Календарно-тематический план

Английский язык 3 класс

Итого: 2 часа, в неделю 68 часов

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| № п/п | Раздел/  Сквозные темы | Тема урока | Цель обучения | Кол-во часов | Сроки | Примечание |
| І четверть | | | | | | |
| 1 | Animals | Animal  types | 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 |  |  |
| 2 | Animal  types | 1 |  |  |
| 3 | Body parts | 3.1.6.1 understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics;  3.2.1.1 make basic statements which provide personal information on a limited range of general topics;  3.3.1.1 recognize, identify and sound with support a limited range of familiar words in simple sentences | 1 |  |  |
| 4 | Body parts | 1 |  |  |
| 5 | Animal  Song and  Dance | 3.1.2.1 understand a limited range of short supported questions which  ask for personal information;  3.1.9.1 recognize short basic words that are spelt out;  3.4.1.1 plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics;  3.5.4.1 use determiners a, an, the, some, any, this, these, that, those to refer to things on a limited range general and some curricular topics;  3.5.10.1 use common present continuous forms | 1 |  |  |
| 6 | Animal  Song and  Dance | 1 |  |  |
| 7 | Craft project | 3.1.1.1 understand short supported classroom instructions in an increasing range of classroom routines;  3.2.6.1 take turns when speaking with others in a limited range of short, basic exchanges | 1 |  |  |
| 8 | Craft project | 1 |  | UR1 |
| 9 |  | Craft project | 1 |  |  |
| 10 | Light &  Dark | Day &  Night | 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 |  |  |
| 11 | Day &  Night | 1 |  |  |
| 12 | Day &  Night | 1 |  |  |
| 13 | Sources of  light | 3.1.6.1 understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics;  3.2.1.1 make basic statements which provide personal information on a limited range of general topics;  3.3.3.1 begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics;  3.5.3.1 use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things, use simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons;  3.5.13.1 use can to make requests and ask permission, use must/mustn’t/have to talk about obligation | 1 |  |  |
| 14 | Sources of  light | 1 |  |  |
| 15 | Sources of  light | 1 |  |  |
| 16 | Out at night | 3.1.5.1 distinguish between phonemically distinct words;  3.1.8.1 understand short, narratives on a limited range of general and some curricular topics;  3.4.7.1 spell a growing number of familiar high-frequency words accurately during aided writing activities  3.2.3.1 give short, basic description of people and objects, begin to describe past experiences on a limited range of general and some curricular topics;  3.4.5.1 link with support words or phrases using basic coordinating connectors ;  3.2.6.1 take turns when speaking with others in a limited range of short, basic exchanges; | 1 |  |  |
| 17 | Out at night | 1 |  | UR2 |
| 18 | Summative Assessment 1 | 1 |  |  |
| 19 | Out at night | 1 |  |  |
| ІІ четверть | | | | | | |
| 20 | Time | Times of my  day | 3.1.8.1 understand short, narratives on a limited range of general and some curricular topics;  3.2.1.1 make basic statements which provide personal information on a limited range of general topics;  3.2.4.1 respond to questions on a limited range of general and some 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;  3.5.2.1 use cardinal numbers 1 – 100 to count and ordinal numbers 1 – 10;  3.2.2.1 ask questions to find out about present experiences on a limited range of general and some curricular 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 repositions of time: on, in, at to talk about days and times and no preposition last week | 1 |  |  |
| 21 | Times of my  day | 1 |  |  |
| 22 | Times of my  day | 1 |  |  |
| 23 | Days of the  week | 3.1.7.1 use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics;  3.2.2.1 ask questions to find out about present experiences on a limited range of general and some curricular topics;  3.2.6.1 take turns when speaking with others in a limited range of short, basic exchanges;  3.3.1.1 recognize, identify and sound with support a limited range of familiar words in simple sentences;  3.4.4.1 write with support short basic sentences with appropriate spaces between words;  3.4.6.1 use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities;  3.5.2.1 use cardinal numbers 1 – 100 to count and ordinal numbers 1 – 10;  3.5.9.1 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like, habits and facts, simple future timetabled events, use common past simple forms to describe actions and feelings;  3.5.17.1 use me, too and I don’t to give short answers | 1 |  |  |
| 24 | Days of the  week | 1 |  |  |
