Календарно-тематический план

Английский язык 1 класс

Итого: 2 часа, в неделю 66 часов

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| № п/п | Раздел/Сквозные темы | Тема урока | Цель обучения | Кол-во часов | Сроки  | Примечание  |
| І четверть |
| 1 | All about me | Greetings and names | 1.1.3.1 recognise with support common names and names of places, recognise the spoken form of a limited range of everyday and classroom words;1.2.1.1 make basic personal statements about people, objects and classroom routines | 1 |  |  |
| 2 | Greetings and names | 1 |  |  |
| 3 | Colours | 1.1.3.1 recognise with support common names and names of places, recognise the spoken form of a limited range of everyday and classroom words; 1.1.9.1 recognise the names of letters of the alphabet; 1.2.3.1 pronounce familiar words and expressions intelligibly;1.5.3.1 use basic adjectives to describe people and things;1.5.6.1 use demonstrative pronouns this, these that, those to indicate things | 1 |  |  |
| 4 | Colours | 1 |  |  |
| 5 | Colours | 1 |  |  |
| 6 | 1-20  | 1.1.1.1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly;1.2.3.1 pronounce familiar words and expressions intelligibly; 1.5.2.1 use cardinal numbers 1 – 20 to count | 1 |  |  |
| 7 | 1-20 | 1 |  |  |
| 8 | 1-20 | 1 |  | UR1 |
| 9 | My school | Classroom objects | 1.1.1.1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly; 1.1.3.1 recognise with support common names and names of places, recognise the spoken form of a limited range of everyday and classroom words;1.1.9.1 recognise the names of letters of the alphabet;1.2.3.1 pronounce familiar words and expressions intelligibly; 1.5.1.1 use singular nouns, plural nouns – to talk about people and places;1.5.4.1 use determiners a, an, some, the, this, these to indicate what/where something is; 1.5.6.1 use demonstrative pronouns this, these that, those to indicate things; 1.5.14.1 use basic prepositions of location and position example given in, at, next to, near, on, to describe where people and things are, use basic prepositions of time, on to talk about days1.5.4.1 use determiners a, an, some, the, this, these to indicatewhat/where something is;1.5.6.1 use demonstrative pronouns this, these that, those to indicate things;1.5.14.1 use basic prepositions of location and position example givenin, at, next to, near, on, to describe where people and things are, use basicprepositions of time, on to talk about days | 1 |  |  |
| 10 | Classroom objects | 1 |  |  |
| 11 | Classroom objects | 1 |  |  |
| 12 | Classroom objects | 1 |  |  |
| 13 | Classroomroutines | 1.1.1.1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly;1.1.3.1 recognise with support common names and names of places,recognise the spoken form of a limited range of everyday and classroom words;1.2.3.1 pronounce familiar words and expressions intelligibly;1.5.8.1 use simple imperative forms [positive] for basic commands or instructions;1.5.13.1 use can/can’t to describe ability | 1 |  |  |
| 14 | Classroomroutines | 1 |  |  |
| 15 | Describingthings | 1.2.1.1 make basic personal statements about people, objects and classroom routines;1.2.2.1 ask questions in basic exchanges about people, objects and classroom routines;1.2.6.1 make introductions and requests in basic interactions with others;1.5.3.1 use basic adjectives to describe people and things | 1 |  | UR2 |
| 16 | Summative Assessment 1 | 1 |  |  |
| ІІ четверть |
| 17 | My familyand friends | My familyand friends | 1.1.3.1 recognise with support common names and names of places,recognise the spoken form of a limited range of everyday and classroom words;1.2.2.1 ask questions in basic exchanges about people, objects and classroom routines;1.2.4.1 respond to basic supported questions about people, objects andclassroom routines;1.5.1.1 use singular nouns, plural nouns – to talk about people and places;1.5.4.1 use determiners a, an, some, the, this, these to indicate what/where something is;1.5.7.1 use personal subject and object pronouns to give basic personal information | 1 |  |  |
| 18 |  | My familyand friends | 1 |  |  |
| 19 | My familyand friends | 1 |  |  |
| 20 | In my house | 1.1.9.1 recognise the names of letters of the alphabet;1.5.3.1 use basic adjectives to describe people and things;1.5.11.1 use there is/there are to make short statements and ask questions;1.5.14.1 use basic prepositions of location and position example givenin, at, next to, near, on, to describe where people and things are, use basicprepositions of time: on to talk about days | 1 |  |  |
