

**Международная гимназия Уральска им. Х.Капанова**

«Бекітемін»

«Келісемін»

«Қаралды»

«Утверждаю»

«Согласовано»

«Рассмотрено»

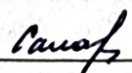
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**Календарно-тематическое планирование в 3 «Б» классе**

**На 2026-2027 учебный год**

Учитель английского языка: Джумагазиева А.Ж

# ПОЯСНИТЕЛЬНАЯ ЗАПИСКА

## к календарно-тематическому планированию по английскому языку на 2026–2027 учебный год

**Класс:** 3

**Количество часов:** Всего: 68 В неделю: 2

**Планирование составлено на основе:**

1. Государственного общеобязательного стандарта начального, основного среднего и общего среднего образования, утверждённого приказом Министра просвещения Республики Казахстан от 3 августа 2022 года №348, с изменениями и дополнениями.
2. Типовой учебной программы по учебному предмету «Английский язык» для 3–4 классов уровня начального образования, утверждённой приказом Министра просвещения Республики Казахстан от 16 сентября 2022 года №399, с изменениями и дополнениями. В 3 классе предусмотрено 2 часа в неделю, 68 часов в учебном году.
3. Типовых учебных планов начального, основного среднего и общего среднего образования, утверждённых приказом Министра образования и науки Республики Казахстан от 8 ноября 2012 года №500, с изменениями и дополнениями.
4. Приказа Министра образования и науки Республики Казахстан от 6 апреля 2020 года №130 «Об утверждении Перечня документов, обязательных для ведения педагогами...», с изменениями и дополнениями.
5. Типовых правил проведения текущего контроля успеваемости, промежуточной и итоговой аттестации обучающихся, утверждённых приказом Министра образования и науки Республики Казахстан от 18 марта 2008 года №125, с изменениями и дополнениями.
6. Инструктивно-методического письма «Об особенностях учебно-воспитательного процесса в организациях среднего образования Республики Казахстан в 2026–2027 учебном году».
7. Приказа и.о. Министра просвещения Республики Казахстан от 29 июля 2026 года №213-НҚ «Об определении сроков начала и завершения 2026–2027 учебного года, а также сроков проведения итоговой аттестации обучающихся в организациях среднего образования».

**Уровень владения английским языком для 3 класса по учебной программе - mid A1.**

**Возные темы по предмету Английский язык в 3 классе распределены данным образом:**

| Term 1           | Term 2           | Term 3          | Term 4         |
|------------------|------------------|-----------------|----------------|
| 1. Hello English | 3. People I love | 5. My free time | 7. Building    |
| 2. My school     | 4. Weather       | 6. Health       | 8. My holidays |

### Цель обучения

Целью обучения английскому языку в 3 классе является формирование начальной коммуникативной компетенции и положительного отношения к изучению иностранного языка.

Содержание обучения направлено на достижение уровня A1.1 и развитие четырёх видов речевой деятельности: аудирования, говорения, чтения и письма.

Обучающиеся учатся понимать простые инструкции и вопросы, использовать элементарные фразы и предложения, рассказывать о себе, семье, друзьях, школе и окружающем мире.

Большое внимание уделяется развитию произносительных навыков, расширению словарного запаса, освоению базовых грамматических структур и формированию навыков общения.

Обучение осуществляется с использованием игровых, коммуникативных, парных и групповых форм работы, наглядности, песен, диалогов и творческих заданий.

**Основные направления обучения**

- Listening — понимание простых инструкций, вопросов и коротких сообщений;
- Speaking — использование слов, фраз и простых предложений;
- Reading — чтение знакомых слов и коротких адаптированных текстов;
- Writing — написание слов, коротких фраз и простых предложений;
- Use of English — освоение базовой лексики и грамматических структур.

**Оценивание**

Оценивание проводится в соответствии с действующими нормативными требованиями и включает формативное и предусмотренное программой промежуточное оценивание.

|          | 3 класс                         | 4 класс                         |
|----------|---------------------------------|---------------------------------|
| четверть | Промежуточная письменная работа | Промежуточная письменная работа |
| I        | 2                               | 2                               |
| II       | 2                               | 2                               |
| III      | 2                               | 2                               |
| IV       | 2                               | 2                               |
| Всего    | 8                               | 8                               |

Основное внимание уделяется степени достижения целей обучения и развитию практических языковых навыков.

