range of general and some curricular topics 4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information			
6	Aesop's Fables 1				
7	Aesop's Fables 2	4.1.3.1 understand the main points of short, supported talk on an increasing range of general and some curricular topics 4.2.8.1 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics	1		
8	Our world Summative assessment for the cross curricular unit «Kazakhstan in the World of Sport»	4.4.7.1 spell most familiar high-frequency words accurately when writing independently; 4.5.15.1 use would you like to to invite and use appropriate responses yes please, no thanks, use let's + verb, verbs go enjoy like + verb + ing, begin use infinitive of purpose to describe simple actions and verbs want, start + infinitive, use declarative what [a/an] + adjective + noun to show feelings 4.1.8.1 understand short, supported narratives on an increasing range of general and some curricular topics 4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general and some curricular topics	1		
<b>Unit 2: Values in Myths and Legends</b>					
9	Traditionally stories Lesson	4.2.2.1 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics 4.1.4.1 understand an increasing range of short supported questions on general and some curricular topics 4.4.7.1 spell most familiar high-frequency words accurately when writing independently; 4.5.15.1 use would you like to to invite and use appropriate responses yes please, no thanks, use let's + verb, verbs go enjoy like + verb + ing, begin use infinitive of purpose to describe simple actions and verbs want, start + infinitive, use declarative what [a/an] + adjective + noun to show feelings	1	02.10.23	
10	The Viking Day school trip.	4.1.8.1 understand short, supported narratives on an increasing range of general and some curricular topics 4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues	1	04.10.23	
11	People and places	4.1.5.1 identify initial, middle and final phonemes and blends; 4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues; 4.5.3.1 use adjectives, including possessive adjectives, on a growing range of general and some	1	09.10.23	



		curricular topics to describe things; use simple one-syllable and some two-syllable adjectives [comparative and superlative] to make comparisons			
12	When I was little	4.3.5.1 understand the main points of short simple texts on a growing range of general and some curricular topics by using contextual clues 4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information	1	11.10.23	
13	Time for CLIL. Dragons and Creatures 1 Summative Assessment for the cross curricular unit «Values in Myths and Legends»	4.2.4.1 respond to questions on an increasing range of general and some curricular topics 4.4.7.1 spell most familiar high-frequency words accurately when writing independently 4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive 's/s' to name, describe and label things	1	16.10.23	
14	Summative Assessment for Term 1	4.1.8.1 Understand short, supported narratives on an increasing range of general and some curricular topics 4.3.3.1 Recognise basic opinions in short, simple texts on an increasing range of general and some curricular topics 4.5.12.1 Use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often begin to use simple adverbs of manner e.g. well, badly; use common -ly manner adverbs to describe actions e.g. slowly, quickly 4.2.8.1 Express basic likes and dislikes; recount short, basic stories and events on a limited range of general and some curricular topics	1	18.10.23	
15	Our world - Check point Dragons and Creatures 2	4.3.3.1 recognize basic opinions in short, simple texts on an increasing range of general and some curricular topics 4.4.3.1 write with support short sentences which describe people, places and objects; 4.4.3.1 write with support short sentences which describe people, places and objects; 4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner example given well, badly, use common -ly manner adverbs to describe actions example given slowly,	1	23.10.23	
<b>2 term</b>					
<b>Unit 3. Treasure and heritage</b>					
16	Treasure Maps 1-2	4.2.3.1 give short, basic description of people and objects on a limited range of general and some curricular topics begin to describe past experiences on an increasing range of general and some curricular topics 4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics	1	06.11.23	
17	Treasure and numbers Lesson 1	4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics	1	08.11.23	



		4.4.7.1 spell most familiar high-frequency words accurately when writing independently; 4.5.2.1 use cardinal numbers 1 -1000 and ordinal numbers 1 – 100			
18	Study spot	4.2.1.1 make basic statements which provide information on an increasing range of general and some curricular topics 4.4.3.1 write with support short sentences which describe people, places and objects;	1	13.11.23	
19	Treasure and numbers .Lesson 1	4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics 4.4.7.1 spell most familiar high-frequency words accurately when writing independently; 4.5.2.1 use cardinal numbers 1 -1000 and ordinal numbers 1 – 100	1	15.11.23	
20	Our planet's treasure	4.1.4.1 understand an increasing range of short supported questions on general and some curricular topics 4.2.5.1 pronounce an increasing range of words, short phrases and simple sentences intelligibly	1	20.11.23	
21	Our planet's Treasure. My holiday	4.1.3.1 understand the main points of short, supported talk on an increasing range of general and some curricular topics 4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics; 4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information	1	22.11.23	
22	CLIL geography.	4.1.4.1 understand short, supported narratives on an increasing range of general and some curricular topics 4.2.6.1 take turns when speaking with others in a growing range of short, basic exchanges	1	27.11.23	
23	Check point .Summative Assessment for the cross curricular unit «Treasure and heritage»	4.1.3.1 understand the main points of short, supported talk on an increasing range of general and some curricular topics 4.5.4.1 use determiners a, an, the, zero article, some, any, this, these, that, those to refer to things on a growing range of general and some curricular topics 4.2.8. 1 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics 4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues	1	29.11.23	
<b>Unit 4. Professions and ways of Communication</b>					
24	Body language	4.1.4.1 understand short, supported narratives on an increasing range of general and some curricular topics 4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues	1	04.12.23	
25-26	Terrific transport	4.2.1.1 make basic statements which provide personal information on an increasing range of general and some curricular topics		06.12.23-11.12.23	



		4.4.2.1 begin to use joined-up handwriting in a limited range of written work; 4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive 's/s' to name, describe and label things;	2		
27	Study spot. Summative Assessment for the cross curricular unit « Professions and ways of Communication»	4.1.3.1 understand the main points of short, supported talk on an increasing range of general and some curricular topics 4.5.4.1 use determiners a, an, the, zero article, some, any, this, these, that, those to refer to things on a growing range of general and some curricular topics	1	13.12.24	
28	Professions	4.1.1.1 understand an increasing range of classroom instructions 4.2.1.1 make basic statements which provide personal information on an increasing range of general and some curricular topics 4.4.2. 1 begin to use joined up handwriting in a limited range of written work	1	18.12.23	
29	My favourite community helper	4.2.1.1 make basic statements which provide personal information on an increasing range of general and some curricular topics 4.4.2.1 begin to use joined-up handwriting in a limited range of written work; 4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics	1	20.12.23	
30	Summative Assessment Term 2	4.1.3.1 understand the main points of short, supported talk on an increasing range of general and some curricular topics 4.2.3.1 give short, basic description of people and objects, begin to describe past experiences on an increasing range of general and some curricular topics; 4.4.6.1 use upper and lower case letters accurately when writing names, places and short sentences when writing independently	1	25.12.23	
31	CLIL geography. Communicating around the world Technology	4.2.1.1 make basic statements which provide personal information on an increasing range of general and some curricular topics 4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics 4.4.2.1 begin to use joined-up handwriting in a limited range of written work; 4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive 's/s' to name, describe and label things;	1	27.12.23	
3 term					
Unit 5. Hot and Cold					
32	Weather 1	4.1.9.1 recognise words that are spelt out from a limited range of general and curricular topics 4.2.1.1 make basic statements which provide information on an increasing range of general and	1	08.01.24	



		some curricular topics 4.5.16.1 use conjunctions and, or, but, because to link words and phrases			
33	Camping Safety	4.2.1.1 make basic statements which provide information on an increasing range of general and some curricular topics 4.4.7.1 spell most familiar high-frequency words accurately when writing independently 4.5.10.1 use common present continuous forms, including short answers and contractions, to talk about what is happening now and future arrangements on a limited range of personal and familiar topics, use -ing forms swimming, spelling as nouns to describe familiar and classroom activities;	1	10.01.24	
34	Camping Safety	4.2.7.1 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges 4.4.8.1 to include appropriate use of full stops and question marks, at sentence level with some accuracy when writing independently	1	15.01.24	
35	Weather 2	4.1.7.1 use contextual clues to predict content and meaning in short supported talk on an increasing range of general and some curricular topics 4.2.1.1 make basic statements which provide information on an increasing range of general and some curricular topics 4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics	1	17.01.24	
36	Volcanoes	4.2.1.1 make basic statements which provide information on an increasing range of general and some curricular topics 4.3.6.1 understand with some support some specific information and detail in short, simple texts on a growing range of general and some curricular topics 4.5.13.1 use can to make requests and ask permission, use must / mustn't / have to to talk about obligation, use have to + object + infinitive to talk about obligations	1	22.01.24	
37	Time for CLIL: snow and ice	4.2.8.1 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics 4.5.14.1 use prepositions of location, position and direction: at, in, on, behind, between, in front of, near, next to, opposite, above, up, down, on the right, on the left, use prepositions of time : in, on, at, before, after, use with/without to indicate accompaniment with for instrument and for to indicate recipient;	1	24.01.24	
38	Our world	4.2.7.1 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges 4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics	1	29.01.24	
39	Check point. Summative Assessment for the cross	4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics		31.01.24	



	curricular unit «Hot and Cold»	4.4.5.1 link with some support sentences using basic coordinating connectors			
<b>Unit 6. Healthy world</b>					
40	Healthy bodies 1	4.2.5.1 pronounce an increasing range of words and short phrases and simple sentences intelligibly 4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner example given well, badly, use common -ly manner adverbs to describe actions example given slowly, quickly	1	05.02.24	
41	Healthy food	4.2.6.1 take turns when speaking with others in a growing range of short, basic exchanges; 4.4.2.1 begin to use joined-up handwriting in a limited range of written work; 4.4.7.1 spell most familiar high-frequency words accurately when writing independently; 4.5.3.1 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one-syllable and some two-syllable adjectives [comparative and superlative] to make comparisons;	1	07.02.24	
42	Snack Attack	4.1.10.1 recognise words similar to words in student native language 4.2.7.1 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges	2	12.02.24- 14.02.24	
43	Healthy snacks	4.1.3.1 understand the main points of short supported talk on an increasing range of general and some curricular topics 4.2.4.1. respond to questions on an increasing range of general and some curricular topics	1	19.02.24	
44	Save our animals 1	4.2.7.1 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges; 4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics; 4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive 's/s' to name, describe and label things;	1	21.02.24	
45	Save our animals 2	4.2.3.1 give short, basic description of people and objects on a limited range of general and some curricular topics, begin to describe past experiences on an increasing range of general and some curricular topics 4.3.2.1 read and understand with some support short simple fiction and non-fiction texts;	1	26.02.24	



46	Help the planet 1	4.2.6.1 take turns when speaking with others in a growing range of short, basic exchanges; 4.3.2.1 read and understand with some support short simple fiction and non-fiction texts; 4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often begin to use simple adverbs of manner e.g. well, badly, use common -ly manner adverbs to describe actions e/g/ slowly, quickly	1	28.02.24	
47	Help the planet 2	4.1.5.1 identify initial, middle and final phonemes and blends 4.3.5.1 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues 4.5.8.1 use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics	1	04.03.24	
48	Check point Summative Assessment for the cross curricular unit «Healthy world»	4.3.2.1 read and understand with some support short simple fiction and non-fiction texts; 4.4.5.1 link with some support sentences using basic coordinating connectors 4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often begin to use simple adverbs of manner e.g. well, badly, use common -ly manner adverbs to describe actions e/g/ slowly, quickly	1	06.03.24	
49	Check point	4.2.4.1. respond to questions on an increasing range of general and some curricular topics 4.3.5.1 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues	1	11.03.24	
50	Summative Assessment Term 3	4.2.4.1. respond to questions on an increasing range of general and some curricular topics 4.3.2.1 read and understand with some support short simple fiction and non-fiction texts 4.4.5.1 link with some support sentences using basic coordinating connectors 4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often begin to use simple adverbs of manner e.g. well, badly, use common -ly manner adverbs to describe actions e/g/ slowly, quickly	1	13.03.24	
51	Presentation Skills III	4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics; 4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive 's/s' to name, describe and label things;	1	18.03.24	
52	Story time	4.1.3.1 understand the main points of short supported talk on an increasing range of general and some curricular topics 4.2.4.1. respond to questions on an increasing range of general and some curricular topics		20.03.24	
<b>IV term</b>					
<b>Unit 7. Journey into Space</b>					



