

Х.Қапанов атындағы ОХГ



«Келісемін»

Директордың ОТЖ орынбасары

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«Қаралды»

Руководитель МО

Жумашева Жумашева О.У.

Күнтізбелік тақырыптық жоспар

Ағылшын тілі

4 «а» сынып

Пән мұғалімі: Машекенова Ә.Ш.

2026-2027 оқу жылы.

Прошнуровано и
пронумеровано 10 листов

« 1 » 08 2026
Директор «МГУ имени Х.Капанова»
Усманова А.Ж.



Ағылшын тілі пәніне арналған күнтізбелік-тақырыптық жоспарға

Түсінік хат

2026-2027 оқу жылына арналған

Сынып: 4

Сағат саны Барлығы: 68 Аптасына: 2

Аралық бақылау: 8

Қорытынды бақылау: 4

Оқу жоспарындағы ағылшын тілін меңгеру деңгейі А1.

Ағылшын тілі пәні бойынша 4-сыныпта тақырыптар 8 тараудан тұрады:

I – term	II – term	III – term	IV – term
Unit 1: All about me	Unit 3: My hobby	Unit 5: Food and drinks	Unit 7. Travelling
Unit 2: My world	Unit 4: People and jobs	Unit 6. Animals	Unit 8. Wonderful world

Жоспарлау мына бұйрықтарға негізделеді:

1. Қазақстан Республикасы Білім және Ғылым Министрлігінің 2012 жылғы 8 Қарашадағы
2. № 500 бұйрығымен (ҚР Оқу-Ағарту Министрлігінің 2022 жылғы 16 Қыркүйек №399 және 2024 жылғы 5 Қараша №323 бұйрығымен енгізілген өзгерістерімен) Үлгілік оқу жоспарларына сәйкес жүзеге асырылады.
3. Қазақстан Республикасы Оқу-Ағарту Министрлігінің 2022 жылғы 3 тамыздағы №348 бұйрығына сәйкес.

Қолданылған оқу-әдістемелік кешен:

1. «Top Star». Студенттік кітап+Оқушының мульти-ромы (оқушының CD/DVD дискі). Оқулық + CD. 4 сынып. Х Митчелль, М Малкогиани, Константины Василю . 2025 Мак Милан баспасы
2. «Top Star мұғалім кітабы ». мұғалімнің кітабы. Мұғалімге арналған әдістемелік құрал. 4 сынып. Х Митчелль, М Малкогиани, Константины Василю . 2025 Мак Милан баспасы
3. «Top Star». Грамматикалық жұмыс дәптері. 4 сынып. Х Митчелль, М Малкогиани, Константины Василю . 2025 Мак Милан баспасы

Calendar Thematic Plan for grade 4 («Top Stars 4 for Kazakhstan»)

2026-2027 academic year

Authors: H.Q. Mitchell, M. Malkogianni, K. Vasileiou, A. Yessenbay

№	Unit	Theme	Learning objectives	Hours	Date	Notes
1st term 16 hours						
1	Unit 1: All about me	All about me	4. 1. 1. 1 distinguish phonemically distinct words: identify initial, middle, and final phonemes and blends; 4. 3. 1. 1 read and pronounce frequently used words correctly;	1	03.09.	
2		Back to school	4. 3. 1. 2 recognise, identify, and sound with support a growing range of language at a text level; 4. 4. 1. 1 spell accurately some high-frequency words;	1	04.09.	
3		My daily routine	4. 4. 2. 2 use words, short phrases, and statements to complete a written text at a sentence level; 4. 5. 1. 15 use prepositions of place and time;	1	10.09.	
4		When is your birthday?	4. 1. 4. 1 recognise simple questions on familiar topics with support; 4. 2. 3. 1 respond to questions on familiar topics with simple phrases or sentences;	1	11.09.	
5		Project work: A letter to a pen pal	4. 1. 2. 2 recognise words similar to words in a student's native language; 4. 3. 1. 1 read and pronounce frequently used words correctly; 4. 4. 5. 1 apply basic rules of punctuation (use capital letters, full stops, commas, exclamation marks, and question marks).	1	17.09.	
6		CLIL 1: Maths. Numbers	4. 3. 1. 2 recognise, identify, and sound with support a growing range of language at a text level; 4. 4. 1. 1 spell accurately some high-frequency words; 4. 5. 1. 3 use cardinal numbers 1 – 1000 and ordinal numbers 1– 100;	1	18.09.	
7		Unit revision1	4. 3. 2. 1 recognise familiar names, words, and basic phrases in common everyday situations. 4. 4. 5. 1 apply basic rules of punctuation (use capital letters, full stops, commas, exclamation marks, and question marks).	1	24.09.	
8		Culture page 1: My School Interim assessment	4. 1. 1. 1 distinguish phonemically distinct words: identify initial, middle, and final phonemes and blends; 4. 3. 2. 1 recognise familiar names, words, and basic phrases in common everyday situations 4. 4. 3. 1 create a poster, a postcard, a letter, or an advertisement, using simple phrases and sentences;	1	25.09.	