#### Методические подходы

Используются коммуникативный, игровой, деятельностный и личностно ориентированный подходы.

Предусматриваются индивидуальная, парная и групповая работа, ролевые игры, мини-проекты, песни, диалоги и работа с визуальными материалами.

Цифровые ресурсы используются с учётом возраста обучающихся и целей урока.

#### Используемый учебно-методический комплекс

Учебник «Top Stars 3 for Kazakhstan», Mitchell H.Q., Malkogianni M., Vasileiou K., Yessenbay A. ;

Издательство: MM Publications ; Год: 2025.

Дополнительные цифровые и образовательные ресурсы используются педагогом в соответствии с целями урока и требованиями программы.

При использовании цифровых инструментов и искусственного интеллекта педагог обеспечивает их педагогическую целесообразность, проверку достоверности информации и сохранение самостоятельности обучающихся

### 3rd grade 2026-2027 academic year

“TOP STARS” for Kazakhstan by: H. Q. Mitchell - Marileni Malkogianni - Konstantina Vasileiou

#### I- TERM

| Unit                                 | Theme                                  | Learning objectives                                                                                                                                                                                                                      | Hours | Date  | Notes |
|--------------------------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------|-------|
| <b>1<sup>st</sup> term -16 hours</b> |                                        |                                                                                                                                                                                                                                          |       |       |       |
| <b>Hello English!</b>                | Hello English! Alphabet.               | 3.3.1.1 recognise sounds and name the letters of the alphabet;<br>3.3.3.1 understand short, simple instructions used in familiar everyday contexts.                                                                                      | 1     | 1.09  |       |
|                                      | Greetings and names: What's Your Name? | 3.1.2.1 recognise familiar words with visual support;<br>3.2.2.1 use isolated words and basic expressions to provide personal information;<br>3.5.1.8 use personal subject and object pronouns in a limited range of familiar topics.    | 1     | 7.09  |       |
|                                      | Best friends. Greetings and names.     | 3.1.3.1 understand a range of short classroom instructions;<br>3.2.3.1 respond to basic questions with single words or short responses.<br>3.5.1.2 use the verb to be for presenting personal information and describe people and things | 1     | 8.09  |       |
|                                      | Comic: About me.                       | 3.1.1.1 recognise the sounds of phonemes and phoneme blends in words;<br>3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics;<br>3.5.1.3 use cardinal numbers 1-10; 11 - 20; 21 – 100;                | 1     | 14.09 |       |
|                                      | Play and Write: About me.              | 3.1.1.1 recognise the sounds of phonemes and phoneme blends in words;<br>3.2.1.1 pronounce various sounds of phonemes and phoneme blends using appropriate stress, rhythm, and intonation;                                               | 1     | 15.09 |       |
|                                      | Project. That is me.                   | 3.1.1.1 recognise the sounds of phonemes and phoneme                                                                                                                                                                                     | 1     | 21.09 |       |

|                                                     |                                                                                                                                                                                                                                                                |   |       |  |
|-----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------|--|
|                                                     | blends in words;<br>3.2.1.1 pronounce various sounds of phonemes and phoneme blends using appropriate stress, rhythm, and intonation;                                                                                                                          |   |       |  |
| CLIL1: Flags.                                       | 3.1.2.1 recognise familiar words with visual support;<br>3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics;                                                                                                               | 1 | 22.09 |  |
| Unit revision 1<br><b>Interim assessment</b>        | 3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics;<br>3.4.1.1 spell accurately a few high-frequency words;                                                                                                                | 1 | 28.09 |  |
| Culture page 1.                                     | 3.1.3.1 understand a range of short classroom instructions;<br>3.3.3.1 understand short, simple instructions used in familiar everyday contexts.                                                                                                               | 1 | 29.09 |  |
| My school:<br>My classroom and classroom activities | 3.1.2.1 recognise familiar words with visual support;<br>3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics;<br><br>3.5.1.9 use imperative forms to give short instructions on a limited range of familiar topics;         | 1 | 5.10  |  |
| Best Friends:<br>My schoolbag.                      | 3.2.3.1 respond to basic questions with single words or short responses;<br>3.3.3.2 find out the main points in short simple descriptions with visual support.<br>3.5.1.11 use has got/ have got; there is/are in a limited range of familiar topics;          | 1 | 6.10  |  |
| Our World: A Strange School.                        | 3.1.2.1 recognise familiar words with visual support;<br>3.2.3.1 respond to basic questions with single words or short responses;<br>3.5.1.7 use demonstrative pronouns this, these, that, and those to indicate things in closed questions with support;      | 1 | 12.10 |  |
| Play and Write:<br>My Classroom                     | 3.1.2.1 recognise familiar words with visual support<br>3.2.3.1 respond to basic questions with single words or short responses;<br>3.5.1.3 use cardinal numbers 1-10; 11 - 20; 21 - 100 to count                                                              | 1 | 13.10 |  |
| CLIL:<br>Calculations.                              | 3.1.2.1 recognise familiar words with visual support<br>3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations;<br>3.4.2.2 use words and short simple phrases to complete a written text at a sentence level; | 1 | 19.10 |  |
| Unit revision 2<br><b>Interim assessment</b>        | 3.1.4.1 understand basic personal questions.<br>3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations;<br>3.4.2.2 use words and short simple phrases to complete a written text at a sentence level;         | 1 | 20.10 |  |
| Story1:(<br>Modules1-2)<br>The New                  | 3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations;<br>3.1.2.1 recognise familiar words with visual support                                                                                               | 1 | 20.10 |  |