53	IntoSpace 1	4.1.5.1 identify initial, middle and final phonemes and blends 4.5.5.1 use interrogative pronouns including: who, what, which, where, whose, how many, how much, how often, how big, what kind of ... to ask questions on growing range of familiar topics 4.4.7.1 spell most familiar high-frequency words accurately when writing independently; 4.5.3.1 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one-syllable and some two-syllable adjectives [comparative and superlative] to make comparisons;	1	01.04.24	
54	Into Space 2	4.2.6.1 take turns when speaking with others in a growing range of short, basic exchanges;4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information 4.3.6.1 understand with some support, some specific information and detail in short, simple texts on a growing range of general and some curricular topics	1	03.04.24	
55	Planets 1	4.1.6.1 understand some specific information and detail of short, supported talk on an increasing range of general and some curricular topics 4.3.4.1 find with support books, worksheets and other print materials in a class or school library according to classification;	1	08.04.24	
56	Planets 2	4.3.5.1 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues 4.4.2.1 begin to use joined-up handwriting in a limited range of written work 4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive 's/s' to name, describe and label things	1	10.04.24	
57	Aliens 1	4.1.8.1 understand short, supported, narratives on an increasing range of general and some curricular topics 4.2.4.1 respond to questions on an increasing range of general and some curricular topics 4.4.7.1 spell most familiar high-frequency words accurately when writing independently;	1	15.04.24	
58	Aliens 2	4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues; 4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics;	1	17.04.24	
59	Space facts	4.3.5.1 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues 4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics	1	22.04.24	



60	All about Mars	4.2.4.1 respond to questions on an increasing range of general and some curricular topics 4.4.2.1 begin to use joined-up handwriting in a limited range of written work 4.3.6.1 understand with some support some specific information and detail in short, simple texts on a growing range of general and some curricular topics; 4.5.3.1 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one-syllable and some two-syllable	1	24.04.24	
61	Our World Summative Assessment for the cross curricular unit «Journey into Space»	4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics 4.4.2.1 begin to use joined-up handwriting in a limited range of written work	1	29.04.24	
<b>8. Machines</b>					
62	Slowmachines 1	4.1.6.1 understand some specific information and detail of short, supported talk on an increasing range of general and some curricular topics 4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics	1	↓(01.05.24)	
63	Slowmachines 2	4.2.1.1 make basic statements which provide information on an increasing range of general and some curricular topics 4.3.2.1 read and understand with some support short simple fiction and non-fiction texts; 4.4.5.1 link with some support sentences using basic coordinating connectors;	1	06.05.24	
64	Fast machines 1	4.2.7.1 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges 4.3.1.1 recognise, identify and sound with support a growing range of language at text level	1	08.05.24	
65	Fast machines 2	4.2.6.1 take turns when speaking with others in a growing range of short, basic exchanges; 4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information;	1	13.05.24	



66	Robots 1 / 2 Summative Assessment for the cross curricular unit «Machines»	4.1.8.1 understand short, supported narratives on an increasing range of general and some curricular topics; 4.4.8.1 to include appropriate use of full stops and question marks, at sentence level with some accuracy when writing independently; 4.5.14.1 use prepositions of location and position and direction: at, in, on, behind, between, in front of, near, next to, opposite, up, down, under, above, on the right, on the left, use prepositions of time: on, in, at, before, after, use with/ without to indicate, accompaniment with for instrument and for indicate recipient 4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics; 4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics;	1	15.04.24		
67	Summative Assessment Term 4	4.2.6.1 take turns when speaking with others in a growing range of short, basic exchanges; 4.3.6.1 understand with some support some specific information and detail in short, simple texts on a growing range of general and some curricular topics; 4.4.5.1 link with some support sentences using basic coordinating connectors;	1	20.05.24		
68	Story time	4.1.8.1 understand short, supported, narratives on an increasing range of general and some curricular topics 4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics	1	22.05.24		



5 сыныптарға арналған күнтізбелік- тақырыптық жоспар  
 Календарно - тематический план для 5 класса в рамках обновления содержания среднего образования  
 Calendar Thematic Plan for the 5th grade within the framework of updating the secondary education content  
 2023-2024 оқу жылы/учебный год/ academic year (на основе УМК EnglishPlus KZ)

№	Unit	Theme	Learning objectives	Hours	Date	Notes
<b>I term</b>						
<b>Unit 1 Home and away</b>						
1		Familiar Words	5.1.9.1 use imagination to express thoughts, ideas, experiences and feelings; 5.2.1.1 understand a sequence of supported classroom instructions; 5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics;	1	01.09.23	
2		Language Focus: to be (singular).	5.2.1.1 understand a sequence of supported classroom instructions; 5.6.11.1 use <b>be</b> on a limited range of familiar general and curricular topic; 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics;	1	05.09.23	
3		Countries	5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics; 5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 5.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups.	1	07.09.23	
4		Subject pronouns; be: singular and plural <b>Diagnostic test</b>	5.2.1.1 understand a sequence of supported classroom instructions; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects; 5.6.11.1 use <b>be</b> on a limited range of familiar general and curricular topic;	1	08.09.23	
5		Subject pronouns; be: singular and plural	5.2.1.1 understand a sequence of supported classroom instructions; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects; 5.6.11.1 use <b>be</b> on a limited range of familiar general and curricular topic;	1	12.09.23	
6		Numbers 1 -20.	5.3.2.1 ask simple questions to get information about a limited range of general topics; 5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics.	1	14.09.23	



№	Unit	Theme	Learning objectives	Hours	Date	Notes
7		Language Focus: there is/ there are/ some/ a lot of	5.2.1.1 understand a sequence of supported classroom instructions; 5.1.2.1 use speaking and listening skills to provide sensitive feedback to peers; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects; 5.6.6.1 use basic personal and demonstrative pronouns and quantitative pronouns some, any, something, nothing anything on a limited range of familiar general and curricular topics;	1	15.09.23	
8		Review. Unit 1.	5.6.1.1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects.	1	19.09.23	
9		Review. Unit 1. <b>Summative assessment for the unit "Home and away"</b>	5.2.3.1 Understand an increasing range of unsupported basic questions on general and curricular topics 5.3.1.1 Provide basic information about themselves and others at sentence level on an increasing range of general topics 5.3.2.1 Ask simple questions to get information about a limited range of general topics 5.2.1.1 understand a sequence of supported classroom instructions; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects;	1	21.09.23	
10		Reading for pleasure	5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics; 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics;	1	22.09.23	
Unit 4 Living things						
11		Families	5.2.1.1 understand a sequence of supported classroom instructions; 5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics; 5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 5.1.4.1 evaluate and respond constructively to feedback from others; 5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics.	1	26.09.23	



№	Unit	Theme	Learning objectives	Hours	Date	Notes
12		A Festival	5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics; 5.5.2.1 write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics; 5.5.7.1 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics; 5.1.4.1 evaluate and respond constructively to feedback from others.	1	28.09.23	
13		Language Focus: have got	5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics; 5.6.3.1 use a growing variety of adjectives on a limited range of familiar general and curricular topics; 5.1.5.1 use feedback to set personal learning objectives; 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics; 5.6.1.1 use appropriate structure "Have got" describing people in a photo; 5.1.7.1 develop and sustain a consistent argument when speaking or writing.	1	29.09.23	
14		Describing people and families	5.1.5.1 use feedback to set personal learning objectives; 5.5.7.1 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics; 5.5.8.1 spell most high-frequency words accurately for a limited range of general topics; 5.6.3.1 use a growing variety of adjectives on a limited range of familiar general and curricular topics.	1	03.10.23	
15		Have got: affirmative, negative, questions and short answers.	5.6.3.1 use a growing variety of adjectives on a limited range of familiar general and curricular topics; 5.1.5.1 use feedback to set personal learning objectives; 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics; 5.6.1.1 use appropriate structure "Have got" describing people in a photo; 5.1.7.1 develop and sustain a consistent argument when speaking or writing.	1	05.10.23	
16		Describing people	5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.3.1.1 provide basic information about themselves and others at sentence level on an increasing	1	06.10.23	



No	Unit	Theme	Learning objectives	Hours	Date	Notes
			range of general topics; 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.1.4.1 evaluate and respond constructively to feedback from others.			
17		Describing people for a blog	5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics; 5.5.3.1 write with support factual descriptions at text level which describe people; 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.4.6.1 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics;	1	10.10.23	
18		My Country. Living things.	5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics; 5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics; 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.5.8.1 spell most high-frequency words accurately for a limited range of general topics; 5.6.1.1 use appropriate degree of comparison describing animals on a limited range of familiar general and curricular topics.	1	12.10.23	
19		Communication. Locations of items.	5.6.9.1 use prepositions of place and a structure there is / there are to describe where something is on a limited range of familiar general and curricular topics; 5.1.6.1 organise and present information clearly to others; 5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics; 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics.	1	13.10.23	
20		My Family. Project	5.3.1.1 provide basic information about a family and a family tree other at sentence level on an increasing range of general topics; 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics;	1	17.10.23	



№	Unit	Theme	Learning objectives	Hours	Date	Notes
			5.4.6.1 recognise the attitude or opinion of the writer in a song.			
21		Vocabulary puzzles: Family. Adjectives	5.3.1.1 provide basic information about a family and a family tree <b>other at sentence level</b> on an increasing range of general topics; 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.3.7.1 use appropriate subject-specific vocabulary and syntax to <b>talk about a limited range of</b> general topics; 5.4.3.1 understand the detail of an argument on a limited range of <b>familiar general</b> and curricular topics; 5.2.3.1 understand an increasing range of unsupported basic questions <b>on general</b> and curricular topics.	1	19.10.23	
22		Review.SA for the Unit 4	5.3.7.1 use appropriate subject-specific vocabulary and syntax to <b>talk about a limited range of</b> general topics; 5.2.6.1 deduce meaning from context in short, supported talk on an <b>increasing range of</b> general and curricular topics; 5.6.3.1 use a growing variety of adjectives and regular and irregular <b>comparative and superlative</b> adjectives on a limited range of familiar general and curricular topics 5.6.1.1 use appropriate conjunctions <b>and, or, but</b> describing people;	1	20.10.23	
23		Review Unit 4	5.3.7.1 use appropriate subject-specific vocabulary and syntax to <b>talk about a limited range of</b> general topics; 5.2.6.1 deduce meaning from context in short, supported talk on an <b>increasing range of</b> general and curricular topics; 5.6.3.1 use a growing variety of adjectives and regular and irregular <b>comparative and superlative</b> adjectives on a limited range of familiar general and curricular topics		24.10.23	
24		<b>Summative control work for the 1<sup>st</sup> term</b>	5.2.6.1 Deduce meaning from context in short, supported talk on an <b>increasing range of</b> general and curricular topics; 5.4.1.1 Understand the main points in a limited range of short simple <b>texts on</b> general and curricular topics; 5.5.1.1 Plan, write, edit and proofread work at text level with support <b>on a limited range of</b> general and curricular topics; 5.5.2.1 Write with support a sequence of short sentences in a <b>paragraph on a limited range of</b> familiar general topics; 5.3.1.1 Provide basic information about themselves and others at <b>sentence level on an increasing range of</b> general topics; 5.3.3.1 Give an opinion at sentence level on a limited range of general and curricular topics;	1	26.10.23.	



