

Международная гимназия Уральска им. Х.Капанова

«Бекітемін»

«Келісемін»

«Қаралды»

«Утверждаю»

«Согласовано»

«Рассмотрено»

Директор МГУ

Зам.директора по УВР

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Календарно-тематическое планирование в 4 «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: 4

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-НК «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 4 класса по учебной программе - mid A1.**
- Сквозные темы по предмету Английский язык в 3 классе распределены данным образом:**

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

Цель обучения

Целью обучения в 4 классе является дальнейшее развитие коммуникативной компетенции и подготовка обучающихся к переходу на уровень основного среднего образования.

Планируемый уровень — A1.2, с последовательным достижением уровня A1.

Обучающиеся совершенствуют навыки аудирования, говорения, чтения и письма, учатся понимать основную информацию, участвовать в диалогах, описывать людей, предметы, места и события, а также создавать небольшие письменные тексты.

Особое внимание уделяется расширению словарного запаса, развитию произношения и практическому применению грамматических структур.

Основные направления обучения

- развитие Listening, Speaking, Reading, Writing;
- расширение активного словаря;
- развитие навыков диалогической и монологической речи;
- чтение коротких текстов;
- написание открыток, сообщений, коротких абзацев;
- развитие элементарной функциональной грамотности.

Оценивание

Оценивание осуществляется на основе целей обучения и действующих нормативных требований.

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

Основной акцент делается на практическом использовании английского языка и постепенном повышении самостоятельности обучающихся.

Методические подходы

Используются коммуникативные, игровые, практические и проектные методы, парная и групповая работа, ролевые игры, диалоги, презентации и творческие задания.

Используемый учебно-методический комплекс

Учебник «Top Stars 4 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

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	Hour s	Date	Notes
1 st 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	1.09	
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	7.09	
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	8.09	
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	14.09	
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	15.09	
6		CLIL 1:	4. 3. 1. 2 recognise, identify, and sound with support	1	21.09	

	Maths. Numbers	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;			
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	22.09	
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	28.09	
9	Reading: Internationa l day of friendship	4. 1. 5. 1. use contextual clues to predict content in short, 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	29.09	
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	5.10	
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	6.10	
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	12.10	
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	13.10	
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	19.10	
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	20.10	
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	20.10	

2nd 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	2.11	
18	Sports and exercises	4. 1. 4. 3 recognise specific information on familiar everyday topics from short recordings with visual support; 4. 2. 2. 1 use short phrases and statements to provide factual personal information; 4. 3. 3. 1 follow short written instructions and directions;	1	3.11	
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	9.11	
21	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	10.11	
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	16.11	
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	17.11	
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	23.11	
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	24.11	
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	30.11	

6	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	1.12	
7	People at work	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. 10 use common simple present forms, including short answer forms contractions on a growing range of familiar topics.	1	7.12	
8	Grammar: What do you do?	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	8.12	
	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	14.12	
	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	15.12	
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	21.12	
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	22.12	

3rd term 20 hours

33	Unit 5: FOOD AND DRINKS	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	11.01	
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	12.01	
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 of language at a text level;	1	18.01	

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	19.01	
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	25.01	
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	26.01	
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	1.02	
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	2.02	
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	8.02	
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	9.02	
43	Unit 6: ANIMALS	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	15.02	
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	16.02	
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	22.02	
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	23.02	
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	1	1.03	

Where Do Animals Live?	advertisement using simple phrases and sentences. 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	2.03	
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	9.03/8.03	Приказ от 15.09.26 №27
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	9.03	
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	16.03/15.03	Приказ от 15.09.26 №27
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	16.03	

4th term 16 hours

	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	29.03	
	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	30.03	
5	Unit 7: TRAVELING My Neighbourhood.	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	5.04	
56	Sights in Kazakhstan and the UK	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	6.04	
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	1	12.04	

Unit 8: WONDERFUL WORLD!	Unit revision7 Interim assessment	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	13.04	
	Culture Page 4: Places In Kazakhstan.	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	19.04	
	Reading: World Environment Day	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	20.04	
	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	26.04	
	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	27.04	
	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; 4. 4. 2. 1 follow word order rules in more complex statements.	1	4.05	
	Welcome to the world of DAN Can Run!	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	11.05	
	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	17.05	
	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	18.05	

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	24.05	
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	25.05	