

Бекітемін:

Келісемін:

Ә/Б Отырысында қаралды

Мектеп

Мектеп директорының оқу

Хаттама № 1

Директоры

ісі жөніндегі орынбасары

Бірлестік жетекшісі



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«31» 08 2022ж

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Күнтізбелік тақырыптық жоспар.

Сынып: 2-3-4

Пәні: Азылшын тілі

Мұғалімі: А. Утегенова

2022-2023ж

Calendar Thematic Plan for grade 4
within the framework of updating the secondary education content
2022-2023 academic year

№	Units/ Changing lessons	Theme	Learning objectives			
			1 st term 19 hours			
1	Unit 1: Kazakhstan in the World of Sport (9 hours)	Children's games 1	4.1.2 understand an interesting range of questions which ask for personal information 4.1.1.12 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, in a commonly manner adverbs to describe actions e.g. slowly, quietly 4.1.1.14 use prepositions of location position and direction at, behind, between, in, in front of, near, next to, opposite, above, up, down, 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 to indicate recipient	1	02.09	
2		Children's games 1		1	06.09	
3		Children's games 2	4.1.4 respond to questions on an increasing range of general and some curricular topics 4.1.2 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics 4.1.4 write with support a sequence short sentences in a paragraph to give basic personal information 4.1.5 use interrogative pronouns who, what, where, how many, how much, how often, how big, what kind of ... to ask questions on growing range of familiar topics	1	09.09	
4		Olympic Games	4.1.4 understand an increasing range of short supported questions on general and some curricular topics 4.1.4 respond to questions on an increasing range of general and some curricular topics 4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics	1	13.09	
5		Olympic Games		1	16.09	
6	Acesor's Fables	Olympic Games	4.1.5 use interrogative pronouns who, what, where, how many, how much, how often, how big, what kind of ... to ask questions on growing range of familiar topics	1	20.09	
7		Acesor's Fables	4.1.8 understand short, supported narratives on an increasing range of general and some curricular topics 4.1.4 respond to questions on an increasing range of general and some curricular topics 4.1.5 pronounce an increasing range of words, short phrases and simple sentences intelligibly 4.1.3 recognize basic opinions in short, simple texts on an increasing range of general and some curricular topics	1	23.09	
8		Acesor's Fables	4.1.3 understand the main points of short, supported talk on an increasing range of general and some curricular topics 4.1.8 understand short, supported narratives on an increasing range of general and some curricular topics 3.1.8 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics	1	27.09	
9	SA 1	Unit revision	4.1.12 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 by manner adverbs to describe actions e.g. slowly, quietly	1	30.09	

10	Unit 2: Values in Myths and Legends (10 hours)	Values in Myths	4.L4 understand an increasing range of short supported questions on general and some curricular topics 4.L8 understand short, supported narratives on an increasing range of general and some curricular topics	1	04.10	
11		Values in Legends	4.S2 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics 4.W7 spell most familiar high-frequency words accurately when writing independently	1	07	
12		Traditional stories 1	4.L8 understand short, supported narratives on an increasing range of general and some curricular topics 4.S3 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.S4 respond to questions on an increasing range of general and some curricular topics 4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics	1	04.10	
13		Traditional stories 2	4.LB1 use singular nouns, plural nouns – including some common irregular plural and uncountable nouns, possessive forms 's/s' to name, describe and label things 4.LE7 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 4.UE15 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	1	07.10	
14		People and places	4.L5 identify initial, middle and final phonemes and blends 4.L8 understand short, supported narratives on an increasing range of general and some curricular topics 4.R5 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues 4.W2 begin to use joined up handwriting in a limited range of written work 4.UE3 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 form] to make comparisons	1	18	
15		People and places		1	21.10	
16		SA 2				
17		Dragons and creatures 1	4.S4 respond to questions on an increasing range of general and some curricular topics 4.W7 spell most familiar high-frequency words accurately when writing independently 4.UE15 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 + adjective + noun to show feelings	1	24.10	
18		Dragons and creatures 2	4.S4 respond to questions on an increasing range of general and some curricular topics 4.R3 recognize basic opinions in short, simple texts on an increasing range of general and some curricular topics 4.W4 write with support a sequence short sentences in a paragraph to give basic personal information	1	18.10	
19		Summative control work for the 1 st term	4.UE12 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, quietly	1	21.10	
		Unit revision		1	28.10	