No	Unit	Theme	Learning objectives	Hours	Date	Notes
25		Diagnostic test	5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics; 5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics.	1	27.10.23	
<b>II term</b> <b>Unit 5</b>						
26		Celebrations and special days	5.2.1.1 understand a sequence of supported classroom instructions 5.2.2.1 understand an increasing range of unsupported basic questions which ask for personal information 5.1.6.1 organise and present information clearly to others 5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 5.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics 5.5.4.1 write with support a sequence of extended sentences in a paragraph to give basic personal information	1	07.11.23	
27		International Festivals	5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects 5.2.2.1 understand an increasing range of unsupported basic questions which ask for personal information 5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics	1	09.11.23	
28		Language Focus: Present Simple (affirmative)	5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 5.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics	1	10.11.23	



№	Unit	Theme	Learning objectives	Hours	Date	Notes
			5.1.5.1 use feedback to set personal learning objectives 5.6.7.1 use simple present to express the activities on special days			
29		The months and seasons.	5.2.1.1 understand a sequence of supported classroom instructions 5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics 5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics	1	14.11.23	
30		Present Simple (negative)	5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects 5.5.7.1 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics 5.6.3.1 use Present Simple (negative) to speak about activities	1	16.11.23	
31		Making suggestions	5.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 5.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.4.6.1 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics 5.6.13.1 use numbers on a limited range of familiar general and curricular topics	1	17.11.23	
32		A composition about a special	5.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics	1	21.11.23	



No	Unit	Theme	Learning objectives	Hours	Date	Notes
		occasion.	5.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics 5.5.3.1 write with support an e - mail about a special day 5.6.16.1 use conjunctions <i>so, if, when, where, before, after</i> to link parts of sentences on a limited range of familiar general and curricular topics 5.4.6.1 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics			
33		My Country. Holidays.	5.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular 5.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics 5.6.6.1 use prepositions, basic personal and demonstrative pronouns, have to on a limited range of familiar general and curricular topics 5.6.5.1 use questions, including tag questions to seek agreement, and clarify meaning on a limited range of familiar general and curricular topics	1	23.11.23	
34		Asking about dates/ Summative assessment for the unit "Values"	5.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 5.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics 5.5.3.1 write with support factual descriptions at text level which describe a friendship relationship 5.5.5.1 link without support sentences using basic coordinating connectors	1	24.11.23	
35		Review Unit	5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 5.6.3.1 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics	1	28.11.23	
36		Celebrations and special days	5.2.1.1 understand a sequence of supported classroom instructions 5.2.2.1 understand an increasing range of unsupported basic questions which ask for personal information 5.1.6.1 organise and present information clearly to others 5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics	1	30.11.23	



№	Unit	Theme	Learning objectives	Hours	Date	Notes
			5.1.8.1 develop intercultural awareness through reading and discussion			
41		Present Simple: question forms.	5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.4.4.1 read with some support a limited range of short fiction and non-fiction texts 5.4.7.1 recognise typical features at word, sentence and text level in a limited range of written genres 5.5.3.1 write with support factual descriptions at text level which describe people and animals 5.6.14.1 use Present Simple (question form) to ask and answer questions on a limited range of familiar general and curricular topics	1	12.12.23	
42		Present Simple: question forms.	5.5.1.1 Understand the main points in a limited range of short simple texts on general and curricular topics. 5.5.4.1. Write with support a sequence of extended sentences in a paragraph to give basic personal information.	1	14.12.23	
43		Asking questions in class.	5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 5.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics	1	15.12.23	
44		Writing a report. Summative assessment for the unit "The world of work"	5.5.1.1 Understand the main points in a limited range of short simple texts on general and curricular topics. 5.5.4.1. Write with support a sequence of extended sentences in a paragraph to give basic personal information. 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics 5.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics		19.12.23	
45		Creative work: I can talk about famous Kazakh artists	5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.1.8.1 develop intercultural awareness through reading and discussion 5.5.3.1 write with support factual descriptions at text level which describe famous Kazakh artists 5.6.9.1 use simple present and simple past regular and irregular forms to describe the life of famous people 5.5.9.1 punctuate written work at text level on a limited range of familiar general with some	1	21.12.23	



№	Unit	Theme	Learning objectives	Hours	Date	Notes
			accuracy			
46		<b>Summative control work for the 2<sup>nd</sup> term</b>	5.2.6.1 Deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 5.4.1.1 Understand the main points in a limited range of short simple texts on general and curricular topics; 5.5.2.1 Write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics; 5.3.3.1 Give an opinion at sentence level on a limited range of general and curricular topics; 5.3.7.1 Use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics.	1	22.12.23	
47		<b>Asking about Timetable</b>	5.2.7.1 recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics 5.3.2.1 ask simple questions to get information about a limited range of general topics 5.2.5.1 understand most specific information and detail of short, supported talk on a wide range of familiar topics 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.5.8.1 spell most high-frequency words accurately for a limited range of general topics 5.2.7.1 recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics 5.2.5.1 understand most specific information and detail of short, supported talk on a wide range of familiar topics 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.5.8.1 spell most high-frequency words accurately for a limited range of general topics	1	26.12.23	
48		<b>Culture</b>	5.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics; 5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics; 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects; 5.6.3.1 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives describing landmarks of Astana; 5.4.1.1 understand the main points in a limited range of short simple texts on general and	1	28.12.23	



No	Unit	Theme	Learning objectives	Hours	Date	Notes
			curricular topics.			
<b>III term</b> <b>Unit 8 Creativity</b>						
49		Making plans.	5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics 5.5.4.1 write with support a sequence of extended sentences in a paragraph to give basic information about Astana 5.6.3.1 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics; 5.1.3.1 respect differing points of view; 5.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world (I want to visit....)	1	09.01.24	
50		Language Focus: <i>be going to</i>	5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics; 5.6.1.1 use a structure <b>to be going to</b> to express intention and plan on a limited range of familiar general and curricular topics; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects to visit and activities; 5.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics; 5.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics.	1	11.01.24	
51		Films and stories	5.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics; 5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics; 5.6.1.1 use a structure <b>to be going to</b> to express intention and plan on a limited range of familiar general and curricular topics; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects to visit and activities; 5.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics;	1	12.01.24	



№	Unit	Theme	Learning objectives	Hours	Date	Notes
			5.1.9.1 use imagination to express thoughts, ideas, experiences and feelings describing a film (Film review).			
52		Be going to (questions)	5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics; 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics; 5.6.3.1 use a structure to be going to (questions) to ask about plans.	1	16.01.24	
53		Film Review	5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics 5.3.8.1 recount basic story and events on a range of general and curricular topics 5.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics.	1	18.01.24	
54		Unit Review	5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics; 5.1.4.1 evaluate and respond constructively to feedback from others; 5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects.	1	19.01.24	
55		Biography of an actor.	2.8.1 Understand supported narratives, including some extended talk, on an increasing range of general and curricular topics; 5.3.3.1 Give an opinion at sentence level on a limited range of general and curricular topics; 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects 5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics;	1	23.01.24	



No	Unit	Theme	Learning objectives	Hours	Date	Notes
56		Unit 9 Reading for pleasure. Types of writing	5.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics; 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics; 5.6.3.1 use a structure <i>to be going to</i> to ask about plans.	1	25.01.24	
57		A Famous story	5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 5.1.4.1 evaluate and respond constructively to feedback from others 5.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics 5.1.7.1 develop and sustain a consistent argument when speaking or writing; 5.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics; 5.6.1.1 use Past Simple to tell a story.	1	26.01.24	
58		Language Focus: <b>Past Simple</b>	5.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects; 5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics; 5.3.3.1 Give an opinion at sentence level on a limited range of general and curricular topics; 5.1.7.1 develop and sustain a consistent argument when speaking or writing.	1	30.01.24	
59		Biography of a writer	5.1.5.1 use feedback to set personal learning objectives 5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics 5.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects; 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics; 5.6.1.1 use Past Simple to tell a story	1	01.02.24	
60		Language Focus: <b>Past Simple.</b>	5.2.8.1 Understand supported narratives, including some extended talk, on an increasing range of general and curricular topics;	1	02.02.24	



No	Unit	Theme	Learning objectives	Hours	Date	Notes
		<b>Question and negative form</b>	5.3.3.1 Give an opinion at sentence level on a limited range of general and curricular topics; 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects 5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics.			
61		<b>Unit Review-9 Summative assessment for the unit " Creativity"</b>	5.6.1.1 use Past Simple (negative and questions) to speak about past events tell; 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.5.3.1 write with support factual descriptions at text level which 5.L4 understand the main points of supported extended talk on a range of general and curricular topics; 5.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics.	1	06.02.24	
62		<b>A Book festival. Kazakh famous writers and poets.</b>	5.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics; 5.4.6.1 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics; 5.6.1.1 use Past Simple (negative and questions) to speak about past events tell; 5.2.8.1 Understand supported narratives, including some extended talk, on an increasing range of general and curricular topics; 5.3.3.1 Give an opinion at sentence level on a limited range of general and curricular topics.	1	08.02.24	
<b>Unit 3 Fantasy world</b>						
63		<b>People and places</b>	5.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics; 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.3.7.1 use appropriate subject-specific vocabulary to talk about a limited range of general topics; 5.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics; 5.1.4.1 evaluate and respond constructively to feedback from others; 5.6.6.1 use plural form of nouns talking about people and places; 5.6.5.1 use numbers to complete the fact file of a country; 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics.	1	09.02.24	



№	Unit	Theme	Learning objectives	Hours	Date	Notes
64		An article about two places.	5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.1.8.1 develop intercultural awareness through reading and discussion 5.5.8.1 spell most high-frequency words accurately for a limited range of general topics; 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics.	1	13.02.24	
65		Language Focus: there is/ there are/ some and any	5.3.7.1 use appropriate subject-specific vocabulary to talk about a limited range of general topics; 5.5.8.1 spell most high-frequency words accurately for a limited range of general topics; 5.6.1.1 use appropriate countable and uncountable nouns, including common noun phrases and a structure there is/ there are describing times and location, on a limited range of familiar general and curricular topics; 5.1.7.1 develop and sustain a consistent argument when speaking or writing; 5.6.1.14 use prepositions to talk about time and location and some/ any/no; 5.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics.	1	15.02.24	
66		Language Focus: there is/ there are/ some and any	5.1.7.1 develop and sustain a consistent argument when speaking or writing; 5.6.1.14 use prepositions to talk about time and location and some/ any/no; 5.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics		16.02.24	
67		Shops.	5.3.7.1 use appropriate subject-specific vocabulary to talk about a limited range of general topics; 5.6.1.1 use appropriate countable and uncountable nouns, including common noun phrases and a structure there is/ there are describing times and location, on a limited range of familiar general and curricular topics; 5.1.7.1 develop and sustain a consistent argument when speaking or writing; 5.6.14.1 use prepositions to talk about time and location and some/ any/no; 5.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects.	1	20.02.24	
68		There is/ there are and short answers.	5.6.14.1 use prepositions to talk about time and location and some/ any/no; 5.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects.	1	22.02.24	



№	Unit	Theme	Learning objectives	Hours	Date	Notes
69		Asking about places in a town.	5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.5.8.1 spell most high-frequency words accurately for a limited range of general topics; 5.6.8.1 use there is / there are to find out people's favourite shops.	1	23.02.24	
70		A brochure about your town.	5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.5.8.1 spell most high-frequency words accurately for a limited range of general topics;	1	27.02.24	
71		My country. My world	5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics; 5.6.3.1 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives and prepositions of time and key phrases on a limited range of familiar general and curricular topic;	1	29.02.24	
72		Shopping	5.2.7.1 recognise the opinion of the speaker(s) in basic, supported talk on an increasing range of general and curricular topics; 5.1.8.1 develop intercultural awareness through reading and discussion; 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics; 5.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics	1	01.03.24	
73		Fantasy world	5.4.6.1 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics; 5.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics 5.6.3.1 use appropriate countable and uncountable nouns, including common noun phrases	1	05.03.24	



No	Unit	Theme	Learning objectives	Hours	Date	Notes
			describing times and location, on a limited range of familiar general and curricular topics; 5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topic; 5.3.2.1 ask simple questions to get information about a limited range of general topic.			
74		Vocabulary puzzles: People and places. shops <b>Summative assessment for the unit "Fantasy world"</b>	5.2.6.1 Deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 5.4.1.1 Understand the main points in a limited range of short simple texts on general and curricular topics; 5.3.7.1 Use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics. 5.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics; 5.6.3.1 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives and prepositions of time and key phrases on a limited range of familiar general and curricular topic; 5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topic; 5.4.1.1 Understand the main points in a limited range of short simple texts on general and curricular topics 5.5.4.1. Write with support a sequence of extended sentences in a paragraph to give basic personal information	1	07.03.24	
75		Review. Unit-3	5.4.1.1 understand the main points in a limited range of short simple texts (a poem) on general and curricular topics; 5.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics; 5.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics; 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges.	1	12.03.24	
76		<b>Summative control work for the 3<sup>rd</sup> term</b>	5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.5.2.1 Write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics; 5.3.3.1 Give an opinion at sentence level on a limited range of general and curricular topics; 5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topic; 5.4.1.1 Understand the main points in a limited range of short simple texts on general and	1	14.03.24	