9	Reading: International day of friendship	4. 1. 5. 1. Use contextual clues to predict content in short texts supported talk on an increasing range of familiar topics. 4. 3. 1. 2 recognise, identify, and sound with support a growing range of language at a text level;	1	01.10.
10	My Cool Family!	4. 1. 1. 1 distinguish phonemically distinct words: identify initial, middle, and final phonemes and blends; 4. 3. 1. 1 read and pronounce frequently used words correctly; 4. 4. 1. 1 spell accurately some high-frequency words;	1	02.10.
11	My family and friends	4. 3. 3. 1 follow short written instructions and directions; 4. 5. 1. 2 Use the verb to be for presenting personal information and description people and things;	1	08.10.
12	Why is Eric a superhero?	4. 3. 1. 1 read and pronounce frequently used words correctly; 4. 4. 2. 2 use words, short phrases, and statements to complete a written text at a sentence level;	1	09.10.
13	Grammar: must / mustn't	4. 3. 1. 2 recognise, identify, and sound with support a growing range of language at a text level; 4. 4. 2. 1 follow word order rules in more complex statements; 4. 5. 1. 14 use must/mustn't to talk about obligation.	1	15.10.
14	Project. CLIL	4. 4. 2. 2 use words, short phrases, and statements to complete a written text at a sentence level; 4. 5. 1. 2 Use the verb to be for presenting personal information and description people and things;	1	16.10.
15	Unit revision2 Interim assessment	4. 3. 1. 2 recognise, identify, and sound with support a growing range of language at a text level; 4. 2. 1. 1 pronounce words, short phrases, and simple sentences using appropriate stress, rhythm, and intonation;	1	22.10.
16	Story 1 (Modules 1-2): The New Student	4. 1. 1. 1 distinguish phonemically distinct words: identify initial, middle, and final phonemes and blends; 4. 3. 1. 1 read and pronounce frequently used words correctly;	1	23.10.
2 nd term 16 hours				
17	Let's have fun!	4. 3. 2. 1 recognise familiar names, words, and basic phrases in common everyday situations; 4. 4. 2. 1 follow word order rules in more complex statements;	1	05.11.
18	Sports and exercises	4. 1. 4. 3 recognise specific information on familiar everyday topics from short recordings with visual support;	1	06.11.