**11-term**  
**Learning objectives**  
**2<sup>nd</sup> term - 16 hours**

|               |                                                  |                                                                                                                                                                                                                                                                           |   |       |  |
|---------------|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------|--|
| PEOPLE I LOVE | People I Love:<br>My Family                      | 3.1.2.1 recognise familiar words with visual support;<br>3.2.3.3 make introductions and requests in basic interaction with others<br>3.5.1.2 use the verb to be for presenting personal information and describe people and things on a limited range of familiar topics; | 1 | 2.11  |  |
|               | Best Friends:<br>My Friends                      | 3.1.2.1 recognise familiar words with visual support;<br>3.2.3.1 respond to basic questions with single words or short responses;<br>3.5.1.11 use has got/ have got; there is/are in a limited range of familiar topics.                                                  | 1 | 3.11  |  |
|               | Our World:<br>My Friends                         | 3.1.2.1 recognise familiar words with visual support;<br>3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics;<br>3.5.1.11 use has got/ have got; there is/are in a limited range of familiar topics.                                   | 1 | 9.11  |  |
|               | Play and Write: What do they do on Monday?       | 3.1.3.1 understand a range of short classroom instructions;<br>3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics;<br>3.5.1.10 use common present simple forms and contractions on a limited range of familiar topics;                | 1 | 10.11 |  |
|               | CLIL3: My Family                                 | 3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics;<br>3.4.2.1 follow word order rules in short statements;                                                                                                                           | 1 | 16.11 |  |
|               | Unit Revision3<br><b>Interim assessment</b>      | 3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics;<br>3.4.2.2 use words and short simple phrases to complete a written text at a sentence level.                                                                                     | 1 | 17.11 |  |
|               | Culture page 2:<br>Famous people from Kazakhstan | 3.1.2.1 recognise familiar words with visual support;<br>3.2.3.3 make introductions and requests in basic interaction with others.<br>3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary.                 | 1 | 23.11 |  |
| WEATHER       | Weather:<br>Seasons                              | 3.1.2.1 recognise familiar words with visual support;<br>3.2.3.1 respond to basic questions with single words or short responses<br>3.5.1.10 use common present simple forms and contractions on a limited range of familiar topics;                                      | 1 | 24.11 |  |
|               | Best Friends:<br>Seasons and                     | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support.                                                                                                                                                                               | 1 | 30.11 |  |