№	Unit	Theme	Learning objectives	Hours	Date	Notes
			curricular topics;			
77		Reading for pleasure	5.6.3.1 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives and prepositions of time and key phrases on a limited range of familiar general and curricular topic; 5.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topic; 5.4.1.1 Understand the main points in a limited range of short simple texts on general and curricular topics.	1	15.03.24	
78		Revision	5.4.6.1 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics; 5.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics 5.6.3.1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics;	1	19.03.24	
<b>IV term</b> <b>Unit 2 Sports</b>						
79		Adjectives	5.2.2.1 understand an increasing range of unsupported basic questions which ask for personal information; 5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics; 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.1.2.1 use speaking and listening skills to provide sensitive feedback to peers; 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics; 5.6.2.1 use appropriate adjectives and indefinite article a / an including common noun phrases describing things and activities on a limited range of familiar general and curricular topics.	1	02.04.24	
80		A web page about clubs for young people	5.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 5.3.2.1 ask simple questions to get information about a limited range of general topics 5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 5.1.3.1 respect differing points of view.	1	04.04.24	



No	Unit	Theme	Learning objectives	Hours	Date	Notes
81		Language Focus: <b>be(negative)</b>	5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 5.6.8.1 use a verb <b>to be</b> to talk about favourite things on a limited range of familiar general and curricular topics 5.1.6.1 organise and present information clearly to others 5.3.2.1 ask simple questions to get information about a limited range of general topics.	1	05.04.24	
82		Nouns: favourite things. A verb: <b>be.</b>	5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 5.6.8.1 use a verb <b>to be</b> to talk about favourite things on a limited range of familiar general and curricular topics	1	09.04.24	
83		Questions and short answers A verb: <b>be.</b>	5.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics 5.3.2.1 ask simple questions to get information about a limited range of general topics.	1	11.04.24	
84		Giving personal information	5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 5.6.8.1 use a verb <b>to be</b> to talk about favourite things on a limited range of familiar general and curricular topics 5.1.6.1 organise and present information clearly to others 5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 5.1.3.1 respect differing points of view.	1	12.04.24	
85		An email	5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics 5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 5.5.6.1 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics 5.6.10.1 use present simple to write an email to an internet friend 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges;	1	16.04.24	



No	Unit	Theme	Learning objectives	Hours	Date	Notes
			5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics.			
86		My Country. Sports	5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 5.6.8.1 use a verb <b>to be</b> to talk about favourite things on a limited range of familiar general and curricular topics 5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 5.1.3.1 respect differing points of view.	1	18.04.24	
87		Asking and telling the time	5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.2.2.1 understand an increasing range of unsupported basic questions which ask for personal information 5.6.2.1 use numbers to practise asking for and telling the time 5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics; 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics.	1	19.04.24	
88		A Club poster	5.2.2.1 understand an increasing range of unsupported basic questions which ask for personal information; 5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics; 5.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics.	1	23.04.24	
89		Unit Review 1-3 <b>Summative assessment for the unit "Sports"</b>	5.2.8.1 Understand supported narratives, including some extended talk, on an increasing range of general and curricular topics; 5.4.4.1 read with some support a limited range of short fiction and non-fiction texts. 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.1.2.1 use speaking and listening skills to provide sensitive feedback to peers; 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics;	1	25.04.24	



No	Unit	Theme	Learning objectives	Hours	Date	Notes
90		Reading for pleasure: A poem	5.2.3.1 Give an opinion at sentence level on a limited range of general and curricular topics; 5.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics;	1	26.04.24	
			<b>Unit 7 Holidays</b>			
91		Holiday activities	5.2.2.1 understand an increasing range of unsupported basic questions which ask for personal information; 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects; 5.6.9.1 use simple present and imperatives to describe holiday activities; 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics.	1	30.04.24	
92		On holiday	5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics; 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics; 5.5.3.1 write with support factual descriptions at text level which describe people, places and objects.	1	02.05.24	
93		Language Focus. Present continuous.	5.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics; 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics; 5.5.4.1 write with support a sequence of extended sentences in a paragraph to give basic personal information; 5.6.9.1 use simple present and present continuous simple to describe routines, habits and states on a limited range of familiar general and curricular topics.	1	03.05.24	
94		<b>Journeys.</b>	5.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics;	1	↓07.05.24	
95		Present Continuous: questions	5.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics; 5.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics; 5.5.3.1 write with support factual descriptions at text level which describe places and people; 5.6.10.1 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics.	1	↓09.05.24	



№	Unit	Theme	Learning objectives	Hours	Date	Notes
96		A phone conversation about a holiday	5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics; 5.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics; 5.5.3.1 write with support factual descriptions at text level which describe places and people.	1	10.05.24	
97		An email about a holiday. <b>Summative assessment for the unit "Holidays"</b>	5.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics; 5.1.8.1 develop intercultural awareness through reading and discussion; 5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics; 5.5.4.1 write with support a sequence of extended sentences in a paragraph to give basic personal information; 5.4.1.1 Understand the main points in a limited range of short simple texts on general and curricular topics.	1	14.05.24	
98		Weekend arrangements	5.2.2.1 understand an increasing range of unsupported basic questions which ask for personal information;	1	16.05.24	
99		Buying a train ticket	5.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics; 5.1.8.1 develop intercultural awareness through reading and discussion; 5.4.3.1 understand the detail of an argument on a limited range of familiar general and curricular topics; 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges.	1	17.05.24	
100		<b>Summative control work for the 4<sup>th</sup> term</b>	5.5.3.1 write with support factual descriptions at text level which describe job and future arrangements; 5.6.14.1 use possessive adjectives and pronouns to talk about people and objects; 5.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups; 5.3.6.1 communicate meaning clearly at sentence level during, pair, group and whole class exchanges; 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics.	1	21.05.24	
101		A tourist information poster	5.2.1.1 understand a sequence of supported classroom instructions 5.3.2.1 ask simple questions to get information about a limited range of general topics 5.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics	1	23.05.24	



№	Unit	Theme	Learning objectives	Hours	Date	Notes
			5.5.7.1 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics.			
102		CLIL. Math: Recording and presenting data	5.2.6.1 Deduce meaning from context in short, supported talk on an increasing range of general and curricular topics; 5.4.1.1 Understand the main points in a limited range of short simple texts on general and curricular topics; 5.5.2.1 Write with support a sequence of short sentences in a paragraph on a limited range of familiar general topics; 5.3.3.1 Give an opinion at sentence level on a limited range of general and curricular topics; 5.3.7.1 Use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics.		24.05.24	
Total 102						
<b>Annotation: Summative control work for the Unit -20 minutes</b> 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 Eyes Open**

<b>№</b>	<b>Units/ Changing lessons</b>	<b>Theme</b>	<b>Learning objectives</b>	<b>Hours</b>	<b>Date</b>	<b>Notes</b>
<b>1 TERM .UNIT ONE. “Hobbies &amp; Leisure”</b>						
1	<b>Hobbies and Leisure</b>	Vocabulary: Free-time activities.	7.1.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics 7.1.3.1 respect different points of view 7.2.1.1 understand with little support the main points in extended talk on a limited range of general and curricular topics;	1	01.09.23	
2		Reading: an online forum	7.2.4.1 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics 7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics 7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics 7.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics	1	05.09.23	
3		Language focus: one / ones	7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics 7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics 7.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics		06.09.23	
4		Listening: A radio interview	7.6.9.1 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms on a range of familiar general and curricular topics 7.6.10.1 use present continuous forms for present and future meaning and past continuous on a range of familiar general and curricular topics 7.3.2.1 ask complex questions to get information about a limited range of general topics and some curricular topics	1	08.09.23	
5		Language focus: too + adjective	7.6.9.1 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms on a range of familiar general and curricular topics 7.6.10.1 use present continuous forms for present and future meaning and past continuous on a range of familiar general and curricular topics	1	12.09.23	



			7.3.2.1 ask complex questions to get information about a limited range of general topics and some curricular topics			
6		Discover culture	<p>7.4.1.1 understand the main points in texts on a limited range of unfamiliar general and curricular topics</p> <p>7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics</p> <p>7.2.4.1 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics</p> <p>7.3.2.1 ask complex questions to get information about a limited range of general topics and some curricular topics</p> <p>7.3.6.1 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges</p>	1	13.09.23	
7		Reading: an article	<p>7.2.4.1 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics</p> <p>7.1.4.1 evaluate and respond constructively to feedback from others</p> <p>7.3.6.1 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges</p>	1	15.09.23	
8		Speaking: suggesting and responding	<p>7.4.1.1 understand the main points in texts on a limited range of unfamiliar general and curricular topics</p> <p>7.1.8.1 develop intercultural awareness through reading and discussion</p> <p>7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics</p> <p>7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics</p> <p>7.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics</p>	1	18.09.23	
9		Writing: an email invitation to a friend	<p>7.2.4.1 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics</p> <p>7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics</p> <p>7.1.7.1 develop and sustain a consistent argument when speaking or writing</p> <p>7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics</p> <p>7.3.6.1 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges</p>	1	19.09.23	
10		CLIL: Geography Functional zones	<p>7.5.6.1 link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics</p> <p>7.3.1.1 use formal and informal registers in their talk on a limited range of general and curricular topics</p>	1	21.09.23	



			<p>7.5.1.1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics</p> <p>7.5.6.1 link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics</p> <p>7.5.9.1 punctuate written work at text level on a growing range of familiar general and curricular topics with some accuracy</p>			
11		<p>Extra reading: Hobbies in Kazakhstan <i>Summative Assessment for the Unit "Hobbies &amp; Leisure"</i></p>	<p>7.1.3.1 respect differing points of view</p> <p>7.1.4.1 evaluate and respond constructively to feedback from others</p> <p>7.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics</p> <p>7.5.8.1 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics</p> <p>7.5.1.1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics</p>	1	25.09.23	
<b>UNIT TWO. "Communication &amp; Technology"</b>						
12	<b>"Communication &amp; Technology"</b>	Vocabulary: Communication	<p>7.1.2.1 use speaking and listening skills to provide sensitive feedback to peers</p> <p>7.3.2.1 ask complex questions to get information about a limited range of general topics and some curricular topics</p> <p>7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics</p> <p>7.2.5.1 recognise the opinion of the speakers in supported extended talk on a range of general and curricular topics</p> <p>7.2.6.1 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics</p>	1	26.09.23	
13		Reading: A survey	<p>7.2.6.1 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics</p> <p>7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics</p> <p>7.1.7.1 develop and sustain a consistent argument when speaking or writing</p> <p>7.5.5.1 develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics</p> <p>7.2.5.1 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics</p> <p>7.1.3.1 respect different points of view</p> <p>7.5.5.1 develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics</p> <p>7.1.10.1 use talk or writing as a means of reflecting on and exploring a range of</p>	1	28.09.23	



			perspectives on the world			
14		Language focus: Present perfect for indefinite past time	<p>7.6.3.1 use a growing variety of compound adjectives and adjectives as participles</p> <p>7.6.4.1 use an increased variety of determiners including neither, either on a range of familiar general and curricular topics</p> <p>7.6.12.1 use comparative degree adverb structures with regular and irregular adverbs on a range of familiar general and curricular topics</p>	1	02.10.23	
15		Vocabulary: communication verb	<p>7.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world</p> <p>7.4.1.1 understand the main points in texts on a limited range of unfamiliar general and curricular topics</p> <p>7.3.2.1 ask complex questions to get information about a limited range of general topics and some curricular topics</p> <p>7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics</p> <p>7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics</p> <p>7.2.7.1 begin to recognise typical features at word, sentence and text level of a limited range of spoken genres</p>	1	03.10.23	
16		Language focus: First conditional + may. might	<p>7.2.5.1 recognise the opinion of the speakers in supported extended talk on a range of general and curricular topics</p> <p>7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics</p> <p>7.4.1.1 understand the main points in texts on a limited range of unfamiliar general and curricular topics</p> <p>7.1.3.1 respect different points of view</p> <p>7.3.5.1 keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks</p>	1	05.10.23	
17		Discover culture	<p>7.1.7.1 develop and sustain a consistent argument when speaking or writing</p> <p>7.2.8.1 understand supported narratives on a wide range of general and curricular topics</p> <p>7.1.3.1 respect different points of view</p>	1	09.10.23	
18		Reading: an article	<p>7.2.8.1 understand supported narratives on a wide range of general and curricular topics</p> <p>7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics</p> <p>7.1.3.1 respect different points of view</p> <p>7.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics</p>	1	10.10.23	
19		Speaking: Reassuring someone	<p>7.4.1.1 understand the main points in texts on a limited range of unfamiliar general and curricular topics</p> <p>7.2.5.1 recognise the opinion of the speaker(s) in supported extended talk on a range of</p>	1	12.10.23.	



