

Бекітемін:

Мектеп

Мектеп директорының оку

Xattama № 1

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*W. B. Winsor*

Брілістк жетекші  
Prof. A. Yrmeeba

«31» 08 2022ж

# Күнтізбелік Такырыштық жоспар.

*Cbhbln: 2-3-4*

Пән: Азылтылық мілі

## Мұзалиғи: А. Үтегенова

2022-2023ж

**Calendar Thematic Plan for grade 3  
within the framework of updating the secondary education content  
2021 - 2022 academic year**

№	Units/ Changing lessons	Theme	Learning objectives	Hours	Date	Notes
				1	1 <sup>st</sup> term 19 hours	
1	Unit 1: Animals (9 hours)	Animal types	3.1.5.1- distinguish between phonemically distinct words; 3.2.1.1- make basic statements which provide personal information on a limited range of general topics; 3.5.5.1- use interrogative pronouns including: which, what, where, whose, how many, what kind of ... on a limited range of familiar topics;	1	03.09	
2		Animal types	3.5.14.1- use prepositions of location and position: at, behind, between, in, in front of, near, next to, on, under, above to describe where people and things are; 3.5.14.2- use prepositions of time: on, in, at to talk about days and times and no preposition last week etc.	1	07.09	
3		Body parts	3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics;	1	10.09	
4		Body parts	3.2.1.1- make basic statements which provide personal information on a limited range of general topics;	1	14.09	
5		Animal Song and Dance	3.3.1.1- recognise, identify and sound with support a limited range of familiar words in simple sentences			
6		Animal Song and Dance	3.1.2.1- understand a limited range of short supported questions which ask for personal information; 3.1.9.1- recognise short basic words that are spelt out; 3.4.1.1- plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics;	1	12.09	
7		Craft project	3.5.4.1- use determiners a, an, the, some, any, this, these, that, those to refer to things on a limited range general and some curricular topics; 3.5.10.1- use common present continuous forms, including short answers and contractions, to talk about what is happening now	1	21.09	
8		Craft project <b>SA 1</b>	3.1.1.1- understand short supported classroom instructions in an increasing range of classroom routines; 3.2.6.1- take turns when speaking with others in a limited range of short, basic exchanges	1	24.09	
9		Unit Revision		1	28.09	
				1	01.10	

10	<b>Unit 2: Light &amp; Dark</b>	Light & Dark	3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics; 3.1.7.1- use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics; 3.2.4.1- respond to questions on a limited range of general and some curricular topics; 3.3.5.1- understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues	1	05.10
11	( 10 hours)	Light & Dark		1	08.10
12		Day & Night		1	12.10
13		Day & Night		1	15.10
14		Sources of light		1	19.10
15		Sources of light	3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics; 3.2.3.1- make basic statements which provide personal information on a limited range of general topics; 3.3.3.1- begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics; 3.5.3.1- use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things; use simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons; 3.5.13.1- use can to make requests and ask permission; 3.5.13.2- use must / mustn't / have to to talk about obligation	1	22.10
16		Out at night	3.1.5.1- distinguish between phonemically distinct words; 3.1.8.1- understand short, narratives on a limited range of general and some curricular topics; 3.2.3.1- give short, basic description of people and objects; 3.2.3.2 - begin to describe past experiences on a limited range of general and some curricular topics;	1	26.10
17		Out at night	3.2.6.1- take turns when speaking with others in a limited range of short, basic exchanges; 3.4.5.1- link with support words or phrases using basic coordinating connectors ; 3.4.7.1- spell a growing number of familiar high-frequency words accurately during guided writing activities	1	29.10
18	<b>Summative control work for the 1<sup>st</sup> term</b>			1	26.10
19	Unit revision			1	29.10

## 2<sup>nd</sup> term 13 hours

20	<b>Unit 3: Time (7 hours)</b>	Times of my day	3.1.8.1- understand short, narratives on a limited range of general and some curricular topics; 3.2.1.1- make basic statements which provide personal information on a limited range of general topics;	1	08.11
21		Times of my day	3.4.1.1- plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics; 3.5.2.1- use cardinal numbers 1 -100 to count and ordinal numbers 1 – 10; 3.5.14.1- use prepositions of location and position: at, behind, between, in, in front of, near, next to, on, under, above to describe where people and things are; 3.5.14.2 - use prepositions of time: on, in, at to talk about days and times and no preposition last week	1	10.11
22		Days of the week	3.1.7.1- use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics; 3.2.2.1- ask questions to find out about present experiences on a limited range of general and some curricular topics;	1	15.11
23		At the right time	3.2.6.1- take turns when speaking with others in a limited range of short, basic exchanges; 3.3.4.1- recognise, identify and sound with support a limited range of familiar words in simple sentences;		
24		At the right time	3.4.6.1- use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities; 3.5.2.1- use cardinal numbers 1 -100 to count and ordinal numbers 1 – 10; 3.5.9.1- use common present simple forms [positive, negative, question] and contractions to talk about what you want and like, habits and facts, simple future timetabled events; 3.5.17.1- use me, too and I don't to give short answers		
25	<b>SA 1</b>	Unit revision	3.1.7.1- use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics; 3.1.8.1- understand short, narratives on a limited range of general and some curricular topics; 3.1.9.1- recognise short basic words that are spelt out; 3.2.6.1- take turns when speaking with others in a limited range of short, basic exchanges; 3.3.3.1- begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics; 3.3.6.1- understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics; 3.5.2.1- use cardinal numbers 1 -100 to count and ordinal numbers 1 – 10; 3.5.14.1- use prepositions of location and position: at, behind, between, in, in front of, near, next to, on, under, above to describe where people and things are;	1	22.11
				1	24.11