| 21 | In my house | 1 |  |  |
| 22 | In my house | 1 |  |  |
| 23 | Days of theweek | 1.1.3.1 recognise with support common names and names of places,recognise the spoken form of a limited range of everyday and classroom words;1.2.1.1 make basic personal statements about people, objects and classroom routines;1.2.3.1 pronounce familiar words and expressions intelligibly;1.3.2.1 recognise initial letters in names and places | 1 |  |  |
| 24 | Days of theweek | 1 |  | UR1 |
| 25 | The worldaround us | Animals | 1.1.1.1 recognise short basic instructions for a limited range of classroomroutines spoken slowly and distinctly;1.1.3.1 recognise with support common names and names of places,recognise the spoken form of a limited range of everyday and classroom words;1.2.3.1 pronounce familiar words and expressions intelligibly;1.2.5.1 use words in short exchanges;1.3.1.1 recognise sound and name the letters of the alphabet;1.5.2.1 use cardinal numbers 1 – 20 to count;1.5.13.1 use can/can’t to describe ability | 1 |  |  |
| 26 | Animals | 1 |  |  |
| 27 | Animals | 1 |  |  |
| 28 |  | Hot and cold | 1.1.3.1 recognise with support common names and names of places,recognise the spoken form of a limited range of everyday and classroom words;1.2.5.1 use words in short exchanges;1.5.3.1 use basic adjectives to describe people and things;1.5.7.1 use personal subject and object pronouns to give basic personal information | 1 |  |  |
| 29 | Hot and cold | 1 |  |  |
| 30 | InKazakhstan | 1.1.4.1 recognise with support short basic questions about what something is;1.2.1.1 make basic personal statements about people, objects and classroom routines;1.2.3.1 pronounce familiar words and expressions intelligibly; | 1 |  |  |
| 31 | InKazakhstan | 1.3.1.1 recognise sound and name the letters of the alphabet;1.3.2.1 recognise initial letters in names and places;1.3.4.1 use the alphabet to place the first letters of word in alphabetical order;1.5.11.1 use there is/there are to make short statements and ask questions;1.5.14.1 use basic prepositions of location and position example givenin, at, next to, near, on, to describe where people and things are, use basicprepositions of time: on to talk about days. | 1 |  | UR2 |
| 32 | Summative Assessment 2 | 1 |  |  |
| ІІІ четверть |
| 33 | Travel | Getting toschool | 1.1.2.1 recognise with support a limited range of basic common personalquestions spoken slowly and distinctly; 1.1.4.1 recognise with support short basic questions about what something is;1.2.5.1 use words in short exchanges;1.5.5.1 use interrogative pronouns which, what, where, how to ask basic questions;1.5.9.1 use common present simple forms [positive, negative andquestion] to give basic personal information | 1 |  |  |
| 34 | Getting toschool | 1 |  |  |
| 35 | This is theway... | 1.1.2.1 recognise with support a limited range of basic common personalquestions spoken slowly and distinctly;1.5.9.1 use common present simple forms [positive, negative and question] to give basic personal information; 1.2.5.1 use words in short exchanges;1.3.4.1 use the alphabet to place the first letters of word in alphabetical order | 1 |  |  |
| 36 | This is theway... | 1 |  |  |
| 37 | Where is it? | 1.1.3.1 recognise with support common names and names of places,recognise the spoken form of a limited range of everyday and classroom words;1.2.3.1 pronounce familiar words and expressions intelligibly;1.5.5.1 use interrogative pronouns which, what, where, how to ask basic questions;1.5.8.1 use simple imperative forms [positive] for basic commands or instructions;1.5.14.1 use basic prepositions of location and position example givenin, at, next to, near, on, to describe where people and things are, use basic prepositions of time: on to talk about days | 1 |  |  |
| 38 | Where is it? | 1 |  |  |
| 39 | The big redbus | 1.1.1.1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly;1.1.5.1 recognise the sounds of phonemes and phoneme blends;1.2.5.1 use words in short exchanges;1.5.6.1 use demonstrative pronouns this, these that, those to indicate things | 1 |  |  |
| 40 | The big redbus | 1 |  | UR1 |