| 25 | At the right  time | 3.1.7.1 use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics;  3.1.8.1 understand short, narratives on a limited range of general and some curricular topics;  3.1.9.1 recognize short basic words that are spelt out;  3.2.6.1 take turns when speaking with others in a limited range of short, basic exchanges;  3.3.3.1 begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics;  3.3.6.1 understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics;  3.5.2.1 use cardinal numbers 1 – 100 to count and ordinal numbers 1 – 10;  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 repositions of time: on, in, at to talk about days and times and no preposition last week Buildings  Four walls  3.1.1.1 understand short supported | 1 |  |  |
| 26 | At the right  time | 1 |  |  |
| 27 | At the right  Time UR1 | 1 |  | UR1 |
| 28 | Buildings | Four walls | 3.1.1.1 understand short supported classroom instructions in an increasing range of classroom routines;  3.1.6.1 understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics;  3.2.3.1 give short, basic description of people and objects, begin to describe past experiences on a limited range of general and some curricular topics;  3.3.4.1 use with some support a simple picture dictionary;  3.3.5.1 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues;  3.5.11.1 use has got/have got there is/are statement and question forms including short answers and contractions | 1 |  |  |
| 29 | Four walls | 1 |  |  |
| 30 | Four walls | 1 |  |  |
| 31 | Our town | 3.4.7.1 spell a growing number of familiar high-frequency words accurately during guided writing activities;  3.5.1.1 use singular nouns, plural nouns – including some common irregular plural forms, use possessive forms ‘s/s’ with proper names and nouns to talk about ownership;  3.5.3.1 use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things, use simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons;  3.5.9.1 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like, habits and facts, simple future timetabled events, use common past simple forms to describe actions and feelings;  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 repositions of time: on, in, at to talk about days and times and no preposition last week | 1 |  |  |
| 32 | Around the  house | 3.1.4.1 understand a limited range of short supported questions on general and some curricular;  3.2.2.1 ask questions to find out about present experiences on a limited range of general and some curricular topics;  3.3.3.1 begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics;  3.4.1.1 plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics;  3.4.4.1 write with support short basic sentences with appropriate spaces between words;  3.5.4.1 use determiners a, an, the, some, any, this, these, that, those to refer to things on a limited range general and some curricular topics | 1 |  |  |
| 33 | Summative Assessment 2 | 1 |  |  |
| 34 | Around the  house | 1 |  | UR2 |
| ІІІ четверть | | | | | | |
| 35 | 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, 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;  3.2.7.1 contribute a limited range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges;  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, begin to use simple adverbs of manner example given well, badly | 1 |  |  |
| 36 | Musical  instruments | 1 |  |  |
| 37 | Drawing  chairs | 3.1.1.1 understand short supported classroom instructions in an increasing range of classroom routines;  3.1.3.1 understand the main points of short, slow, carefully articulated talk on a limited range of general and some curricular topics;  3.3.4.1 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 |  |  |
| 38 | Drawing  chairs | 1 |  |  |
| 39 | My music | 3.1.5.1 distinguish between phonemically distinct words;  3.2.4.1 respond to questions on a limited range of general and some curricular topics;  3.4.3.1 write short phrases to identify people, places and objects;  3.4.5.1 link with support words or phrases using basic coordinating connectors;  3.5.17.1 use me, too and I don’t to give short answers | 1 |  |  |
| 40 | My music | 1 |  |  |
| 41 | Shadow  puppet show | 3.1.8.1 understand short, narratives on a limited range of general and some 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;  3.4.6.1 use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities;  3.4.8.1 include appropriate use of a full stop during guided writing of short, familiar sentences | 1 |  |  |
| 42 | Shadow  puppet show | 1 |  |  |
| 43 | Shadow  puppet show | 1 |  | UR1 |