2nd term 13 hours

20	Unit 3: Treasure and heritage (7 hours)	Treasure maps 1	<p>4.S3 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</p> <p>4.S6 take turns when speaking with others in a growing range of short, basic exchanges</p> <p>4.R4 find with support books, worksheets and other print materials in a class or school library according to classification</p> <p>4.UE1 use singular nouns, plural nouns – including some common irregular plural and uncountable nouns, possessive forms 's/s' to name, describe and label things</p> <p>4.UE8 use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics</p>	1	08.11	
21		Treasure maps 2	<p>4.L3 understand the main points of short, supported talk on an increasing range of general and some curricular topics</p> <p>4.S4 respond to questions on an increasing range of general and some curricular topics</p> <p>4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics</p> <p>4.UE8 use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics</p> <p>4.UE14 use prepositions of location position and direction at, behind, between, in, in front of, near, next to, opposite, above, up, down, 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 to indicate recipient</p>	1	11.11	
22		Treasure and numbers 1	<p>4.S4 respond to questions on an increasing range of general and some curricular topics</p> <p>4.R3 recognize basic opinions in short, simple texts on an increasing range of general and some curricular topics</p>	1	15.11	
23		Treasure and numbers 2	<p>4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics</p> <p>4.UE2 use cardinal numbers 1 -1000 and ordinal numbers 1 - 100</p> <p>4.L4 understand an increasing range of short supported questions on general and some curricular topics</p> <p>4.S5 pronounce an increasing range of words, short phrases and simple sentences intelligibly</p> <p>4.W2 begin to use joined up handwriting in a limited range of written work</p> <p>4.UE5 use interrogative pronouns who, what, where, how many, how often, how big, what kind of ... to ask questions on growing range of familiar topics</p>	1	18.11	
24		Our planet's treasure 1	<p>4.L3 understand the main points of short, supported talk on an increasing range of general and some curricular topics</p> <p>4.S3 give short, basic description of people and objects</p>	1	22.11	
25		Our planet's treasure 2	<p>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</p> <p>4.R3 recognize basic opinions in short, simple texts on an increasing range of general and some curricular topics</p> <p>4.W4 write with support a sequence short sentences in a paragraph to give basic personal information</p>	1	25.11	
26		SA 1 Unit revision		1	28.11	

27	Unit 4: Professions and ways of Communication (6 hours)	Body language	4.L1 understand an increasing range of classroom instructions 4.S1 make basic statements which provide personal information on an increasing range of general and some curricular topics 4.R1 recognize, identify and sound with support a growing range of language at text level 4.W2 begin to use joined up handwriting in a limited range of written work 4.UE1 use singular nouns, plural nouns – including some common irregular plural and uncountable nouns, possessive forms 's/s' to name, describe and label things 4.UE6 use demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and responses	1	02.12	
28		Communicating around the world	4.L1 understand an increasing range of classroom instructions 4.L3 understand the main points of short, supported talk on an increasing range of general and some curricular topics 4.S1 make basic statements which provide personal information on an increasing range of general and some curricular topics 4.R1 recognize, identify and sound with support a growing range of language at text level 4.W6 use upper and lower case letters accurately when writing names, places and short sentences when writing independently	1	06.12	
29		SA 2				
29		Technology	4.L2 understand an increasing range of questions which ask for personal information 4.S3 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.W4 write with support a sequence short sentences in a paragraph to give basic personal information 4.UE3 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 form] to make comparisons 4.UE11 use has got / have got there is / are statement, negative question forms including short and full answers and contractions	1	09.12	
30		Technology		2	13.20	
31	Summative control work for the 2 nd term			1	28.12	End
32		Unit revision		2	27.12 30.12	