|                                                     |                                                                                                                                                                                                                                                                                                            |   |       |  |
|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------|--|
| Weather:                                            | 3.2.3.1 respond to basic questions with single words or short responses<br>3.5.1.8 use personal subject and object pronouns in a limited range of familiar topics;                                                                                                                                         |   |       |  |
| Comic:<br>Clothes I wear.<br>The King's<br>Clothes. | 3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations;<br>3.3.3.1 understand short, simple instructions used in familiar everyday contexts;<br>3.5.1.5 use with considerable support basic determiners a, an, the to identify things;                    | 1 | 1.12  |  |
| Play and<br>Write:<br>Clothes I wear.               | 3.2.3.2 make basic requests related to immediate personal needs;<br>3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations;<br>3.5.1.4 use common adjectives in descriptions of people and things and simple feelings with support;                       | 1 | 7.12  |  |
| Project. What I wear?                               | 3.1.2.1 recognise familiar words with visual support;<br>3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations;<br>3.4.2.1 follow word order rules in short statements;                                                                                  | 1 | 8.12  |  |
| CLIL<br>4:Traditional<br>Costumes                   | 3.1.2.1 recognise familiar words with visual support;<br>3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics;                                                                                                                                                           | 1 | 14.12 |  |
| Unit Revision4<br><b>Interim<br/>assessment</b>     | 3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics;<br>3.4.2.2 use words and short simple phrases to complete a written text at a sentence level.                                                                                                                      | 1 | 15.12 |  |
| STORY 2<br>(MODULES)<br>3-4: The<br>Snowman.        | 3.2.3.1 respond to basic questions with single words or short responses<br>3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations;<br>3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary. | 1 | 21.12 |  |
| PROJECT<br>WORK:<br>What I Wear?                    | 3.2.3.3 make introductions and requests in basic interaction with others.<br>3.5.1.4 use common adjectives in descriptions of people and things and simple feelings with support                                                                                                                           | 1 | 22.12 |  |

### III- term

|  |                            |  |                                        |  |
|--|----------------------------|--|----------------------------------------|--|
|  | <b>Learning objectives</b> |  | <b>3<sup>d</sup> term<br/>20 hours</b> |  |
|--|----------------------------|--|----------------------------------------|--|

### 3<sup>rd</sup> term -21 hours

|                                                   |                                                                                                                                                                                                                                          |   |       |  |
|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------|--|
| I Can Do This!<br>Reading:<br>Amazing<br>Animals. | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support<br>3.3.3.2 find out the main points in short simple descriptions with visual support;<br>3.4.1.1 spell accurately a few high-frequency words; | 1 | 11.01 |  |
|---------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------|--|

|    |                                                             |                                                                                                                                                                                                                                                                    |   |       |  |
|----|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------|--|
| 34 | BEST FRIENDS<br>My toys and sports. I like.                 | 3.2.2.1 use isolated words and basic expressions to provide personal information;<br>3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary.<br>3.5.1.16 use let's + verb, verbs go/like + verb + ing. | 1 | 12.01 |  |
|    | OUR WORLD:<br>Toys and Sports Around the World              | 3.1.4.1 understand basic personal questions;<br>3.2.3.2 make basic requests related to immediate personal needs<br>3.5.1.5 use with considerable support basic determiners a, an, the to identify things;                                                          | 1 | 18.01 |  |
|    | PLAY AND WRITE: My toys and sports. I like....              | 3.1.2.1 recognise familiar words with visual support;<br>3.5.1.10 use common present simple forms contractions on a limited range of familiar topics;<br>3.5.1.13 use can/ can't to describe ability;                                                              | 1 | 19.01 |  |
|    | PROJECT WORK: What can I do?                                | 3.3.1.2 identify and read separate sounds (phonemes) within words, which may be represented by more than one letter;<br>3.4.3.1 create a poster or write a postcard, using words and simple phrases;                                                               | 1 | 25.01 |  |
|    | CLIL 5: Kite Flying                                         | 3.1.2.1 recognise familiar words with visual support;<br>3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary                                                                                        | 1 | 26.01 |  |
|    | Unit revision 5<br><b>Interim assessment</b>                | 3.4.1.1 spell accurately a few high-frequency words;<br>3.4.5.1 apply basic rules of punctuation (use capital letters, full stops, and question marks)                                                                                                             | 1 | 1.02  |  |
|    | CULTURE PAGE 3:<br>ASYK a traditional game from Kazakhstan! | 3.1.2.1 recognise familiar words with visual support;<br>3.3.3.1 understand short, simple instructions used in familiar everyday contexts;<br>3.3.3.2 find out the main points in short simple descriptions with visual support;                                   | 1 | 2.02  |  |
|    | HEALTH: Body parts                                          | 3.1.2.1 recognise familiar words with visual support;<br>3.1.4.2 understand simple descriptions of people, actions, and objects with visual support.<br>3.2.3.1 respond to basic questions with single words or short responses;                                   | 1 | 8.02  |  |
|    | Grammar. Have got/has got                                   | 3.3.3.1 understand short, simple instructions used in familiar everyday contexts;<br>3.4.5.1 apply basic rules of punctuation (use capital letters, full stops, and question marks)                                                                                | 1 | 9.02  |  |
|    | Reading: What Have You Got?                                 | 3.3.3.1 understand short, simple instructions used in familiar everyday contexts;<br>3.5.1.11 use has got/ have got; there is/are in a limited range of familiar topics.                                                                                           | 1 | 15.02 |  |
| 35 | BEST FRIENDS: Healthy food?                                 | 3.2.3.1 respond to basic questions with single words or short responses;<br>3.3.3.2 find out the main points in short simple                                                                                                                                       | 1 | 16.02 |  |