| 41 | Traditionsandfolklore | HappyBirthday | 1.1.1.1 recognise short basic instructions for a limited range ofclassroom routines spoken slowly and distinctly;1.2.6.1 make introductions and requests in basic interactions with others;1.3.3.1 recognise and identify some familiar sight words from local environment;1.5.2.1 use cardinal numbers 1 – 20 to count;1.5.5.1 use interrogative pronouns which, what, where, how to ask basic questions | 1 |  |  |
| 42 | HappyBirthday | 1 |  |  |
| 43 | HappyBirthday | 1 |  |  |
| 44 | SpringtimeinKazakhstan | 1.1.3.1 recognise with support common names and names of places,recognise the spoken form of a limited range of everyday and classroom words;1.2.3.1 pronounce familiar words and expressions intelligibly | 1 |  |  |
| 45 | SpringtimeinKazakhstan | 1 |  |  |
| 46 | Hats andmasks | 1.1.1.1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly;1.2.6.1 make introductions and requests in basic interactions with others;1.5.11.1 use there is/there are to make short statements and ask questions | 1 |  |  |
| 47 | Hats andmasks | 1 |  |  |
| 48 | Story time | 1.1.3.1 recognise with support common names and names of places,recognise the spoken form of a limited range of everyday and classroom words;1.2.5.1 use words in short exchanges;1.2.4.1 respond to basic supported questions about people, objects and classroom routines | 1 |  |  |
| 49 | Story time | 1 |  | UR2 |
| 50 | Summative Assessment 3 | 1 |  |  |
| ІV четверть |
| 51 | Food anddrink | Things Ilike | 1.1.4.1 recognise with support short basic questions about what something is;1.2.1.1 make basic personal statements about people, objects andclassroom routines;1.2.2.1 ask questions in basic exchanges about people, objects and classroom routines;1.2.5.1 use words in short exchanges;1.3.4.1 use the alphabet to place the first letters of word in alphabetical order | 1 |  |  |
| 52 | Things Ilike | 1 |  |  |
| 53 | Hot or cold | 1.2.5.1 use words in short exchanges;1.5.7.1 use personal subject and object pronouns to give basic personal information;1.5.9.1 use common present simple forms [positive, negative andquestion] to give basic personal information | 1 |  |  |
| 54 | Hot or cold | 1 |  |  |
| 55 | Animalslike | 1.1.3.1 recognise with support common names and names of places,recognise the spoken form of a limited range of everyday and classroom words;1.2.5.1 use words in short exchanges ;1.5.9.1 use common present simple forms [positive, negative and question] to give basic personal information | 1 |  |  |
| 56 |  | Animalslike | 1 |  |  |
| 57 | Nice ornasty | 1.1.2.1 recognise with support a limited range of basic common personalquestions spoken slowly and distinctly;1.2.3.1 pronounce familiar words and expressions intelligibly;1.5.5.1 use interrogative pronouns which, what, where, how to ask basic questions | 1 |  |  |
| 58 | Nice ornasty | 1 |  | UR1 |
| 59 | Health andbody | Hands andHead | 1.2.1.1 make basic personal statements about people, objects and classroom routines;1.5.1.1 use singular nouns, plural nouns – to talk about people and places;1.5.9.1 use common present simple forms [positive, negative and question] to give basic personal information | 1 |  |  |
| 60 | Hands andHead | 1 |  |  |
| 61 | Let’s move | 1.1.1.1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly;1.2.4.1 respond to basic supported questions about people, objects and classroom routines;1.3.3.1 recognise and identify some familiar sight words from local environment;1.5.8.1 use simple imperative forms [positive] for basic commands or instructions;1.5.14.1 use basic prepositions of location and position example given in,at, next to, near, on, to describe where people and things are, use basicprepositions of time: on to talk about days | 1 |  |  |
| 62 | Let’s move | 1 |  |  |
| 63 | Making apuppet | 1.1.5.1 recognise the sounds of phonemes and phoneme blends;1.2.2.1 ask questions in basic exchanges about people, objects and classroom routines;1.5.4.1 use determiners a, an, some, the, this, these to indicate what/where something is;1.5.8.1 use simple imperative forms [positive] for basic commands or instructions | 1 |  |  |
| 64 | Making apuppet | 1 |  |  |
| 65 | A specialdance | 1.1.4.1 recognise with support short basic questions about what something is;1.2.5.1 use words in short exchanges;1.5.6.1 use demonstrative pronouns this, these that, those to indicate things | 1 |  | UR2 |
| 66 | Summative Assessment 4 | 1 |  |  |