33	Unit 5: Hot and Cold (10 hours)	Hot and Cold	<p>4.L9 recognize words that are spelt out from a limited range of general and curricular topics</p> <p>4.S1 make basic statements which provide information on an increasing range of general and some curricular topics</p> <p>4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues</p> <p>4.W5 link with some support sentences using basic coordinating connectors</p> <p>4.W7 spell most familiar high-frequency words accurately when writing independently</p> <p>4.UE10 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/ using -ing forms swimming, spelling as nouns to describe familiar and classroom activities</p> <p>4.UE16 use conjunctions and, or, but, because to link words and phrases</p>	1	10.01	
34		Weather 1	<p>4.L14 understand a limited range of short supported questions on general and some curricular topics</p> <p>4.S2 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics</p> <p>4.S4 respond to questions on an increasing range of general and some curricular topics</p> <p>4.S7 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges</p> <p>4.R6 understand with some support, some specific information and detail in short, simple texts on a growing range of general and some curricular topics</p> <p>4.W4 write with support short basic sentences with appropriate spaces between words</p> <p>4.W7 spell most familiar high-frequency words accurately when writing independently</p>	1	13.01	
35		Weather 1	<p>4.L3 understand the main points of short supported talk on an increasing range of general and some curricular topics</p> <p>4.L6 understand some specific information and detail of short, supported talk on an increasing range of general and some curricular topics</p> <p>4.L7 use contextual clues to predict content in short, supported talk on an increasing range of general and some curricular topics</p> <p>4.S6 take turns when speaking with others in a growing range of short, basic exchanges</p> <p>4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues</p> <p>4.W2 begin to use joined-up handwriting in a limited range of written work</p>	1	17.01	
36		Weather 2	<p>4.L4 understand a limited range of short supported questions on general and some curricular topics</p> <p>4.S2 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics</p> <p>4.S4 respond to questions on an increasing range of general and some curricular topics</p> <p>4.S7 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges</p> <p>4.R6 understand with some support, some specific information and detail in short, simple texts on a growing range of general and some curricular topics</p> <p>4.W4 write with support short basic sentences with appropriate spaces between words</p> <p>4.W7 spell most familiar high-frequency words accurately when writing independently</p>	1	20.01	
37		Weather 2	<p>4.L3 understand the main points of short supported talk on an increasing range of general and some curricular topics</p> <p>4.L6 understand some specific information and detail of short, supported talk on an increasing range of general and some curricular topics</p> <p>4.L7 use contextual clues to predict content in short, supported talk on an increasing range of general and some curricular topics</p> <p>4.S6 take turns when speaking with others in a growing range of short, basic exchanges</p> <p>4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues</p> <p>4.W2 begin to use joined-up handwriting in a limited range of written work</p>	1	24.01	
38	Unit 5: Hot and Cold (10 hours)	Volcanoes	<p>4.L3 understand the main points of short supported talk on an increasing range of general and some curricular topics</p> <p>4.L6 understand some specific information and detail of short, supported talk on an increasing range of general and some curricular topics</p> <p>4.L7 use contextual clues to predict content in short, supported talk on an increasing range of general and some curricular topics</p> <p>4.S6 take turns when speaking with others in a growing range of short, basic exchanges</p> <p>4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues</p> <p>4.W2 begin to use joined-up handwriting in a limited range of written work</p>	1	27.01	
39		Volcanoes	<p>4.L3 understand the main points of short supported talk on an increasing range of general and some curricular topics</p> <p>4.L6 understand some specific information and detail of short, supported talk on an increasing range of general and some curricular topics</p> <p>4.L7 use contextual clues to predict content in short, supported talk on an increasing range of general and some curricular topics</p> <p>4.S6 take turns when speaking with others in a growing range of short, basic exchanges</p> <p>4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues</p> <p>4.W2 begin to use joined-up handwriting in a limited range of written work</p>	1	31.01	
40		Snow and ice	<p>4.R6 understand with some support, some specific information and detail in short, simple texts on a growing range of general and some curricular topics</p> <p>4.UE13 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</p> <p>4.UE14 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</p> <p>4.UE16 use conjunctions and, or, but, because to link words and phrases</p>	1	03.02	
41		Snow and ice	<p>4.R6 understand with some support, some specific information and detail in short, simple texts on a growing range of general and some curricular topics</p> <p>4.UE13 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</p> <p>4.UE14 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</p> <p>4.UE16 use conjunctions and, or, but, because to link words and phrases</p>	1	07.02	TS
42		Unit revision	<p>4.R6 understand with some support, some specific information and detail in short, simple texts on a growing range of general and some curricular topics</p> <p>4.UE13 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</p> <p>4.UE14 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</p> <p>4.UE16 use conjunctions and, or, but, because to link words and phrases</p>	1	10.02	