|                                                  |                                                                                                                                                                                                                                                                |   |                 |                                 |
|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-----------------|---------------------------------|
|                                                  | descriptions with visual support;<br>3.5.1.7 use demonstrative pronouns this, these, that, and those to indicate things in closed questions with support;                                                                                                      |   |                 |                                 |
| OUR<br>WORLD:<br>What's your<br>favourite food   | 3.1.2.1 recognise familiar words with visual support;<br>3.2.3.1 respond to basic questions with single words or short responses;<br>3.5.1.1 use singular and plural nouns, including some common irregular plural forms and high-frequency uncountable nouns; | 1 | 22.02           |                                 |
| PLAY AND<br>WRITE:<br>My Favourite<br>Food       | 3.2.4.1 provide simple descriptions of people, and objects.<br>3.3.3.1 understand short, simple instructions used in familiar everyday contexts;<br>3.4.2.2 use words and short simple phrases to complete a written text at a sentence level;                 | 1 | 23.02           |                                 |
| PROJECT<br>WORK:<br>What's in my<br>fridge?      | 3.2.4.1 provide simple descriptions of people, and objects.<br>3.3.1.2 identify and read separate sounds (phonemes) within words, which may be represented by more than one letter;<br>3.4.4.1 link ideas with and, but                                        | 1 | 1.03            |                                 |
| CLIL 6: My<br>plate                              | 3.2.4.1 provide simple descriptions of people, and objects<br>3.4.3.1 create a poster or a postcard, using words and simple phrases                                                                                                                            | 1 | 2.03            |                                 |
| Unit revision 6<br><b>Interim<br/>assessment</b> | 3.3.3.1 understand short, simple instructions used in familiar everyday contexts;<br>3.4.2.2 use words and short simple phrases to complete a written text at a sentence level;                                                                                | 1 | 9.03/<br>8.03   | Приказ<br>от<br>15.09.26<br>№27 |
| Food Pyramid                                     | 3.1.4.1 understand basic personal questions<br>3.2.3.1 respond to basic questions with single words or short responses;<br>3.3.3.1 understand short, simple instructions used in familiar everyday contexts;                                                   | 1 | 9.03            |                                 |
| STORY 3<br>(MODULES<br>5-6): A Day<br>Out        | 3.1.2.1 recognise familiar words with visual support;<br>3.3.3.1 understand short, simple instructions used in familiar everyday contexts;                                                                                                                     | 1 | 16.03/<br>15.03 | Приказ<br>от<br>15.09.26<br>№27 |
| Unit revision:<br>MODULES 5-<br>6                | 3.3.1.2 identify and read separate sounds (phonemes) within words, which may be represented by more than one letter;<br>3.4.1.1 spell accurately a few high-frequency words;                                                                                   | 1 | 16.03           |                                 |

#### IV- term

#### Learning objectives

#### 4<sup>th</sup> term -16 hours

|           |                           |                                                                                                                                                              |   |       |  |
|-----------|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------|--|
| BUILDINGS | BUILDINGS:<br>Cool House. | 3.3.3.1 understand short, simple instructions used in familiar everyday contexts;<br>3.5.1.12 use basic adverbs of place here/there to say where things are; | 1 | 29.03 |  |
|           | BEST<br>FRIENDS:          | 3.1.2.1 recognise familiar words with visual support;<br>3.2.3.1 respond to basic questions with single words or                                             | 1 | 30.03 |  |

