

Бекітемін:

Мектеп

Директоры



Көшім:

Мектеп директорының оқу

ісі жөніндегі орынбасары

*Б. Сұлтанов*

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Хаттама № 1

Бірлестік жетекшісі

*С. А. Сұлтанов*

# Күнтізбелік тақырыптық жоспар.

Сынып: 2-3-4

Пәні: Азылшын тілі

Мұғалімі: А. Утегенова

«31» 08 2022ж

«31» 08 2022ж

2022-2023ж



**Calendar Thematic Plan for grade 2**  
**within the framework of updating the secondary education content**  
**2021-2022 academic year**

Nº	Units/ Changing lessons	Theme	Learning objectives		Hours	Date	Notes
1 <sup>st</sup> term 19 hours							
1	Unit 1: All about me (9 hours)	Hello again	2.L2 recognise with considerable support an increasing range of common personal questions 2.S6 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges 2.R2 identify, remember and sound out high-frequency sound and letter patterns 2.W5 write letters and familiar high frequency words when read aloud or spelt out for learners 2.W6 use with support upper and lower case letters accurately when writing familiar high frequency words	1	04.09		
2		Hello again		1	03.09		
3		All about me	2.L1 understand a range of short basic supported classroom instructions 2.L2 recognise with considerable support an increasing range of common personal questions	1	09.09		
4		All about me	2.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines 2.S4 respond to basic supported questions giving personal and factual information 2.S8 give simple instructions for others to follow	1	10.09		
5		I can...	2.UE13 use can to talk about ability and to make requests and offers; use can / can't to talk about permission	1	16.09		
6		I can...		1	17.09		
7		My clothes and things	2.L1 understand a range of short basic supported classroom instructions 2.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines	1	23.09		
8		My clothes and things	2.UE1 use singular nouns, plural nouns – including some common irregular plural forms in giving simple descriptions 2.UE3 use common adjectives in descriptions and to talk about simple feelings	1	24.09		
9		SA 1 Unit Revision		1	30.09		



10	Unit 2: My family and friends (10 hours)	My family and friends	2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number	1	07.10	
11		Friends' names	2.R1 read and spell out words for others	1	07.10	
12		Friends' names	2.W2 write letters and familiar high frequency words when read aloud or spell	1	08.10	
13		Helping hands	2.L1 understand a range of short basic supported classroom instructions 2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 2.S5 begin to articulate clearly the difference between various sounds 2.S6 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges	1	14.10.	
14		Helping hands	2.R1 read and spell out words for others 2.W1 write with support short responses at phrase level to questions and other prompts	1	15.10	
15		Helping hands	2.U6 use demonstrative pronouns this, these, that, those to make and respond to requests for information	1	21.10	
16		SA 2	2.U13 use can to talk about ability and to make requests and offers; use can / can't to talk about permission			
17		People I know	2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number 2.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines	1	22.10	
18		People I know	2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 2.U3 use common adjectives in descriptions and to talk about simple feelings	1	28.10	
19		Summative control work for the 1 <sup>st</sup> term	2.U13 use can to talk about ability and to make requests and offers; use can / can't to talk about permission	1	28.10	
		Unit revision		1	29.10.	



№	Units/ Changing lessons	Theme	Learning objectives				Hours	Date	Notes
2 <sup>nd</sup> term 13 hours									
20	Unit 3: My school (6 hours)	Counting and Measuring	2.L1 understand a range of short basic supported classroom instructions 2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number 2.L5 identify missing phonemes in incomplete words 2.S4 respond to basic supported questions giving personal and factual information 2.R4 begin to use with support a simple picture dictionary 2.U2 use cardinal numbers 1 -50 to count 2.U11 use have got+noun to describe and ask about possessions	1	10.11				
21		Counting and Measuring		1	11.11				
22		Around school	2.L4 recognise with support short basic questions relating to features such as colour and number 2.L5 identify missing phonemes in incomplete words 2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 2.W3 write short phrases to identify people, places and objects 2.U14 use basic prepositions of location and position: at, behind, between, in, in front of, near, next to, on to describe where people and things are; use prepositions of time: on, in, at to talk about days and times	1	14.11				
23		School days	2.L2 recognise with considerable support an increasing range of common personal questions 2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number 2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 2.R2 identify, remember and sound out high-frequency sound and letter patterns 2.W7 spell some familiar high-frequency words accurately during guided writing activities	1	18.11				
24	Class Photos  SA 1		2.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines 2.S4 respond to basic supported questions giving personal and factual information 2.R2 identify, remember and sound out high-frequency sound and letter patterns 2.U7 use personal subject and object pronouns to describe people and things	1	22.11				
25		Unit revision		1	25.11				