			<p>general and curricular topics</p> <p><b>7.5.5.1</b> develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics</p> <p><b>7.5.6.1</b> link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics</p>			
<b>20</b>		Writing: an essay	<p><b>7.1.3.1</b> respect different points of view</p> <p><b>7.5.3.1</b> write with moderate grammatical accuracy on a limited range of familiar general and curricular topics</p>	<b>1</b>	<b>16.10.23</b>	
<b>21</b>		Early written communication	<p><b>7.5.3.1</b> write with moderate grammatical accuracy on a limited range of familiar general and curricular topics</p> <p><b>7.5.8.1</b> spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics</p> <p><b>7.5.1.1</b> plan, write, edit and proofread work at text level with some support on a range of general and curricular topics</p>	<b>1</b>	<b>17.10.23</b>	
<b>22</b>		Writing: an essay Summative Assessment for the unit Communication & Technology	<p><b>7.1.3.1</b> respect different points of view</p> <p><b>7.5.3.1</b> write with moderate grammatical accuracy on a limited range of familiar general and curricular topics</p>	<b>1</b>	<b>19.10.23</b>	
<b>23</b>		Language focus	<p><b>7.4.2.1</b> Understand specific information and detail in texts on a range of familiar general and curricular topics</p> <p><b>7.3.2.1</b> Ask complex questions to get information about a limited range of general topics and some curricular topics</p> <p><b>7.3.7.1</b> Use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics</p>	<b>1</b>	<b>23.10.23</b>	
<b>24</b>		Summative Assessment term 1	<p><b>7.2.2.1</b> Understand with little support most specific information in extended talk on a limited range of general and curricular topics.</p> <p><b>7.4.1.1</b> Understand the main points in texts on a limited range of unfamiliar general and curricular topics.</p> <p><b>7.4.3.1</b> Understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts.</p> <p><b>7.5.3.1</b> Write with moderate grammatical accuracy on a limited range of familiar general and curricular topics.</p> <p><b>7.5.8.1</b> Spell most highfrequency vocabulary accurately for a growing range of familiar general and curricular topics.</p> <p><b>7.3.3.1</b> Give an opinion at discourse level on a growing range of general and curricular topics</p>	<b>1</b>	<b>24.10.23</b>	



25		Review	<p>7.2.2.1 Understand with little support most specific information in extended talk on a limited range of general and curricular topics.</p> <p>7.4.1.1 Understand the main points in texts on a limited range of unfamiliar general and curricular topics.</p> <p>7.4.3.1 Understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts.</p> <p>7.5.3.1 Write with moderate grammatical accuracy on a limited range of familiar general and curricular topics.</p> <p>7.5.8.1 Spell most highfrequency vocabulary accurately for a growing range of familiar general and curricular topics.</p> <p>7.3.3.1 Give an opinion at discourse level on a growing range of general and curricular topics</p>	1	26.10.23	
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### 2 TERM .UNIT THREE. "HOLIDAYS AND TRAVEL"

26	<b>UNIT THREE. "HOLIDAYS AND TRAVEL"</b>	Vocabulary: Expressions with go	<p>7.1.2.1 use speaking and listening skills to provide sensitive feedback to peers</p> <p>7.1.6.1 organise and present information clearly to others</p> <p>7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics</p> <p>7.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics</p>	1	06.11.23	
27		Reading: an online advertisement	<p>7.4.1.1 understand the main points in texts on a limited range of unfamiliar general and curricular topics</p> <p>7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics</p> <p>7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics</p> <p>7.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics</p> <p>7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics</p> <p>7.1.9.1 use imagination to express thoughts, ideas, experiences and feelings</p> <p>7.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics</p>	1	07.11.23	
28		Language focus: present perfect with still, yet, already	<p>7.6.7.1 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics</p> <p>7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics</p> <p>7.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics</p>	1	09.11.23	



29		Listening: an interview	<p>7.6.7.1 use a variety of simple perfect forms to express recent, indefinite and unfinished past on a range of familiar general and curricular topics</p> <p>7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics</p> <p>7.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics</p>	1	13.11.23	
30		Language focus: Present simple passive	<p>7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics</p> <p>7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics</p> <p>7.2.5.1 recognise the opinion of the speakers in supported extended talk on a range of general and curricular topics</p> <p>7.1.9.1 use imagination to express thoughts, ideas, experiences and feelings</p> <p>7.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics</p> <p>7.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics</p>	1	14.11.23	
31		Discover culture. The strange and beautiful land of Australia	<p>7.2.4.1 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics</p> <p>7.4.1.1 understand the main points in texts on a limited range of unfamiliar general and curricular topics</p> <p>7.1.8.1 develop intercultural awareness through reading and discussion</p> <p>7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics</p> <p>7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics</p> <p>7.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics</p>	1	16.11.23	
32		Reading: a poster presentation New Zealand	<p>7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics</p> <p>7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics</p> <p>7.5.9.1 punctuate written work at text level on a growing range of familiar general and curricular topics with some accuracy</p>	1	20.11.23	
33		Speaking: singing up for an activity	<p>7.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics</p> <p>7.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics</p> <p>7.5.5.1 develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics</p>	1	21.11.23	



			<p>7.5.7.1 use with minimal support appropriate layout at text level for a growing range of written genres on familiar general and curricular topics</p> <p>7.5.9.1 punctuate written work at text level on a growing range of familiar general and curricular topics with some accuracy</p>			
34		Writing: a travel blog	<p>7.1.8.1 develop intercultural awareness through reading and discussion</p> <p>7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics</p> <p>7.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics</p> <p>7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics</p> <p>Pre summative control work revision</p>	1	23.11.23	
35		CLIL: Geography time zones	<p>7.2.5.1 Recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics</p> <p>7.5.7.1 Use with minimal support appropriate layout at text level for a growing range of written genres on familiar general and curricular topics</p>	1	27.11.23	
36		Extra reading Summative assessment "HOLIDAYS AND TRAVEL"	<p>7.3.6.1 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges</p> <p>7.5.6.1 link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics</p>	1	28.11.23	
<b>UNIT 4 "SPACE &amp; EARTH"</b>						
37	<b>UNIT 4 "SPACE &amp; EARTH"</b>	U4. space and earth	<p>7.1.5.1 use feedback to set personal learning objectives</p> <p>7.1.9.1 use imagination to express thoughts, ideas, experiences and feelings</p> <p>7.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world</p> <p>7.2.5.1 recognise the opinion of the speakers in supported extended talk on a range of general and curricular topics</p>	1	30.11.23	
38		Reading: an article .The moon	<p>7.1.1.10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world</p> <p>7.4.1.1 understand the main points in texts on a limited range of unfamiliar general and curricular topics</p> <p>7.4.4.1 read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topic</p> <p>7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics</p> <p>7.1.2.1 use speaking and listening skills to provide sensitive feedback to peers</p>	1	04.12.23	



			<p><b>7.2.5.1</b> recognise the opinion of the speakers in supported extended talk on a range of general and curricular topics</p> <p><b>7.3.6.1</b> begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges</p> <p><b>7.5.6.1</b> link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics</p>			
<b>39</b>		Language focus: will / might, may	<p><b>7.6.8.1</b> use a growing variety of future forms including present continuous with future meaning on a range of familiar general and curricular topics</p> <p><b>7.6.10.1</b> use present continuous forms for present and future meaning and past continuous on a range of familiar general and curricular topics</p> <p><b>7.6.4.1</b> use an increased variety of determiners including neither, either on a range of familiar general and curricular topics</p>	<b>1</b>	<b>05.12.23</b>	
<b>40</b>		Listening: A class presentation	<p><b>7.6.8.1</b> use a growing variety of future forms including present continuous with future meaning on a range of familiar general and curricular topics</p> <p><b>7.6.10.1</b> use present continuous forms for present and future meaning and past continuous on a range of familiar general and curricular topics</p>	<b>1</b>	<b>07.12.23</b>	
<b>41</b>		Language focus: to be going to / will / Present continuous	<p><b>7.2.8.1</b> understand supported narratives on a wide range of general and curricular topics</p> <p><b>7.3.1.1</b> use formal and informal registers in their talk on a limited range of general and curricular topics</p> <p><b>7.4.1.1</b> understand the main points in texts on a limited range of unfamiliar general and curricular topics</p> <p><b>7.4.7.1</b> recognise typical features at word, sentence and text level in a range of written genres</p> <p><b>7.2.5.1</b> recognise the opinion of the speakers in supported extended talk on a range of general and curricular topics</p> <p><b>7.1.10.1</b> use talk or writing as a means of reflecting on and exploring a range of perspectives on the world</p> <p><b>7.3.6.1</b> begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges</p>	<b>1</b>	<b>11.12.23</b>	
<b>42</b>		Discover culture: Build it better	<p><b>7.3.6.1</b> begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges</p> <p><b>7.2.1.1</b> understand with little support the main points in extended talk on a limited range of general and curricular topics</p> <p><b>7.4.1.1</b> understand the main points in texts on a limited range of unfamiliar general and curricular topics</p>	<b>1</b>	<b>12.12.23</b>	
<b>43</b>		Reading an article: Three countries, three renewables	<p><b>7.1.9.1</b> use imagination to express thoughts, ideas, experiences and feelings</p> <p><b>7.4.4.1</b> read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics</p> <p><b>7.5.6.1</b> link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics</p>	<b>1</b>	<b>14.12.23</b>	



44		Speaking: Apologising and explaining	7.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 7.4.4.1 read a limited range of extended fiction and non-fiction texts on familiar and some unfamiliar general and curricular topics 7.4.7.1 recognise typical features at word, sentence and text level in a range of written genres 7.3.6.1 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges	1	18.12.23	
45		Writing: a newspaper article.A river of help	7.2.1.1 understand the main points in texts on a limited range of unfamiliar general and curricular topics 7.2.8.1 understand supported narratives on a wide range of general and curricular topics 7.5.1.1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics	1	19.12.23	
46		CLIL: Chemistry Renewable energy Summative assessment "SPACE & EARTH"	7.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics	1	21.12.23	
47		Language focus	7.6.8.1 use a growing variety of future forms including present continuous with future meaning on a range of familiar general and curricular topics 7.6.10.1 use present continuous forms for present and future meaning and past continuous on a range of familiar general and curricular topics	1	25.12.23	
48		<b>Summative Assessment for Term II</b>	7.2.3.1 Understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics. 7.2.6.1 Deduce meaning from context with little support in extended talk on a limited range of general and curricular topics. 7.4.3.1 Understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts. 7.4.5.1 Deduce meaning from context in short texts on a growing range of familiar general and curricular topics 7.5.2.1 Write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics. 7.6.9.1 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms on a range of familiar general and curricular topics	1	26.12.23.	
49		Review unit4	7.5.2.1 Write with minimal support about real and imaginary past events, activities and experiences on a growing range of familiar general topics and some curricular topics. 7.6.9.1 use appropriately a variety of active and passive simple present and past forms and	1	28.12.23	



			past perfect simple forms on a range of familiar general and curricular topics			
<b>3 TERM</b>						
<b>UNIT FIVE: "READING FOR PLEASURE"</b>						
50	UNIT FIVE: "READING FOR PLEASURE"	Reading a biography	7.4.1.1 understand the main points in texts on a limited range of unfamiliar general and curricular topics 7.2.5.1 recognise the opinion of the speakers in supported extended talk on a range of general and curricular topics 7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics 7.3.8.1 recount some extended stories and events on a growing range of	1	08.01.24	
51		Reading a novel	7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics 7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics 7.6.2.1 use a growing variety of quantifier for countable and uncountable nouns including too much, too many, none, any, enough	2	09.01.24 11.01.24	
52		Get reading	7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics 7.4.3.1 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts 7.4.9.1 recognise inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects	1	15.01.24	
<b>UNIT SIX: "ENTERTAINMENT &amp; MEDIA"</b>						
53	UNIT SIX: "ENTERTAINMENT & MEDIA"	Vocabulary: art and media	7.1.3.1 respect different points of view 7.2.3.1 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics 7.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics 7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics	1	16.01.24	
54		Reading: an online debate	7.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 7.5.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics	1	18.01.24	