43	Unit 6: Healthy world (10 hours)	Healthy bodies 1	4.S5 pronounce an increasing range of words and short phrases and simple sentences intelligibly 4.W7 spell most familiar high-frequency words accurately when writing independently 4.UE9 use common present simple forms including short answer forms and contraction, to give personal information and talk about habitual actions, facts and future timetabled events continue to use common past simple forms [regular and irregular] to describe actions and feelings and narrate simple events including short answer forms and contractions 4.UE12 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	14.02	
44		Healthy bodies 1		1	17.02	
45		Healthy bodies 2	4.S6 take turns when speaking with others in a growing range of short, basic exchanges 4.W2 begin to use joined-up handwriting in a limited range of written work 4.W7 spell most familiar high-frequency words accurately when writing independently 4.UE10 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/ using -ing forms swimming, spelling as nouns to describe familiar and classroom activities	1	21.02	
46		Healthy bodies 2	4.S7 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges 4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics 4.W2 begin to use joined-up handwriting in a limited range of written work 4.UE1 use singular nouns, plural nouns- including some common irregular plural forms and uncountable nouns, use possessive forms 's/s' to name, describe and label things 4.UE5 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	1	24.02	
47		Save our animals 1	4.L3 understand the main points of short supported talk on an increasing range of general and some curricular topics 4.S3 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.R2 read and understand with some support short simple fiction and non-fiction texts 4.W5 link with some support sentences using basic coordinating connectors	1	28.02	
48		Save our animals 2	4.L3 understand the main points of short supported talk on an increasing range of general and some curricular topics 4.S3 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.R2 read and understand with some support short simple fiction and non-fiction texts 4.W5 link with some support sentences using basic coordinating connectors	1	03.03	5m5
49		SA	4.L3 understand the main points of short supported talk on an increasing range of general and some curricular topics 4.S6 take turns when speaking with others in a growing range of short, basic exchanges 4.R2 read and understand with some support short simple fiction and non-fiction texts 4.UE12 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	07.03	
50		Help the planet 1	4.L5 identify initial, middle and final phonemes and blends 4.S4 respond to questions on an increasing range of general and some curricular topics 4.S8 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics 4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues 4.UE8 use imperative forms [positive and negative] to give short instructions on growing range of familiar topics	1	10.03	
51		Help the planet 2		1	14.03	
52		Summative control work for the 3 ^d term Unit revision		1	17.03	