			4. 2. 2. 1 use short phrases and statements to provide factual personal information; 4. 3. 3. 1 follow short written instructions and directions;			
19		Sports around the world	4. 1. 5. 1 use contextual clues to predict content in short, supported talk on an increasing range of familiar topics. 4. 2. 3. 1 respond to questions on familiar topics with simple phrases or sentences; 4. 3. 3. 2 identify the main points of short simple texts with support;	1	12.11.	
20		Arts and music	4. 1. 4. 2 understand the main points of short talks on familiar everyday topics; 4. 2. 2. 1 use short phrases and statements to provide factual personal information;	1	13.11.	
21		CLIL3: PE. Popular Team Sports	4. 1. 4. 3 recognise specific information on familiar everyday topics from short recordings with visual support; 4. 2. 5. 1 recount very short, basic stories and events on familiar everyday topics (with or without support).	1	19.11.	
22		Unit revision3 Interim assessment	4. 3. 2. 1 recognise familiar names, words, and basic phrases in common everyday situations; 4. 4. 4. 1 link ideas with and, but, then, or;	1	20.11.	
23		Culture Page 2: Museum of Kazakh Musical Instruments	4. 1. 4. 2 understand the main points of short talks on familiar everyday topics; 4. 2. 3. 1 respond to questions on familiar topics with simple phrases or sentences; 4. 3. 3. 2 identify the main points of short simple texts with support;	1	26.11.	
24		Reading: Children's Rights and Responsibilities	4. 1. 5. 1 use contextual clues to predict content in short, supported talk on an increasing range of familiar topics. 4. 3. 3. 1 follow short written instructions and directions; 4. 4. 2. 1 follow word order rules in more complex statements;	1	27.11.	
25	Unit 4: People And Jobs	Different jobs	4. 1. 1. 1 distinguish phonemically distinct words: identify initial, middle, and final phonemes and blends; 4. 2. 3. 1 respond to questions on familiar topics with simple phrases or sentences; 4. 3. 1. 1 read and pronounce frequently used words correctly;	1	03.12.	
26		Professions.	4. 1. 4. 1 recognise simple questions on familiar topics with support; 4. 2. 3. 3 take turns when speaking with others in a limited range of basic exchanges;	1	04.12.	
27		People at work	4. 3. 1. 2 recognise, identify, and sound with support a growing range of language at a text level;	1	10.12.	

28	Grammar: What do you do?	4. 5. 1. 10 use common simple present forms, including short answer forms contractions on a growing range of familiar topics. 4. 4. 3. 2 write a short paragraph on curricular topics with support; 4. 5. 1. 2 use the verb to be for presenting personal information and description people and things;	1	11.12.	
2	Project.	4. 1. 4. 2 understand the main points of short talks on familiar everyday topics; 4. 3. 2. 1 recognise familiar names, words, and basic phrases in common everyday situations; 4. 4. 2. 1 follow word order rules in more complex statements;	1	17.12.	
30	CLIL 4. Social Studies. You can Help!	4. 3. 2. 2 deduce the meaning of a word in a picture or icon on an increasing range of topics. 4. 4. 5. 1 apply basic rules of punctuation (use capital letters, full stops, commas, exclamation marks, and question marks).	1	18.12.	
31	Unit Revision Interim assessment	4. 2. 3. 1 respond to questions on familiar topics with simple phrases or sentences; 4. 3. 2. 1 recognise familiar names, words, and basic phrases in common everyday situations; 4. 4. 3. 2 write a short paragraph on curricular topics with support;	1	24.12.	
32	Story 2 (Modules 3-4): What do you want to be?	4. 1. 4. 2 understand the main points of short talks on familiar everyday topics; 4. 4. 3. 2 write a short paragraph on curricular topics with support; 4. 5. 1. 2 use the verb to be for presenting personal information and description people and things;	1	25.12.	

3^d term 20 hours

33	Food And Drinks: Street Food	4. 3. 2. 1 recognise familiar names, words, and basic phrases in common everyday situations; 4. 4. 2. 1 follow word order rules in more complex statements;	1	14.01.	
34	Daily meals: What is Rob-eat?	4. 1. 4. 3 recognise specific information on familiar everyday topics from short recordings with visual support; 4. 2. 1. 1 pronounce words, short phrases, and simple sentences using appropriate stress, rhythm, and intonation;	1	15.01.	
35	My favourite food... Syrne.	4. 1. 2. 2 recognise words similar to words in a student's native language; 4. 3. 1. 2 recognise, identify, and sound with support a growing range	1	21.01.	