			<p>7.3.6.1 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges</p> <p>7.1.7.1 develop and sustain a consistent argument when speaking or writing</p> <p>7.6.5.1 use questions which include a variety of different tense on a range of familiar general and curricular topics</p> <p>7.5.3.1 write with moderate grammatical accuracy on a limited range of familiar general and curricular topics</p> <p>7.5.7.1 use with minimal support appropriate layout at text level for a growing range of written genres on familiar general and curricular topics</p>			
55		Language focus: Present perfect with for or since	<p>7.6.9.1 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms on a range of familiar general and curricular topics</p> <p>7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics</p> <p>7.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups</p>	1	22.01.24	
56		Language focus: Present perfect and past simple	<p>7.3.5.1 keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks</p> <p>7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics</p>	1	23.01.24	
57		Vocabulary: instruments	<p>7.6.9.1 use appropriately a variety of active and passive simple present and past forms and past perfect simple forms on a range of familiar general and curricular topics</p> <p>7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics</p> <p>7.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups</p> <p>7.3.5.1 keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks</p>	1	25.01.24	
58		Language focus: Present perfect with ever / never	<p>7.4.5.1 deduce meaning from context in short texts on a growing range of familiar general and curricular topics</p> <p>7.4.6.1 recognise the attitude or opinion of the writer on a range of unfamiliar general and curricular topics</p> <p>7.2.5.1 recognise the opinion of the speakers in supported extended talk on a range of general and curricular topics</p> <p>7.3.6.1 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges</p>	1	29.01.24	



59		Discover culture	<p>7.3.6.1 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges</p> <p>7.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups</p> <p>7.2.2.1 understand with little support most specific information in extended talk on a limited range of general and curricular topics</p> <p>7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics</p> <p>7.3.6.1 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges</p>	1	30.01.24	
60		Reading: a web page	<p>7.4.5.1 deduce meaning from context in short texts on a growing range of familiar general and curricular topics</p> <p>7.2.5.1 recognise the opinion of the speakers in supported extended talk on a range of general and curricular topics</p> <p>7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics</p> <p>7.2.2.1 understand with little support most specific information in extended talk on a limited range of general and curricular topics</p> <p>7.3.6.1 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges</p>	1	01.02.24	
61		Speaking: Invitations and arrangements	<p>7.3.6.1 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges</p> <p>7.2.1.1 understand with little support the main points in extended talk on a limited range of general and curricular topics</p> <p>7.4.9.1 recognise inconsistencies in argument in short, simple texts on a limited range of general and curricular subjects</p> <p>7.4.6.1 recognise the attitude or opinion of the writer on a range of unfamiliar general and curricular topics</p> <p>7.1.3.1 respect different points of view</p>	1	05.02.24	
62		Writing: an internet post	<p>7.2.1.1 understand with little support the main points in extended talk on a limited range of general and curricular topics</p> <p>7.3.1.1 use formal and informal registers in their talk on a limited range of general and curricular topics</p> <p>7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics</p> <p>7.5.1.1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics</p> <p>7.5.7.1 use with minimal support appropriate layout at text level for a growing range of written genres on familiar general and curricular topics</p>	1	06.02.24	



			Pre summative control work revision			
63		CLIL: Art perspective	<p>7.1.3.1 respect different points of view</p> <p>7.5.3.1 Write with moderate grammatical accuracy on a limited range of familiar general and curricular topics</p> <p>7.5.4.1 Use with some support style and register appropriate to a limited variety of written genres on general and curricular topics</p>	1	08.02.24	
64		Extra reading Summative Assessment for the Unit “Entertainment & Media”	<p>7.2.2.1 Understand with little support most specific information in extended talk on a limited range of general and curricular topics</p> <p>7.5.3.1 Write with moderate grammatical accuracy on a limited range of familiar general and curricular topics</p> <p>7.5.4.1 Use with some support style and register appropriate to a limited variety of written genres on general and curricular topics</p>	1	12.02.24	
<b>UNIT SEVEN. “NATURAL DISASTERS”</b>						
65	<b>UNIT SEVEN. “NATU RAL DISAST ERS”</b>	Vocabulary: Extreme weather	<p>7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics</p> <p>7.1.9.1 use imagination to express thoughts, ideas, experiences and feelings</p> <p>7.2.4.1 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics</p> <p>7.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics</p>	1	13.02.24	
65		Reading: an article	<p>7.2.6.1 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics</p> <p>7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics</p> <p>7.1.1.9 use imagination to express thoughts, ideas, experiences and feelings</p> <p>7.1.6.1 organise and present information clearly to others</p> <p>7.3.8.1 recount some extended stories and events on a growing range of</p> <p>7.5.6.1 link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics</p>	1	15.02.24	
66		Language focus: Past simple passive	<p>7.6.10.1 use present continuous forms for present and future meaning and past continuous on a range of familiar general and curricular topics</p> <p>7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics</p> <p>7.3.8.1 recount some extended stories and events on a growing range of</p>	1	19.02.24	
67		Vocabulary: Survival essential	<p>7.6.10.11 use present continuous forms for present and future meaning and past continuous on a range of familiar general and curricular topics</p> <p>7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing</p>	1	20.01.24	



			range of general topics, and some curricular topics 7.3.8.1 recount some extended stories and events on a growing range of			
68		<b>Language focus: Past simple and past continuous</b>	7.2.6.1 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics 7.2.5.1 recognise the opinion of the speakers in supported extended talk on a range of general and curricular topics 7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics 7.3.8.1 recount some extended stories and events on a growing range of 7.2.4.1 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics 7.5.1.1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics	2	22.02.24 26.02.24	
69		Discover culture :People of the mangrove jungle	7.2.6.1 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics 7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics	1	27.02.24	
70		Discover culture	7.3.4.1 respond with some flexibility at both sentence and discourse level to unexpected comments on a growing range of general and curricular topics 7.1.6.1 organise and present information clearly to others	1	29.02.24	
71		Reading: a magazine article	7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics 7.4.6.1 recognise the attitude or opinion of the writer on a range of unfamiliar general and curricular topics 7.5.1.1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics	1	04.03.24	
72		Speaking giving your opinion	7.4.6.1 recognise the attitude or opinion of the writer on a range of unfamiliar general and curricular topics 7.3.5.1 keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	1	05.03.24	
73		Writing: an email to a friend	7.1.6.1 organise and present information clearly to others 7.2.4.1 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics 7.5.1.1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics 7.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in	1	07.03.24	



			groups			
74		CLIL: Biology Global warming <i>Summative Assessment for the Unit "Natural Disasters"</i>	7.4.2.1 Understand specific information and details in texts on a range of familiar general and curricular topics 7.3.5.1 Keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks 7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics 7.1.2.1 use speaking and listening skills to provide sensitive feedback to peers	1	11.03.24	
75		Extra reading	7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics 7.5.1.1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics	1	12.03.24	
76		6-7 Review	7.5.1.1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics 7.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups	1	14.03.24	
77		<i>Summative Assessment for term III</i>	7.3.1.1 use formal and informal registers in their talk on a limited range of general and curricular topics 7.3.3.1 give an opinion at discourse level on a growing range of general and curricular topics 7.5.1.1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics 7.5.7.1 use with minimal support appropriate layout at text level for a growing range of written genres on familiar general and curricular topics	1	18.03.24	
78		Language focus	7.4.6.1 recognise the attitude or opinion of the writer on a range of unfamiliar general and curricular topics 7.3.5.1 keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	1	19.03.24	
<b>4 TERM – 24</b>						
<b>UNIT EIGHT: "HEALTHY HABBITTS"</b>						
79	<b>UNIT EIGHT: "HEALTHY HABBITTS"</b>	Vocabulary: Priorities	7.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics 7.6.13.1 use a variety of modal forms for different functions on a range of familiar general and curricular topics 7.2.4.1 understand with little support some of the implied meaning in extended talk on a	1	01.04.24	



			limited range of general and curricular topics			
80		Reading: A magazine article	<p>7.4.3.1 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts</p> <p>7.4.5.1 deduce meaning from context in short texts on a growing range of familiar general and curricular topics</p> <p>7.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 7.</p>	1	02.04.24	
81		Language focus; should must	<p>7.4.8.1 use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding</p> <p>7.2.4.1 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics</p> <p>7.3.6.1 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges</p> <p>7.5.6.1 link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics</p>	1	04.04.24	
82		Listening: a radio interview	<p>7.1.5.1 use feedback to set personal learning objectives</p> <p>7.6.16.1 use a growing variety of conjunctions including because, since, as to explain reasons on a range of familiar general and curricular topics</p> <p>7.6.13.1 use a variety of modal forms for different functions on a range of familiar general and curricular topics</p>	1	08.04.24	
83		Language focus: have to / don't have to	<p>7.6.16.1 use a growing variety of conjunctions including because, since, as to explain reasons on a range of familiar general and curricular topics</p> <p>7.6.13.1 use a variety of modal forms for different functions on a range of familiar general and curricular topics</p>	1	09.04.24	
84		Speaking: offering help	<p>7.1.10.1 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world</p> <p>7.2.6.1 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics</p> <p>7.4.3.1 understand the detail of an argument on a growing range of familiar general and curricular topics, including some extended texts</p> <p>7.2.5.1 recognise the opinion of the speakers in supported extended talk on a range of general and curricular topics</p> <p>7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics</p> <p>7.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups</p>	1	11.04.24	
85		Speaking: offering	7.2.6.1 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics	1	15.04.24	



		help	7.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 7.3.6.1 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges			
86		Writing: A competition entry	7.4.1.1 understand the main points in texts on a limited range of unfamiliar general and curricular topics 7.5.7.1 use with minimal support appropriate layout at text level for a growing range of written genres on familiar general and curricular topics 7.2.5.1 recognise the opinion of the speaker(s) in supported extended talk on a range of general and curricular topics	1	16.04.24	
87		Writing: A competition entry <b>Summative Assessment for the Unit "Healthy Habits"</b>	7.1.1.10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 7.1.7.1 develop and sustain a consistent argument when speaking or writing 7.4.8.1 use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding 7.4.1.1 understand the main points in texts on a limited range of unfamiliar general and curricular topics 7.1.7.1 develop and sustain a consistent argument when speaking or writing 7.2.4.1 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics	1	18.04.24	
88		CLIL: PE Avoiding sports injuries	7.2.4.1 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics 7.1.4.1 evaluate and respond constructively to feedback from others 7.5.5.1 develop with some support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics	1	22.04.24	
89		Extra reading	7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics 7.1.1.10 use talk or writing as a means of reflecting on and exploring a range of perspectives on the world 7.2.5.1 recognise the opinion of the speakers in supported extended talk on a range of general and curricular topics	1	23.04.24	
<b>UNIT NINE. "CLOTHES &amp; FASHION"</b>						
90	<b>UNIT NINE. "CLOTHES"</b>	Vocabulary: adjective for clothes,	7.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics 7.3.6.1 begin to link comments with some flexibility to what others say at sentence and	1	25.04.24	