26	Unit 4: The world around us (7 hours)	Different Places	<p>2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number</p> <p>2.L5 identify missing phonemes in incomplete words</p> <p>2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines</p> <p>2.S4 respond to basic supported questions giving personal and factual information</p> <p>2.UE5 use interrogative pronouns including which, what, where, whose to ask who people are and what they are doing</p> <p>2.UE12 use basic adverbs of place here / there to say where things are</p>	1	01.12	
27		Different Places	<p>2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number</p> <p>2.L5 identify missing phonemes in incomplete words</p> <p>2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines</p> <p>2.S4 respond to basic supported questions giving personal and factual information</p> <p>2.UE5 use interrogative pronouns including which, what, where, whose to ask who people are and what they are doing</p> <p>2.UE12 use basic adverbs of place here / there to say where things are</p>	1	02.12	
28		Reading Signs SA 2	<p>2.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines</p> <p>2.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines</p> <p>2.R3 read and follow with considerable support simple, words, phrases and sentences on familiar topics</p> <p>2.UE8 use simple imperative forms [positive and negative] for basic commands and instructions</p> <p>2.UE13 use can to talk about ability and to make requests and offers; use can / can't to talk about permission</p>	1	08.12	
29		Where's it from?	<p>2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number</p> <p>2.L5 identify missing phonemes in incomplete words</p> <p>2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines</p> <p>2.R3 read and follow with considerable support simple, words, phrases and sentences on familiar topics</p>	1	09.12	
30		Days Out	<p>2.L5 identify missing phonemes in incomplete words</p> <p>2.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines</p> <p>2.R3 read and follow with considerable support simple, words, phrases and sentences on familiar topics</p>	1	15.12	
31	Summative control work for the 2 <sup>nd</sup> term		<p>2.L5 identify missing phonemes in incomplete words</p> <p>2.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines</p> <p>2.R3 read and follow with considerable support simple, words, phrases and sentences on familiar topics</p> <p>2.UE4 use determiners a, an, the, some, any, this, these, that, those to identify things</p>			
32		Unit revision		2	23.12 29.12	



No		Units/ Changing lessons		Theme		Learning objectives			
3 <sup>d</sup> term 20 hours							Hours	Date	Notes
33	Unit 5. Health and body (10 hours)	Health and body		2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines	1	12.01			
34		Our body		2.R1 read and spell out words for others 2.UE6 use demonstrative pronouns this, these, that, those to make and respond to requests for information	1	13.01			
35		Our body			1	18.01			
36		Let's measure		2.L1 understand a range of short basic supported classroom instructions 2.L4 recognise with support short basic questions relating to features such as colour and number	1	20.11			
37		Let's measure		2.UE2 use cardinal numbers 1 -50 to count	1	20.01			
38		Hats and Bats		2.L4 recognise with support short basic questions relating to features such as colour and number 2.S8 give simple instructions for others to follow	1	25.01			
38		Hats and Bats		2.R1 read and spell out words for others 2.R4 begin to use with support a simple picture dictionary	1	02.02			
40		Reading time		2.L5 identify missing phonemes in incomplete words 2.S4 respond to basic supported questions giving personal and factual information	1	03.02			
41		Reading time		2.R3 read and follow with considerable support simple, words, phrases and sentences on familiar topics	1	09.02			
	SA 1		2.W3 write short phrases to identify people, places and objects 2.UE13 use can to talk about ability and to make requests and offers; use can / can't to talk about permission						
42	Unit revision			1	09.02				



43	Unit 6. Traditions and folklore (10 hours)	Special Days	2.L1 understand a range of short basic supported classroom instructions 2.S4 respond to basic supported questions giving personal and factual information	1	10.02	
44		Special Days	2.UE8 use simple imperative forms [positive and negative] for basic commands and instructions 2.UE9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts	1	16.02	
45		Home cooking	2.L9 recognise the spoken form of familiar words and expressions 2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 2.R1 read and spell out words for others	1	17.02	
46		Home cooking		1	23.02	
47		What's it for?	2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number 2.S4 respond to basic supported questions giving personal and factual information 2.W7 spell some familiar high-frequency words accurately during guided writing activities	1	24.02	
48		What's it for?		1	02.03	
49		SA 2				
49		Reading time		1	03.03	
50		Reading time		1	09.03 10.03	
51		Summative control work for the 3 <sup>d</sup> term		1	16.03	
52		Unit revision		1	17.03.	



№	Units/ Changing lessons	Theme	Learning objectives	Hours	Date	Notes
<b>4<sup>th</sup> term 16 hours</b>						
53	<b>Unit 7. The natural environment (8 hours)</b>	The weather	2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number 2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 2.UE3 use common adjectives in descriptions and to talk about simple feelings	1	30.03	
54		Changing seasons	2.L4 recognise with support short basic questions relating to features such as colour and number 2.R3 read and follow with considerable support simple, words, phrases and sentences on familiar topics	1	31.03	
55		Changing seasons	2.UE9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts	1	06.04	
56		What can animals do?	2.L4 recognise with support short basic questions relating to features such as colour and number	1	04.04	
57		What can animals do?	2.UE10 use common present continuous forms [positive, negative, question] 2.UE13 use can to talk about ability and to make requests and offers; use can / can't to talk about permission 2.UE17 use me, too to give short answers	1	13.04	
58		Sea Adventures	2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number	1	14.04	
58		Sea Adventures SA 1	2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines	1	20.04	
60		Unit revision	2.R1 read and spell out words for others 2.W5 write letters and familiar high frequency words when read aloud or spelt out for learners	1	21.04	



Unit 8. Travel (8 hours)		62	63	64	65	66	67	68	Total: 68								
A to B	Types of vehicle	2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 2.U9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts 2.U14 use basic prepositions of location and position: at, behind, between, in, in front of, near, next to, on, to describe where people and things are; use prepositions of time: on, in, at to talk about days and times 2.S4 respond to basic supported questions giving personal and factual information	Types of vehicle	2.R3 read and follow with considerable support simple, words, phrases and sentences on familiar topics 2.U13 use can to talk about ability and to make requests and offers; use can / can't to talk about permission	My plane	2.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines 2.U11 use have got+noun to describe and ask about possessions	Altogether Now 2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number 2.U10 use common present continuous forms [positive, negative, question]	Summative control work for the 4 <sup>th</sup> term	Unit revision	1	29.04	28.04	1	04.05	05.05	1	26.05
										1	28.04	04.05	1	05.05	1	25.05	26.05
										1	28.04	04.05	1	05.05	1	25.05	26.05
										1	28.04	04.05	1	05.05	1	25.05	26.05

Annotation: Summative control work for the Unit -20 minutes  
Summative control work for the Term – 40 minutes