|             |                                             |                                                                                                                                                                                                                                                                                                             |   |       |  |
|-------------|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------|--|
| 5           | My house, my room and objects               | short responses<br>3.5.1.14 use basic prepositions of place                                                                                                                                                                                                                                                 |   |       |  |
|             | OUR WORLD: My Bedroom                       | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support<br>3.2.2.1 use isolated words and basic expressions to provide personal information;<br>3.5.1.1 use singular and plural nouns, including some common irregular plural forms and high-frequency uncountable nouns | 1 | 5.04  |  |
|             | PLAY AND WRITE: The Funny Town              | 3.3.3.1 understand short, simple instructions used in familiar everyday contexts;<br>3.3.4.1 find specific information in different types of texts (postcards, posters, flyers, messages, and notices: places, time, and prices);<br>3.5.1.3 use cardinal numbers 1-10; 11-20; 21 – 100;                    | 1 | 6.04  |  |
|             | PROJECT WORK: My Town                       | 3.2.1.1 pronounce various sounds of phonemes and phoneme blends using appropriate stress, rhythm, and intonation;<br>3.4.2.2 use words and short simple phrases to complete a written text at a sentence level;                                                                                             | 1 | 12.04 |  |
|             | CLIL 7: Wonderful Cities                    | 3.1.2.1 recognise familiar words with visual support;<br>3.3.3.2 find out the main points in short simple descriptions with visual support;                                                                                                                                                                 | 1 | 13.04 |  |
|             | Unit revision7<br><b>Interim assessment</b> | 3.2.3.2 make basic requests related to immediate personal needs<br>3.4.1.1 spell accurately a few high-frequency words;                                                                                                                                                                                     | 1 | 19.04 |  |
| MY HOLIDAYS | CULTURE PAGE 4: Day and Night in Astana     | 3.1.2.1 recognise familiar words with visual support;<br>3.3.3.2 find out the main points in short simple descriptions with visual support;<br>3.4.1.1 spell accurately a few high-frequency words;                                                                                                         | 1 | 20.04 |  |
|             | MY HOLIDAYS: Family holidays                | 3.1.2.1 recognise familiar words with visual support;<br>3.3.3.1 understand short, simple instructions used in familiar everyday contexts;<br>3.5.1.6 use interrogative pronouns who, what, where, how, and when to ask basic questions                                                                     | 1 | 26.04 |  |
|             | BEST FRIENDS; Where are the children?       | 3.2.3.1 respond to basic questions with single words or short responses<br>3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary.<br>3.5.1.14 use basic prepositions of place;                                                                 | 1 | 27.04 |  |
|             | OUR WORLD: Summer in Australia              | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support;<br>3.3.4.1 find specific information in different types of texts (postcards, posters, flyers, messages, and notices: places, time, and prices);<br>3.5.1.15 use basic prepositions of time                      | 1 | 4.05  |  |

|    |                                                 |                                                                                                                                                                                                                                                                                   |   |       |  |
|----|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|-------|--|
| 64 | PROJECT<br>WORK:<br>My Holiday                  | 3.2.3.1 respond to basic questions with single words or short responses;<br>3.4.3.1 create a poster or write a postcard, using words and simple phrases;<br>3.5.1.6 use interrogative pronouns who, what, where, how, and when to ask basic questions;                            | 1 | 11.05 |  |
| 65 | CLIL 8: Let's go shopping!                      | 3.4.1.1 spell accurately a few high-frequency words;<br>3.3.4.1 find specific information in different types of texts (postcards, posters, flyers, messages, and notices: places, time, and prices);                                                                              | 1 | 17.05 |  |
| 66 | Unit revision8<br><b>Interim<br/>assessment</b> | 3.1.2.1 recognise familiar words with visual support<br>3.2.3.1 respond to basic questions with single words or short responses<br>3.3.3.1 understand short, simple instructions used in familiar everyday contexts;                                                              | 1 | 18.05 |  |
| 7  | STORY 4<br>(MODULES<br>7-8): At The Beach       | 3.1.5.1. use contextual clues to predict content in short, supported talk on a limited range of familiar topics.<br>3.3.3.1 understand short, simple instructions used in familiar everyday contexts;                                                                             | 1 | 24.05 |  |
|    | Earth day                                       | 3.1.5.1. use contextual clues to predict content in short, supported talk on a limited range of familiar topics.<br>3.2.3.1 respond to basic questions with single words or short responses;<br>3.3.3.1 understand short, simple instructions used in familiar everyday contexts; | 1 | 25.05 |  |