	<b>&amp; FASHI ON"</b>		discourse level in pair, group and whole class exchanges			
91		Reading: A fashion blog	<p>7.2.7.1 begin to recognise typical features at word, sentence and text level of a limited range of spoken genres</p> <p>7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics</p> <p>7.4.6.1 recognise the attitude or opinion of the writer on a range of unfamiliar general and curricular topics</p> <p>7.2.5.1 recognise the opinion of the speakers in supported extended talk on a range of general and curricular topics</p> <p>7.3.5.1 keep interaction with peers to negotiate, agree and organise priorities and plans for completing classroom tasks</p> <p>7.3.6.1 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges</p>	1	29.04.24	
92		Language focus" second conditional	<p>7.6.15.1 use infinitive forms after a limited number of verbs and adjectives; use gerund forms after a limited variety of verbs and prepositions on a growing range of familiar general and curricular topics</p> <p>7.6.17.1 use if / unless in first conditional clauses; use defining relative clauses with which who that where on a wide range of familiar general and curricular topics</p>	1	30.04.24	
93		Writing a discussion	<p>7.6.4.1 use an increased variety of determiners including neither, either on a range of familiar general and curricular topics</p> <p>7.6.6.1 use a variety of possessive and reflexive pronouns including mine, yours, ours, theirs, hers, his, myself, yourself, themselves on a growing range of familiar general and curricular topics</p>	1	02.05.24	
94		Language focus: second conditional	<p>7.2.6.1 deduce meaning from context with little support in extended talk on a limited range of general and curricular topics</p> <p>7.4.5.1 deduce meaning from context in short texts on a growing range of familiar general and curricular topics</p> <p>7.3.6.1 begin to link comments with some flexibility to what others say at sentence and discourse level in pair, group and whole class exchanges</p> <p>7.2.3.1 understand with some support most of the detail of an argument in extended talk on a limited range of general and curricular topics</p> <p>7.5.6.1 link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics</p>	1	06.05.24	
95		Discover culture	<p>7.6.11.1 use some reported speech forms for statements on a range of familiar general and curricular topics</p> <p>7.4.2.1 understand specific information and detail in texts on a range of familiar general and</p>	1	↓07.05.24	



			curricular topics			
96		Reading an article	7.6.11.1 use some reported speech forms for statements on a range of familiar general and curricular topics 7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics	1	↓09.05.24	
97		Speaking asking for and giving advice	7.2.4.1 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics 7.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	1	13.05.24	
98		Writing a problem page	7.1.9.1 use imagination to express thoughts, ideas, experiences and feelings 7.2.4.1 understand with little support some of the implied meaning in extended talk on a limited range of general and curricular topics 7.4.2.1 understand specific information and detail in texts on a range of familiar general and curricular topics 7.5.9.1 punctuate written work at text level on a growing range of familiar general and curricular topics with some accuracy	1	14.05.24	
99		CLIL: Technology Social media	7.1.1.1 use speaking and listening skills to solve problems creatively and cooperatively in groups 7.1.5.1 use feedback to set personal learning objectives 7.1.6.1 organise and present information clearly to others 7.1.9.1 use imagination to express thoughts, ideas, experiences and feelings	1	16.05.24	
100		Extra reading <i>Summative Assessment for the Unit "Clothes and fashion"</i>	7.6.3.1 use a growing variety of compound adjectives and adjectives as participles 7.5.6.1 link with little or no support, sentences into coherent paragraphs using a variety of basic connectors on a range of familiar general topics and some curricular topics 7.5.1.1 plan, write, edit and proofread work at text level with some support on a range of general and curricular topics 7.5.8.1 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics	1	20.05.24	
101		Summative Assessment for Term IV	7.5.8.1 spell most high-frequency vocabulary accurately for a growing range of familiar general and curricular topics 7.5.9.1 punctuate written work at text level on a growing range of familiar general and curricular topics with some accuracy 7.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics Pre-summative revision	1	21.05.24	
102		8=9 review	7.4.8.1 Use familiar and some unfamiliar paper and digital reference resources with little support to check meaning and extend understanding	1	23.05.24	



			7.3.7.1 Use appropriate subject-specific vocabulary and syntax to talk about a growing range of general topics, and some curricular topics			
<b>Total: 102</b>						
<b>Annotation: Summative control work for the Unit - 20 minutes</b>						
<b>Summative control work for the Term – 45 minutes</b>						





Бекітемін.  
Мектеп директоры:  
А.Юсупова  
« » 2023ж

## 2023-2024 оқу жылына арналған 5 «а» сыныптың тәрбие жұмысының жылдық жоспары



Сынып жетекші: Сарсенбаева Г

2023-2024 оқу жылы



**2023-2024 оқу жылы оқушылармен өткізілетін жұмыстың негізгі құндылықтары  
бағыттары, формалары мен нысандары:**

**ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ ОҚУ-АҒАРТУ МИНИСТРЛІГІ  
БІРТҮТАС ТӘРБИЕ БАҒДАРЛАМАСЫ**

**Тәрбиенің мақсаттары мен міндеттері.**

**Тәрбие мақсаты:**

Жалпы адамзаттық және ұлттық құндылықтарды бойына сіңірген ұрпақ тәрбиелеу

Жалпыадамзаттық және ұлттық құндылықтарды бойына сіңірген ұрпақ тәрбиелеу

**Міндеттері:**

1. Ата-ананың өсиетіне мойынсұнуға, отбасының достығы мен әл-ауқатына құрметпен қарауға, туу қарызын өтеуге тәрбиелеу.
2. Ұлттық мұраны құрметтеуге, қазақ тілін, мемлекеттік рәміздерді құрметтеуге, достыққа, келісімге, елдің ынтымақтастығы мен бірлігіне, патриотизм мен мемлекеттілікке тәрбиелеу.
3. Құқықтық мәдениетті қалыптастыру және жақсылыққа, жақсылыққа, қадір-қасиетке, ар-ождан, ар-намыс, жауапкершілік, мейірімділік, қамқорлық пен әділеттілік қасиеттерінің жоғары мазмұнына баулу.
4. Денсаулықты құрметтеуге, салауатты өмір салтын ұстануға, ой тазалығы мен эмоционалды тұрақтылыққа тәрбиелеу.
5. Табиғатқа, табиғи мұраға ұқыпты қарауға және табиғи ресурстарды ұқыпты және тиімді пайдалануға және еңбекқорлыққа баулуға тәрбиелеу.

**Күтілетін нәтиже**

1. Ата-аналарды құрметтейді, олардың рулық мүдделерін түсінеді, "қарашанырақ", "жеті ата", "тектілік" ұғымдарының мағынасын бағалайды, отбасылық бейбітшілік пен әл-ауқатты бағалайды.
2. Патриоттарға, мемлекетшілдерге, адал, адал, мемлекетті және өз елі мен жерінің тұтастығын қорғау және ұлттық мәдениетті құрметтеу, дәстүрлер мен әдет-ғұрыптарды білу, оларды сақтау өзінің міндеті деп санайды.
3. Әр іске, қадамға жауапкершілікпен қарайды, әдепті және мейірімді, сөзбен берік, адал, кішіге құрметпен қарайды, үлкенге құрметпен қарайды, ар-ұжданын жоғары бағалайды.
4. Жан мен денені таза ұстайды, дұрыс тамақтану мәдениетін түсінеді, эмо жағдайын бақылайды.
5. Өз үйінің, ауласының, қаласының тазалығын сақтайды, қоғамдық орынға және қоршаған ортаға ұқыпты қарайды, табиғатқа сезімтал және туған өлкенің бірегейлігін және оның бірегейлігін мойындайды және адал еңбекті жоғары бағалайды.



**Білім беру ұйымдарындағы тәрбие жұмысында басшылыққа алатын  
нормативті құжаттар**

- 1) «Бала құқығы туралы» БҰҰ Конвенциясы;
- 2) Қазақстан Республикасының Конституциясы;
- 3) «Неке (ерлі-зайыптылық) және отбасы туралы» Қазақстан Республикасының Кодексі. 26 желтоқсан 2011 жыл;
- 4) «Қазақстан Республикасындағы баланың құқықтары туралы» Қазақстан Республикасының 2002 жылғы 8тамыздағы Заңы;
- 5) «Тұрмыстық зорлық-зомбылық профилактикасы туралы» Қазақстан Республикасының 2009 жылғы 4 желтоқсандағы № 214-IV Заңы;
- 6) «Балаларды денсаулығы мен дамуына зардабын тигізетін ақпараттан қорғау туралы» Қазақстан Республикасының 2018жылғы 02шілдедегі № 169-VI Заңы;
- 7) «Білім туралы» Қазақстан Республикасының 2007жылғы 27 шілдедегі Заңы;
- 8) Қазақстан Республикасы Үкіметінің 2019 жылғы 27 желтоқсандағы № 988 қаулысымен бекітілген Қазақстан Республикасында білім беруді және ғылымды дамытудың 2020–2025 жылдарға арналған мемлекеттік бағдарламасы;
- 9) Қазақстан Республикасы Білім және ғылым министрлігінің 2019 жылғы 15 сәуірдегі №145 бұйрығымен бекітілген «Рухани жаңғыру» бағдарламасын іске асыру жағдайындағы Тәрбиенің тұжырымдамалық негіздері.
- 10) Қазақстан Республикасы Білім және ғылым министрінің 2018жылғы 1қазандағы № 525 бұйрығымен бекітілген Қазақстан Республикасында өлкетануды дамытудың тұжырымдамалық негіздері.
- 11) Қазақстан Республикасы Білім және ғылым министрлігінің 2020 жылғы 12маусымдағы №248 бұйрығымен бекітілген 2020-2025 жылдарға арналған «Құндылықтарға негізделген білім беру» жобасы



## ТӘРБИЕ ҚҰНДЫЛЫҚТАРЫ

1. ҰЛТТЫҚ МҮДДЕ
2. АР-ҰЯТ
3. ТАЛАП

### ҰЛТТЫҚ МҮДДЕ (мемлекетшілдік)

- Қазақстан мемлекеттілігін нығайтуға атсалысу
- Қазақстанның оңтайлы имиджін қалыптастыруға белсенді үлес қосу
- Ұлттық мұраға ұқыпты қарау
- Қазақ тілінің қолдану аясын кеңейту
- Қазақстан мүддесіне қызмет етуге ұмтылу
- Қоғам игілігі үшін қызмет ету
  - Қазақстанның қауіпсіздігін қамтамасыз етуге дайын болу
  - Ұлттық мәдениетті дәріптеу
  - Отаншыл, мемлекетшіл және намысшыл
  - Мемлекеттік рәміздерді қадырлейді
  - Елінің тарихын құрметтейді
  - Ұлттық мирасты, мәдениетті дәріптейді
  - Құқықтық және экологиялық мәдениеті жоғары бағалайды

### АР-ҰЯТ

- «Ар-ұят және жауапкершілік»
  - Халқына адал қызмет ету
  - Адал еңбекті құрметтеу
  - Сөзіне берік, ісіне адал болу
  - Отбасының, өз ортасының абыройын асыру
  - Академиялық адалдыққағидатын қолдау
  - Әдеп нормаларын ұстану
  - Шешім қабылдай білу және жауапкершілікті сезіну
  - Достарына, сыныптастарына, отбасы мүшелеріне қамқор болу, мейірімділік таныту
    - Өзін отбасының, сыныптың, мектептің, қоғамның, Отанның бір мүшесі екенін сезіну
- 
- Ар-ұят, адалдықты жоғары бағалайды
  - Сөзіне берік, ісіне жауапкершілік танытады
  - Ата-анасына сүйіспеншілікпен қарайды
  - Достарын, сыныптастарын сыйлайды
  - Кішіге ізет, үлкенге құрмет көрсетеді



## ТАЛАН

- Сыни және креативті ойлау
- Жеке және командамен жұмыс істей білу
- Білуге, жаңаны тануға құштар болу
- Физикалық белсенді болу
- Салауатты өмір салтын ұстану
- Технологиялық және цифрлық дағдыларды ілгерілету
- Дұрыс қарым-қатынас орнату білу
- Уақыт пен қаржыны тиімді жоспарлау

- Жан мен тән тазалығын сақтайды
- Дұрыс тамақтану мәдениетін түсінеді
- Қоршаған орта тазалығын сақтайды
- Ақпараттық, медиа және қаржылық сауаттылық
- Ізденімпаз, жасампаз тұлға