26	<b>Unit 4: Buildings</b> (7 hours)	Four walls	3.1.1.1- understand short supported classroom instructions in an increasing range of classroom routines; 3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics; 3.2.3.1- give short, basic description of people and objects; 3.2.3.2- begin to describe past experiences on a limited range of general and some curricular topics; 3.3.4.1- use with some support a simple picture dictionary; 3.3.5.1- understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues; 3.5.11.1- use has got / have got / there is / are statement and question forms including short answers and contractions	1	20,11
27	Our town	3.5.11.1- spell a growing number of familiar high-frequency words accurately during guided writing activities;	1	21.12	8/15
28	Our town	3.5.11.1- use singular nouns, plural nouns – including some common irregular plural forms; 3.5.1.2- use possessive forms 's/s' with proper names and nouns to talk about ownership;	1	06.12	
<b>SA 2</b>		3.5.3.1- use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things; use simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons; 3.5.9.1- use common present simple forms [positive, negative, question] and contractions to talk about what you want and like, habits and facts, simple future timetabled events; 3.5.14.1- use prepositions of location and position: at, behind, between, in, in front of, near, next to, on, under, above to describe where people and things are; 3.5.14.2- use prepositions of time: on, in, at to talk about days and times and no preposition last week etc.			
29	Around the house	3.1.4.1- understand a limited range of short supported questions on general and some curricular;	2	08.13	
30	Around the house	3.2.2.1- ask questions to find out about present experiences on a limited range of general and some curricular topics; 3.3.3.1- begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics;	2	15.20	
31	<b>Summative control work for the 2<sup>nd</sup> term</b>	3.4.1.1- plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics; 3.4.2.1- write with support short basic sentences with appropriate spaces between words	1	22.22	
32	Unit revision	3.5.4.1- use determiners a, an, the, some, any, this, these, that, those to refer to things on a limited range general and some curricular topics	2	20.12	

**3<sup>d</sup> term 20 hours**

33	<b>Unit 5: Art &amp; Music (10 hours)</b>	Art & Music	3.1.8.1- understand short, narratives on a limited range of general and some curricular topics; 3.2.3.1- give short, basic description of people and objects; 3.2.3.2- begin to describe past experiences on a limited range of general and some curricular topics;	1	10.02
34	Musical instruments		3.2.5.1- pronounce familiar words and short phrases intelligibly when reading aloud;	1	12.02
35	Musical instruments		3.2.8.1- recount very short, basic stories and events on a limited range of general and some curricular topics; 3.3.1.1- recognise, identify and sound with support a limited range of familiar words in simple sentences;	1	14.01
36	Drawing chairs		3.3.2.1- read and follow with limited support familiar instructions for classroom activities; 3.5.12.1- use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often; 3.5.12.2- begin to use simple adverbs of manner e.g. well, badly	1	19.01
37	Drawing chairs		3.1.1.1- understand short supported classroom instructions in an increasing range of classroom routines; 3.1.3.1- understand the main points of short, slow, carefully articulated talk on a limited range of general and some curricular topics; 3.1.4.1- use with some support a simple picture dictionary;	1	24.01
38	My music		3.5.11.1- use has got / have got there is / are statement and question forms including short answers and contractions	1	26.01
39	My music		3.1.5.1- distinguish between phonemically distinct words; 3.2.4.1- respond to questions on a limited range of general and some curricular topics;	1	31.01
40	Shadow puppet show		3.4.3.1- write short phrases to identify people, places and objects; 3.4.5.1- link with support words or phrases using basic coordinating connectors ; 3.5.17.1- use me, too and I don't to give short answers	1	32.02
41	Shadow puppet show		3.1.7.1- understand short, narratives on a limited range of general and some curricular topics;	1	32.02
SA 1			3.4.1.1- plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics; 3.4.6.1- use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities; 3.4.8.1- include appropriate use of a full stop during guided writing of short, familiar sentences	1	02.02
42	Unit revision			1	09.02