| 44 | Explorers &  Inventors | Exploring  space | 3.1.2.1 understand a limited range of short supported questions which ask for personal information;  3.1.8.1 understand short, narratives on a limited range of general and some curricular topics;  3.2.8.1 recount very short, basic stories and events on a limited range of general and some curricular 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;  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;  3.4.1.1 plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics;  3.4.2.1 write words and phrases of regular size and shape;  3.5.9.1 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like, habits and facts, simple future timetabled events, use common past simple forms to describe actions and feelings | 1 |  |  |
| 45 | Exploring  space | 1 |  |  |
| 46 | Marco Polo | 3.1.6.1 understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics;  3.2.3.1 give short, basic description of people and objects, begin to describe past experiences on a limited range of general and some curricular topics;  3.2.4.1 respond to questions on a limited range of general and some curricular topics;  3.2.5.1 pronounce familiar words and short phrases intelligibly when reading aloud;  3.2.7.1 contribute a limited range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges;  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;  3.4.2.1 write words and phrases of regular size and shape;  3.4.3.1 write short phrases to identify people, places and objects;  3.4.6.1 use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities;  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 |  |  |
| 47 | Marco Polo | 1 |  |  |
| 48 | Marco Polo | 1 |  |  |
| 49 | Bright ideas | 3.1.9.1 recognise short basic words that are spelt out;  3.2.2.1 ask questions to find out about present experiences on a limited range of general and some curricular topics;  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;  3.5.6.1 use demonstrative pronouns this, these, that, those in open and closed questions;  3.5.7.1 use personal object pronouns [indirect] in conjunction with direct object nouns to describe actions and events | 1 |  |  |
| 50 | Bright ideas | 1 |  |  |
| 51 | Bright ideas | 1 |  |  |
| 52 | Summative Assessment 2 | 3.1.7.1 use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics;  3.1.8.1 understand short, narratives on a limited range of general and some curricular topics;  3.2.2.1 ask questions to find out about present experiences on a limited range of general and some curricular topics;  3.4.5.1 link with support words or phrases using basic coordinating connectors | 1 |  |  |
| 53 | Inventions  in  Kazakhstan | 1 |  | UR2 |
| ІV четверть | | | | | | |
| 54 | Water,  water  everywhere | 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 |  |  |
| 55 | Rain, rain | 1 |  |  |
| 56 | Rain, rain | 1 |  |  |
| 57 | 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 |  |  |
| 58 | By the sea | 1 |  |  |
| 59 | A beach story | 3.1.1.1 understand short supported classroom instructions in an increasing range of classroom routines;  3.3.2.1 read and follow with limited support familiar instructions for classroom activities;  3.3.5.1 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues;  3.3.6.1 understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics;  3.4.8.1 include appropriate use of a full stop during guided writing of short, familiar sentences;  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 |  |  |
| 60 | A beach story | 1 |  |  |
| 61 | A beach story | 1 |  | UR1 |
| 62 | Having fun | Fun places | 3.1.7.1 use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics;  3.2.8.1 recount very short, basic stories and events on a limited range of general and some curricular 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;  3.3.5.1 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues;  3.3.6.1 understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics;  3.4.7.1 spell a growing number of familiar high-frequency words accurately during guided writing activities;  3.5.9.1 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like, habits and facts, simple future timetabled events, use common past simple forms to describe actions and feelings;  3.5.17.1 use me, too and I don’t to give short answers | 1 |  |  |
| 63 | Fun places | 1 |  |  |
| 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;  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;  3.5.11.1 use has got/have got there is/are statement and question forms including short answers and contractions | 1 |  |  |
| 65 | Number games | 1 |  |  |
| 66 | Number games | 1 |  |  |
| 67 | Summative Assessment 4 | 3.1.6.1 understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics;  3.2.4.1 respond to questions on a limited range of general and some 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;  3.5.8.1 use imperative forms [positive and negative] to give short instructions on limited range of familiar topics;  3.5.10.1 use common present continuous forms, including short answers and contractions, to talk about what is happening now;  3.5.16.1 use conjunctions and, or, but to link words | 1 |  |  |
| 68 | Flying kites | 1 |  | UR2 |