4th term 16 hours

53	Unit 7: Journey into Space (8 hours)	Into Space 1	<p>4.L5 identify initial, middle and final phonemes and blends</p> <p>4.R3 recognize basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics</p> <p>4.W7 spell most familiar high-frequency words accurately when writing independently</p> <p>4.U13 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</p>	1	28.03	
54		Into Space 2	<p>4.S3 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</p> <p>4.S6 take turns when speaking with others in a growing range of short, basic exchanges</p> <p>4.R6 understand with some support, some specific information and detail in short, simple texts on a growing range of general and some curricular topics</p> <p>4.W4 write with support short basic sentences with appropriate spaces between words</p>	1	31.03	
55		Planets 1	<p>4.L6 understand some specific information and detail of short, supported talk on an increasing range of general and some curricular topics</p> <p>4.R1 recognize, identify and sound with support a growing range of language at text level</p> <p>4.R4 find with support books, worksheets and other print materials in a class or school library according to classification</p> <p>4.U12 use cardinal numbers 1 - 100 to count and ordinal numbers 1 - 100</p> <p>4.U17 use me, too and I don't to give short answers, use when clause to describe simple present and past actions on personal and familiar topics</p>	1	04.04	
56		Planets 2	<p>4.L4 understand a limited range of short supported questions on general and some curricular topics</p> <p>4.S4 respond to questions on an increasing range of general and some curricular topics</p> <p>4.W2 begin to use joined-up handwriting in a limited range of written work</p> <p>4.U1 use singular nouns, plural nouns - including some common irregular plural forms and uncountable nouns, use possessive forms 's/s' to name, describe and label things</p> <p>4.U12 use cardinal numbers 1 - 100 to count and ordinal numbers 1 - 100</p>	1	07.04	
57		Aliens 1	<p>4.L5 identify initial, middle and final phonemes and blends</p> <p>4.S4 respond to questions on an increasing range of general and some curricular topics</p> <p>4.R6 understand with some support, some specific information and detail in short, simple texts on a growing range of general and some curricular topics</p> <p>4.W7 spell most familiar high-frequency words accurately when writing independently</p> <p>4.U14 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</p> <p>4.U16 use conjunctions and, or, but, because to link words and phrases</p>	1	11.04	
58		Aliens 2	<p>4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues</p> <p>4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics</p>	1	14.04	End
59		Aliens 2 SA 1	<p>4.U19 use common present simple forms including short answer forms and contraction, to give personal information and talk about habitual actions, facts and future timetable events continue to use common past simple forms [regular and irregular] to describe actions and feelings and narrate simple events including short answer forms and contractions</p>	1	18.04	
60		Unit revision		1	21.04	

61	Unit 8: Machines (8 hours)	Slow machines 1	4L6 understand some specific information and detail of short, supported talk on an increasing range of general and some curricular topics	1	25.04	
62		Slow machines 2	4.S3 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	28.04	
			4.R3 recognize basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics			
			4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics			
			4.W7 spell most familiar high-frequency words accurately when writing independently			
			4.UE5 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.UE12 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			
63		Fast machines 1	4.L5 identify initial, middle and final phonemes and blends	1	02.05	
			4.S4 respond to questions on an increasing range of general and some curricular topics			
			4.S7 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges			
64		Fast machines 2	4.R1 recognize, identify and sound with support a growing range of language at text level	1	05.05	
			4.UE3 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 form] to make comparisons			
			4.UE14 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			
65		Robots 1	4.L8 understand short, supported, narratives on an increasing range of general and some curricular topics	1	12.16	
			4.S4 respond to questions on an increasing range of general and some curricular topics			
			4.R3 recognize basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics			
			4.W8 to include appropriate use of a full stops and question marks, as sentence level with some accuracy when writing independently			
66		Robots 2	4.UE4 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	19.23	For
			4.UE11 use has got / have got there is / are statement, negative and question forms including short and full answers and contractions			
67		Summative control work for the 4 th term	4.UE14 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	1	26.05	
68		Unit revision		1	30.05	

Total: 68

Annotation: Summative control work for the Unit -20 minutes

Summative control work for the Term - 40 minutes