3	Unit 6: Explorers & Inventors (10 hours)	Exploring space	3.1.2.1- understand a limited range of short supported questions which ask for personal information; 3.2.8.1- recount very short, basic stories and events on a limited range of general and some curricular topics;	1	14.02
4			3.3.5.1- understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues; 3.4.1.1- plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics; 3.4.2.1- write words and phrases of regular size and shape; 3.5.3.1- use common present simple forms [positive, negative, question] and contractions to talk about what you want and like, habits and facts, simple future timetabled events; use common past simple forms to describe actions	1	16.02
45	Marco Polo		3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics; 3.2.3.1- give short, basic description of people and objects; begin to describe past experiences on a limited range of general and some curricular topics;	1	21.02
46	Marco Polo		3.2.4.1- respond to questions on a limited range of general and some curricular topics; 3.3.6.1- understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular t-s; 3.4.2.1- write words and phrases of regular size and shape;	1	23.02
47	Bright ideas		3.4.3.1- write short phrases to identify people, places and objects; 3.1.3.1- recognise short basic words that are spelt out; 3.2.2.1- ask questions to find out about present experiences on a limited range of general and some curricular topics;	1	28.02
48	Bright ideas		3.5.3.1- use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things; 3.5.3.2- use simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons; 3.5.6.1- use demonstrative pronouns this, these, that, those in open and closed questions;	1	02.03
49	Inventions in Kazakhstan	SA 2	3.1.7.1- use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics; 3.1.8.1- understand short, narratives on a limited range of general and some curricular topics;	1	04.03
50	Inventions in Kazakhstan		3.2.2.1- ask questions to find out about present experiences on a limited range of general and some curricular topics; 3.4.5.1- link with support words or phrases using basic coordinating connectors	1	09.03
51	Summative control work for the 3 <sup>d</sup> term			1	14.03
52	Unit revision			1	16.03

4 <sup>th</sup> term 16 hours					
53	<b>Unit 7: Water, water everywhere</b> (8 hours)	Rain, rain	3.2.5.1- pronounce familiar words and short phrases intelligibly when reading aloud; 3.3.1.1- recognise, identify and sound with support a limited range of familiar words in simple sentences; 3.3.2.1- read and follow with limited support familiar instructions for classroom activities	1	28.03
54		Rain, rain		1	30.04
55		By the sea	3.1.4.1- understand a limited range of short supported questions on general and some curricular; 3.1.5.1- distinguish between phonemically distinct words; 3.5.7.1 spell a growing number of familiar high-frequency words accurately during guided writing activities; 3.5.10.1- use common present continuous forms, including short answers and contractions, to talk about what is happening now	1	04.04
56		By the sea		1	06.04
57		A beach story	3.1.1.1- understand short supported classroom instructions in an increasing range of classroom routines; 3.3.2.1- read and follow with limited support familiar instructions for classroom activities;	1	11.04
58		A beach story	3.3.5.1- understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues;	1	13.04
59		A beach story	3.3.6.1- understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics; 3.4.8.1- include appropriate use of a full stop during guided writing of short, familiar sentences	1	18.04
60		Unit revision		1	20.04

61	<b>Unit 8: Having fun</b> (8 hours)	Fun places	3.1.7.1- use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics; 3.2.8.1- recount very short, basic stories and events on a limited range of general and some curricular topics;	1	25.04
62	Fun places		3.3.3.1- begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics;	1	27.04
63	Number games		3.3.6.1- understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics; 3.5.7.1- spell a growing number of familiar high-frequency words accurately during guided writing act-s;	1	02.05
64	Number games		3.5.9.2- use common past simple forms to describe actions and feelings ; 3.5.17.1- use me, too and I don't to give short answers	1	04.05
65	<b>SA 2</b>		3.1.1.1- understand short supported classroom instructions in an increasing range of classroom routines; 3.2.6.1- understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics;	1	11.16
66	Flying kites		3.5.2.1- use cardinal numbers 1 -100 to count and ordinal numbers 1 – 10; 3.5.11.1- use has got / have got there is / are statement and question forms including short answers and contractions	1	16.23
67	<b>Summative control work for the 4<sup>th</sup> term</b>		3.1.6.1- understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics 3.2.4.1- respond to questions on a limited range of general and some curricular topics	1	25.05
68	Unit revision		3.3.4.1- use with some support a simple picture dictionary 3.5.8.1- use imperative forms [positive and negative] to give short instructions on limited range of familiar topics 3.5.10.1- use common present continuous forms, including short answers and contractions, to talk about what is happening now 3.UE16 use conjunctions and, or, but to link words and phrases	1	30.05.
<b>Total: 68</b>					

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