Unit 5: FOOD AND DRINKS

36	“My Drink is Colder!”	4. 3. 2. 1 recognise familiar names, words, and basic phrases in common everyday situations; 4. 4. 2. 1 follow word order rules in more complex statements;	1	22.01.	
37	Project: What's in your shopping basket?	4. 1. 2. 2 recognise words similar to words in a student's native language 4. 2. 3. 3 take turns when speaking with others in a limited range of basic exchanges; 4. 3. 1. 1 read and pronounce frequently used words correctly;	1	28.01.	
38	CLIL5. Social Studies. Let's eat!	4. 1. 4. 1 recognise simple questions on familiar topics with support; 4. 2. 3. 1 respond to questions on familiar topics with simple phrases or sentences; 4. 3. 1. 2 recognise, identify, and sound with support a growing range of language at a text level;	1	29.01.	
39	Culture Page 3: Traditional dishes in Kazakhstan	4. 3. 2. 1 recognise familiar names, words, and basic phrases in common everyday situations; 4. 4. 2. 1 follow word order rules in more complex statements;	1	04.02.	
40	Unit Revision 5. Interim assessment	4. 3. 2. 1 recognise familiar names, words, and basic phrases in common everyday situations; 4. 4. 2. 2 use words, short phrases, and statements to complete a written text at a sentence level;	1	05.02.	
41	Reading: Food Quiz: Healthy or Not?	4. 1. 3. 1 understand an increasing range of instructions and directions; 4. 3. 1. 2 recognise, identify, and sound with support a growing range of language at a text level;	1	11.02.	
42	Project work: “A Traditional Dish”	4. 3. 3. 2 identify the main points of short simple texts with support; 4. 4. 2. 2 use words, short phrases, and statements to complete a written text at a sentence level;	1	12.02.	
43	On the Farm	4. 3. 3. 2 identify the main points of short simple texts with support; 4. 4. 3. 2 write a short paragraph on curricular topics with support; 4. 5. 1. 18 use common past simple forms (was/were) on a limited range of familiar topics.	1	18.02.	
44	What animals are there on the farm?	4. 1. 2. 1 recognise familiar nouns, adjectives, and action words with visual support; 4. 2. 2. 1 use short phrases and statements to provide factual personal information; 4. 5. 1. 15 use prepositions of place and time;	1	19.02.	
45	Grammar. Preposition of place	4. 3. 3. 2 identify the main points of short simple texts with support; 4. 4. 3. 2 write a short paragraph on curricular topics with support;	1	25.02.	

46	Animals in Danger	4. 1. 4. 3 recognise specific information on familiar everyday topics from short recordings with visual support. 4. 2. 3. 1 respond to questions on familiar topics with simple phrases or sentences;	1	26.02.
47	Grammar. Possessive nouns	4. 3. 3. 2 identify the main points of short simple texts with support; 4. 4. 3. 1 create a poster, a postcard, a letter, or an advertisement using simple phrases and sentences.	1	04.03.
48	Where Do Animals Live?	4. 1. 4. 2 understand the main points of short talks on familiar everyday topics; 4. 3. 4. 1 find specific information in different types of texts (social media, emails, advertisements, programs for special events, leaflets, and brochures: day, time, location, etc.);	1	05.03.
49	Project: My favourite animal.	4. 4. 3. 2 write a short paragraph on curricular topics with support; 4. 5. 1. 18 use common past simple forms (was/were) on a limited range of familiar topics.	1	11.03.
50	CLIL 6. History. Mythical Creatures	4. 3. 3. 2 identify the main points of short simple texts with support; 4. 4. 3. 1 create a poster, a postcard, a letter, or an advertisement using simple phrases and sentences.	1	12.03.
51	Unit Revision 6 Interim assessment	4. 3. 4. 1 find specific information in different types of texts (social media, emails, advertisements, programs for special events, leaflets, and brochures: day, time, location, etc.); 4. 4. 3. 2 write a short paragraph on curricular topics with support;	1	18.03.
52	Story 3 (Modules 5-6) A Day at Almaty Zoo	4. 1. 4. 2 understand the main points of short talks on familiar everyday topics; 4. 3. 3. 2 identify the main points of short simple texts with support; 4. 4. 3. 1 create a poster, a postcard, a letter, or an advertisement using simple phrases and sentences.	1	19.03.

4th term 16 hours

53	Travelling. Where Were You?	4. 3. 3. 2 identify the main points of short simple texts with support; 4. 4. 3. 2 write a short paragraph on curricular topics with support; 4. 5. 1. 18 use common past simple forms (was/were) on a limited range of familiar topics.	1	01.04.
54	Unit 7: TRAVELING Places around us. Where was Zippy?	4. 1. 4. 2 understand the main points of short talks on familiar everyday topics; 4. 2. 2. 1 use short phrases and statements to provide factual personal information; 4. 3. 3. 2 identify the main points of short simple texts with support;	1	02.04.