## ЖҮЗЕГЕ АСЫРУ ТЕТІКТЕРІ

- ❖ Білім мазмұны
- ❖ Нарратив /идеология
- ❖ Әлеуметтік практикалар /жобалар
- ❖ «Soft power» әлеуеті (спорт, мәдениет, өнер)
- ❖ Мемлекеттік органдармен бірлескен шаралар
- ❖ Қосымша білім беру: үйірме, секция, курстар
- ❖ Элективтер
- ❖ Интеллектуалды, мәдени- шығармашылық, спорттық шаралар
- ❖ Ата-аналармен бірлескен шаралар
- ❖

## Сынып сағаттары

- «Ар-ұят және жауапкершілік»
- «Біздің қоғамдағы әділеттілік»
- «Іс-әрекеттегі мейірімділік»
- «Мейірімділік құндылығы»
- «Күнделікті өмірдегі адалдық»
- «Этикалық құндылықтарды дамыту»
- «Отаншылдық және оның мәні»
- «Біздің қоғамдағы азаматтық жауапкершілігіміз»
- «Еңбекқорлық және оның табысқа әсері»
- «Ұлттық мұраны, қазақ тілін ұлықтау»
- «Қоғамдық игілікке қызмет ету»
- «Денсаулық және дұрыс тамақтану мәдениеті»
- «Салауатты өмір салтындағы дене белсенділігінің рөлі»
- «Зиянды әдеттер және олардың денсаулыққа әсері»
- «Құқықтық мәдениет және оның маңызы»
- «Қазіргі әлемдегі цифрлық сауаттылық»



## Әлеуметтік тәжірибелер, жобалар

- «Енбегі адал жас өрен»
- «Жеткіншектің жеті жарғысы»
- «Балалар кітапханасы»
- «Ұлттық мектеп лигасы»
- «Қайырымдылық»
- «Қарияға қол ұшын соз»
- «Таза аула»
- «Жасыл мектеп»
- «Эковолонтерлер»
- «Экологиялық мониторинг»
- «Экологиялық туризм»
- «Үнемді тұтыну»
- «Қалдық заттарға екінші өмірсыйла»
- «Мектептегі энергияны үнемдеу»
- «Судың да сұрауы бар»
- «Қолөнер шеберханасы»
- «Мектеп қабырғасындағы бизнес»
- «Аспаздық жоба»
- «Бейбіт күннің қаһармандары»
- «Өнер мен құндылықтар»
- «Тарихқа құрмет»
- «Менің отбасымның өмірлік жолы»
- «Уақытты басқару және өзін-өзі ұйымдастыру»
- «Күнделікті пайдалы тағам»
- «Зиянды әдеттер аулақ бол»
- «Спорт және мен»
- «Қауіпсіздік және алғашқы көмек»
- «Психологиялық әл-ауқат және стресске төзімділік»
- «Ұйқы және оның денсаулыққа әсері»
- «Экранға тәуелділік: заманауи жаман әдет»
- «Цифрлық гигиена»

Жобамен жұмыс істеу барысын- да жобаға жетекші педагог білім алушыларға жұмыстың барлық кезеңдерінде тәлімгер әрі кеңес- ші ретінде қолдау көрсетіп, олар- дың шығармашылық ізденістері- не сенім білдіріп, өз жұмысының нәтижесі үшін өз бетінше шешім қабылдауына мүмкіндік беруі маңызды.

Ұсынылған тақырыптарды білім алушылардың жас ерекшеліктеріне сәйкес таңдау қажет.



## **Тәрбие тұғыры**

### **Ұлттық мүдде**

Тәуелсіздік, егемендік, мемлекеттік аумақ, қазақ тілі, экономикалық өрлеу, халықтың әл-аукаты, Ұлттық қауіпсіздік, патриоттық ұрпақ.

### **Ұлттық мирас**

Табиғи мұра, мәдени мұра, ұлт тарихы, тарихи жады, этноәлеуметтік қатынастар, Ұлттық экономика, рухани өмір.

### **Ұлттық мәдениет**

Халық ауыз әдебиеті, киссалар, дастандар, Батырлар әндері, ертегілер, аңыздар, әндер, әндер, билер, ұлттық ойындар, ұлттық тағамдар, ұлттық қолөнер, айтыс өнері мен дәстүрлер, әдет-ғұрыптар, суымдар мен тыйымдар.

### **Тарихи жерлер**

Сығанак, Отырар, Сарайшық, Ақмешіт, Есік қорғаны, Ұлы Жібек жолы, Сарыарқа даласы, Байқоңыр, Алаш хан кесенесі, Жошы хан кесенесі, Арыстанбаб кесенесі, Қожа Ахмет Яссауи кесенесі, Айшы бибі, Қорқыт ата, Бекет кесенесі қалаларының мұрағаттары, Мәшһүр Жүсіп, Абай, Шәкәрім, Мұхтар, Мағжан, Сәкен, және т. б.

### **Табиғи мұра**

Баянауыл, Іле Алатауы, Алтынемел, Бурабай, Қарқаралы, Катонқарағай, Шарын шатқалы, Сайрам-Өгем, Көлсай, Жоңғар Алатауы, Тарбағатай, Ұлытау, Ақсу-Жабағылы, Наурыз, Барсакелмес, Қорғалжын, Марқакөл, Үстірт, Батыс Алтай, Марқакөл, Алакөл, Қаратау.

Көшпелілер өркениетінің мұрасы

Ботай кенті, Тамғалы ""Алтын адам", домбыра, киіз үй, кобыз, бесік, Этно ауыл және орталықтар

### **Қазақстан - қызғалдақ пен алманың отаны**



## Сынып сағаты жұмысының құндылықтары бойынша іс-шаралар жоспары

### 1. ҚҰНДЫЛЫҚ: ҰЛТТЫҚ МҮДДЕ (мемлекетшілдік)

**Максаты:** Қазақстан мемлекеттілігін нығайтуға атсалысу, Қазақстанның оңтайлы имиджін қалыптастыруға белсенді үлес қосу, ұлттық мұраға ұқыпты қарау, Қазақ тілінің қолдану аясын кеңейту, Қазақстан мүддесіне қызмет етуге ұмтылу, қоғам игілігі үшін қызмет ету, Қазақстанның қауіпсіздігін қамтамасыз етуге дайын болу, ұлттық мәдениетті дәріптеу.

**Міндеттері:** Отаншыл, мемлекетшіл және намысшыл, мемлекеттік рәміздерді қадірлейді, елінің тарихын құрметтейді, ұлттық мирасты, мәдениетті дәріптейді, құқықтық және экологиялық мәдениеті жоғары бағалайды

№	код	Тәрбие жұмысының атауы	Аяқтау нысаны	Тәрбие құндылықтары	Орындау мерзімі
1.	1	«Қазақстан- Отаны қазақ елінің»	Сынып сағаты	Ұлттық мүдде	02.09.23ж
2.	4	«Ұлттық валюта нарық талабы»	Сынып сағаты	Ұлттық мүдде	23.09.23ж
3.	5	«Бала құқығы адам құқығы»	Сынып сағаты	Ұлттық мүдде	30.09.23ж
4.	8	«Тұғырын биік болсын туған ел»	Сынып сағаты	Ұлттық мүдде	21.10.23ж
5.	12	«Ұлттық тәрбие дегеніміз не?»	Сынып сағаты	Ұлттық мүдде	25.11.23ж
6.	17	«Ата-баба дәстүрі, жеті ата»	Дөңгелек үстел	Ұлттық мүдде	30.12.23ж
7.	19	«Жол жүру ережесін сақтаймыз»	Сынып сағаты	Ұлттық мүдде	20.01.24ж
8.	27	«Тіл парасаты»	Интеллектуалды ойын	Ұлттық мүдде	16.03.24ж

### 2. ҚҰНДЫЛЫҚ: АР-ҰЯТ

**Максаты:** Ар-ұят және жауапкершілік, халқына адал қызмет ету, адал ебекті құрметтеу, сөзіне берік, ісіне адал болу, отбасының, өз ортасының абыройын асыру, академиялық адалдыққағидатын қолдау, әдеп нормаларын ұстану, шешім қабылдай білу және жауапкершілікті сезіну, достарына, сыныптастарына, отбасы мүшелеріне қамқор болу, мейірімділік таныту, өзін отбасының, сыныптың, мектептің, қоғамның, отанның бір мүшесі екенін сезіну

**Міндеттері:** Ар-ұят, адалдықты жоғары бағалайды, сөзіне берік, ісіне жауапкершілік танытады, ата-анасына сүйіспеншілікпен қарайды, достарын, сыныптастарын сыйлайды, кішіге ізет, үлкенге құрмет көрсетеді

№	код	Тәрбие жұмысының атауы	Аяқтау нысаны	Тәрбие құндылықтары	Орындау мерзімі
9.	2	«Адал өмір сүру абзал қасиет»	Сынып сағаты	Ар-ұят	09.09.23ж
10.	6	«Зорлық зомбылықсыз балалық шақ»	Сынып сағаты	Ар-ұят	07.10.23ж
11.	10	«Жол жүру ережесін сақтаймыз»	Сынып сағаты	Ар-ұят	11.11.23ж
12.	11	«Имандылық жарасады ұл қызға»	Сынып сағаты	Ар-ұят	18.11.23ж



13.	13	«Әке- асқар тау, ана-етегіндегі бұлақ»	Танымдық сабақ	Ар-ұят	02.12.23ж
14.	14	«Бақытты отбасы»	Танымдық сағат	Ар-ұят	09.12.23ж
15.	15	«Отбасындағы менің міндеттерім»	Сынып сағаты	Ар-ұят	15.12.23
16.	16	«Жол жүру ережесін сақтаймыз»	Сынып сағаты	Ар-ұят	23.12.23ж
17.	18	«Еңбек түбі береке»	Сынып сағаты	Ар-ұят	13.01.24ж
18.	26	«Еңбек бәрін жеңбек»	пікірсайыс	Ар-ұят	09.03.24ж
19.	28	«Жол жүру ережесін сақтаймыз»	Сынып сағаты	Ар-ұят	06.04.24ж
20.	29	«Тәрбиенің мектебі отбасы»	Сынып сағаты	Арұят	13.04.24ж

### 3.ҚҰНДЫЛЫҚ: ТАЛАП

**Мақсаты:** Сыни және креативті ойлау, жеке және командамен жұмыс істей білу, білуге, жананы тануға құштар болу, физикалық белсенді болу, салауатты өмір салтын ұстану. Технологиялық және цифрлық дағдыларды ілгерілету, дұрыс қарым-қатынас орнату білу, уақыт пен қаржыны тиімді жоспарлау.

**Міндеттері:** Жан мен тән тазалығын сақтайды, дұрыс тамақтану мәдениетін түсінеді, қоршаған орта тазалығын сақтайды, ақпараттық, медиа және қаржылық сауаттылық, ізденімпаз, жасампаз тұлға болу.

№	код	Тәрбие жұмысының атауы	Аяқтау нысаны	Тәрбие құндылықтары	Орындау мерзімі
21	3	«Жолда жүру ережелерін білемізбе?»	Сынып сағаты	Талап	16.09.23ж
22	7	«Жол жүру ережесін сақтаймыз»	Сынып сағаты	Талап	14.10.23ж
23	9	«Жемқорлыққа жол жоқ»	Сынып сағаты	Талап	28.10.23ж
24	20	«Қоршаған ортаны аялайық»	Сынып сағаты	Талап	27.01.24ж
25	21	««Жол жүру ережесін сақтаймыз»»	Сынып сағаты	Талап	03.02.24ж
26	22	«Мамандықтар әлемі»	Сынып сағаты	Талап	10.02.24ж
27	23	«Табиғатты аялайық»	Сынып сағаты	Талап	17.02.24ж
28	24	«Еңбекқорлық пен еріншектік»	Интеллектуалды ойын	Талап	24.02.24ж
29	25	««Жол жүру ережесін сақтаймыз»»	Сынып сағаты	Талап	02.03.24ж
30	30	«Менің жақсы қасиеттерім»	Сынып сағаты	Талап	20.04.24ж
31	31	«Бақытым да ,байлығымда денсаулық»	Сынып сағаты	Талап	27.04.24ж
32	32	«Жол жүру ережесін сақтаймыз»	Сынып сағаты	Талап	04.05.24ж
33	33	«Интернетке қаншалықты тәуелдісің?»	эстафета	Талап	11.05.24ж
34	34	«Жол жүру ережесін сақтаймыз»	Сынып сағаты	Талап	18.05.24ж