

Түркістан облысы
Келес ауданы
«№5 жалпы орта білім беретін мектебі»
коммуналдық мемлекеттік мекемесі.

«Бекітемін»
Мектеп директоры м.у.а:


Н.Біләл

«Келісемін»
Директордың оқу ісі
жөніндегі орынбасары:
Н.Біләл

ӘБ отырысында қаралды:
ӘБ жетекшісі: 
Исмаилов.К

*Күнтізбелік тақырыптық
жоспар*

Ағылшын тілі пән мұғалімі: Қ.Исмаилов
Сынып: 4а.ә

2023-2024 оқу жылы

4 сыйныптарға арналған күнгізбелік-тактықтық жоспар

Календарно-тематический план для 4 класса

Calendar Thematic Plan for the 4th grade

2023-2024 оқу жылы/учебный год/academic year(72 сағат)

No	Theme	Learning objectives	hour	date	note
		I term 16 hours			
		Unit 1. Kazakhstan in the World of Sport			
1	Children's games 1	<p>4.1.2.1 understand an increasing range of supported questions which ask for personal information</p> <p>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</p>	6 03	4.09.2023	
2	Children's games 2	<p>4.1.2.1 understand an increasing range of supported questions which ask for personal information</p> <p>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.</p> <p>4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information</p>	1	7.10.2023	
3	Free time activities and hobbies	<p>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.</p> <p>4.1.2.1 understand an increasing range of supported questions which ask for personal information</p> <p>4.5.8.1 use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics</p>	1	14.10.2023	
4	Olympic Games	<p>4.1.4.1 understand an increasing range of short supported questions on general and some curricular topics</p> <p>4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics;</p> <p>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</p>	14 03		

		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	1	20. 9	
5	Sports events				
6	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 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	21. 05	
7	Our world Summative assessment for the cross curricular unit «Kazakhstan in the World of Sport»			22. 05	
		Unit 2:Values in Myths and Legends			
8	Traditional stories 1/2	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	1	23. 05	
9	The Vikings	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 4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics 4.5.7.1 use personal subject and object pronouns, including indirect object pronouns and use possessive pronouns mine, yours to give personal information and describe actions and events	1	4. 10	
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 4.1.5.1 identify initial, middle and final phonemes and blends;	1	5. 10	
11	People and places	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 curricular topics to describe things; use simple one-syllable and some two-syllable adjectives	1	11. 10	

[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 general and some curricular topics by using contextual clues 4.4.4.1 write with support a sequence short sentences in a paragraph to give basic personal information	1	✓✓. ✓✓
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	✓✓. ✓✓
14	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;	1	✓✓. ✓✓
15	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 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	✓✓. ✓✓
16	Storytime The Legend of William Tell	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	✓✓. ✓✓

12	When I was little	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 4.4.4.1 write with support a sequence short sentences in a paragraph to give basic personal information	1	✓✓. ✓✓
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	✓✓. ✓✓
14	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;	1	✓✓. ✓✓
15	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 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	✓✓. ✓✓

2 term 16 hours

Unit 3. Treasure and heritage

17	TreasureMaps 1-2	4.2.3.1 give a 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 general and some curricular topics	1	48. 40.2 18. //
18	Treasure and numbers 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 4.5.2.1 use cardinal numbers 1-1000 and ordinal numbers 1-100	1	50. //
19	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	15. //
20	Treasure and numbers 2	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	16. //
21	Our planet's Treasure 1-2	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. //
22	My holiday	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	23. //
23	The seven natural wonders	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	1	25. //

		contextual clues		
24	Our world	4.1.3.1 understand the main points of short, supported talk on an increasing range of general and some curricular topics	1	30, 42
25	Check point. SAU 3	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	2, 12
		Unit 4. Professions and ways of Communication		
26	Body language	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; 4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive 's/s' to name, describe and label things;	1	2, 12
27	Study spot	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	3, 12
28	Terrific Transport	4.1.1.1 understand an increasing range of classroom instructions 4.4.2.1 begin to use joined up handwriting in a limited range of written work	1	12, 12
29	My favourite Community Helper SAU 4	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	20, 12
30	Communicating around the world Technology	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	22, 12
31	Summative Assessment		1	22, 12
	Term 2			

32	Presentation skills II Correction work	4.1.3.1 understand the main points of short, supported talk on an increasing range of general and some curricular topics 4.1.3.2 understand the main points of simple and objective, begin to describe past events and some curricular topics; 3 term 20 hours	1	25.00
6		Unit 5. HotandCold		
33	Weather 1	4.1.9.1 recognise words that are spelt out from a limited rung of general and curricular topics 4.2.1.1 make basic statements which provide information on an increasing range of general and some curricular topics 4. 5. 16. 1 use conjunctions and, or, but, because to link words and phrases 4.1.4. 1 understand a limited 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	1	20.00
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	20.00
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 4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general 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 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	1	25.00
36	Volcanoes			
37	Snow and ice			
1	Our world			

Unit 6. Healthy world					
Healthy bodies 1	4.2.5.1 pronounce an increasing range of words and short phrases and simple sentences intelligibly 4. 5. 12. I 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	04.02		
Healthy food	4. 2. 6. I take turns when speaking with others in a growing range of short, basic exchanges; 4. 4. 2. I begin to use joined-up handwriting in a limited range of written work;	1	04.02		
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	1	08.02		
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	14.02		
We our animals 1	4. 2. 7. I contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges; 4. 4. 1. I plan, write and check sentences with support on a range of basic personal, general and some curricular topics; 4. 5. 1. I use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive 's/s' to name, describe and label things;	1	15.02		
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	1	21.02		

		4. 3. 2. 1 read and understand with some support short simple fiction and non-fiction texts;			2.2. 02
47	Help the planet 2 SAU 6	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 4. 3. 2. 1 read and understand with some support short simple fiction and non-fiction texts;	1	25. 02	
49	Check point SAU 6	4.4.5.1 link with some support sentences using basic coordinating connectors 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 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	1	25. 02	
50	Presentation Skills III		1	26.03	
51	Summative Assessment Term 3		1	02.03	
52	Story time	IV term - 16 hours	1	13.03	

53	IntroSpace 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	3.00	3.00
54	Intro Space 2	4. 2. 6. I take turns when speaking with others in a growing range of short, basic exchanges; 4. 4. 4. I 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	4.00
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	4.00
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	4.00
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	4.00
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	4.00
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	4.00

60	All about Mars	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 4.4.2.1 begin to use joined-up handwriting in a limited range of written work	1	2.5.0+
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	0.2.0.5
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; 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	1.5.0.5
4	Fast machines 1		1	1.6.0.5
	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	0.2.0.5
	Robots 1 / 2	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;	1	2.3.0.5