56	My Neighbourhood.	everyday topics; 4. 2. 2. 1 use short phrases and statements to provide factual personal information; 4. 1. 4. 2 understand the main points of short talks on familiar everyday topics; 4. 3. 3. 2 identify the main points of short simple texts with support; 4. 4. 3. 2 write a short paragraph on curricular topics with support;	1	09.04.	
57	CLIL 7. History. The Lost City Of Sauran.	4. 1. 4. 2 understand the main points of short talks on familiar everyday topics; 4. 2. 3. 1 respond to questions on familiar topics with simple phrases or sentences; 4. 3. 3. 2 identify the main points of short simple texts with support; 4. 3. 3. 2 identify the main points of short simple texts with support; 4. 4. 6. 1 apply basic rules of punctuation (use capital letters, full stops, commas, exclamation marks, and question marks).	1	15.04.	
58	Unit revision7 Interim assessment	4. 3. 4. 1 find specific information in different types of texts (social media, emails, advertisements, programs for special events, leaflets, and brochures: day, time, location, etc.); 4. 4. 3. 2 write a short paragraph on curricular topics with support;	1	16.04.	
59	Culture Page 4: Places In Kazakhstan.	4. 1. 4. 3 recognise specific information on familiar everyday topics from short recordings with visual support. 4. 3. 3. 2 identify the main points of short simple texts with support;	1	22.04.	
60	Reading: World Environment Day	4. 3. 2. 1 recognise familiar names, words, and basic phrases in common everyday situations; 4. 4. 3. 2 write a short paragraph on curricular topics with support 4. 5. 1. 4 use common adjectives, including possessive adjectives to describe things, use with considerable support simple one-syllable and some two-syllable adjectives [comparative and superlative] to make comparisons with considerable support; 4. 1. 2. 2 recognise words similar to words in a student's native language; 4. 2. 3. 1 respond to questions on familiar topics with simple phrases or sentences;	1	23.04.	
61	Wonderful World! Which is the smartest robot?	4. 3. 2. 1 recognise familiar names, words, and basic phrases in common everyday situations; 4. 4. 3. 2 write a short paragraph on curricular topics with support 4. 5. 1. 4 use common adjectives, including possessive adjectives to describe things, use with considerable support simple one-syllable and some two-syllable adjectives [comparative and superlative] to make comparisons with considerable support;	1	29.04.	
62	Inventions and bright ideas. Wh-questions.	4. 1. 2. 2 recognise words similar to words in a student's native language; 4. 2. 3. 1 respond to questions on familiar topics with simple phrases or sentences;	1	30.04.	
63	Inventions and bright ideas. Famous people.	4. 3. 2. 2 deduce the meaning of a word in a picture or icon on an increasing range of topics;	1	06.05.	

64	Welcome to the world of DAN Can Run!	4. 4. 2. 1 follow word order rules in more complex statements. 4. 1. 4. 1 recognise simple questions on familiar topics with support; 4. 2. 4. 1 provide simple descriptions of people, objects, actions, and feelings;	1	06.05./ (07.05)	
65	Project.	4. 1. 4. 3 recognise specific information on familiar everyday topics from short recordings with visual support. 4. 2. 3. 1 respond to questions on familiar topics with simple phrases or sentences; 4. 3. 2. 2 deduce the meaning of a word in a picture or icon on an increasing range of topics;	1	13.05.	
66	CLIL 8. Science. Famous Inventors from Kazakhstan.	4. 3. 2. 1 recognise familiar names, words, and basic phrases in common everyday situations; 4. 4. 3. 2 write a short paragraph on curricular topics with support	1	14.05.	
67	Unit Revision 8. Interim assessment	4. 1. 4. 2 understand the main points of short talks on familiar everyday topics; 4. 2. 5. 1 recount very short, basic stories and events on familiar everyday topics (with or without support).	1	20.05.	
68	Story 4 (Modules 7-8): A Great Invention!	4. 1. 4. 1 recognise simple questions on familiar topics with support; 4. 3. 2. 2 deduce the meaning of a word in a picture or icon on an increasing range of topics; 4. 4. 2. 1 follow word order rules in more complex statements.	1	21.05.	
				68 hours	

