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 days  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 days | 1 |  |  |
| 10 | Classroom objects | 1 |  |  |
| 11 | Classroom objects | 1 |  |  |
| 12 | Classroom objects | 1 |  |  |
| 13 | Classroom  routines | 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 | Classroom  routines | 1 |  |  |
| 15 | Describing  things | 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 family  and friends | My family  and 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 and  classroom 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 family  and friends | 1 |  |  |
| 19 | My family  and 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 given  in, at, next to, near, on, to describe where people and things are, use basic  prepositions of time: on to talk about days | 1 |  |  |
| 21 | In my house | 1 |  |  |
| 22 | In my house | 1 |  |  |
| 23 | Days of the  week | 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 the  week | 1 |  | UR1 |
| 25 | The world  around us | Animals | 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;  1.2.5.1 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 | In  Kazakhstan | 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 | In  Kazakhstan | 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 given  in, at, next to, near, on, to describe where people and things are, use basic  prepositions of time: on to talk about days. | 1 |  | UR2 |
| 32 | Summative Assessment 2 | | 1 |  |  |
| ІІІ четверть | | | | | | |
| 33 | Travel | Getting to  school | 1.1.2.1 recognise with support a limited range of basic common personal  questions 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 and  question] to give basic personal information | 1 |  |  |
| 34 | Getting to  school | 1 |  |  |
| 35 | This is the  way... | 1.1.2.1 recognise with support a limited range of basic common personal  questions 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 the  way... | 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 given  in, 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 red  bus | 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 red  bus | 1 |  | UR1 |
| 41 | Traditions  and  folklore | Happy  Birthday | 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;  1.3.3.1 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 | Happy  Birthday | 1 |  |  |
| 43 | Happy  Birthday | 1 |  |  |
| 44 | Springtime  in  Kazakhstan | 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 | Springtime  in  Kazakhstan | 1 |  |  |
| 46 | Hats and  masks | 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 and  masks | 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 and  drink | Things I  like | 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;  1.2.2.1 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 I  like | 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 and  question] to give basic personal information | 1 |  |  |
| 54 | Hot or cold | 1 |  |  |
| 55 | Animals  like | 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 |  | Animals  like | 1 |  |  |
| 57 | Nice or  nasty | 1.1.2.1 recognise with support a limited range of basic common personal  questions 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 or  nasty | 1 |  | UR1 |
| 59 | Health and  body | Hands and  Head | 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 and  Head | 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 basic  prepositions of time: on to talk about days | 1 |  |  |
| 62 | Let’s move | 1 |  |  |
| 63 | Making a  puppet | 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 a  puppet | 1 |  |  |
| 65 | A special  dance | 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 |  |  |