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Білім және ғылым министрінің  
2018 жылғы «10» мамырдағы  
№ 199 бұйрығына 5-қосымша

Қазақстан Республикасы  
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Бастауыш білім беру деңгейінің  
1-4-сыныптарына арналған «Ағылшын тілі» пәнінен  
үлгілік оқу бағдарламасы

Chapter 1. General provisions

1. The Subject Programme was developed in accordance with the State Compulsory Education Standard (primary, lower secondary, and upper secondary education) approved by Republic of Kazakhstan government decree № 1080 dated 23 August 2012.

2. The English curriculum aims to develop learners who gain the A 1 level of language skills through the following:

- 1) varied tasks which foster analysis, evaluation and creative thinking;
- 2) exposure to a wide variety of spoken and written sources;
- 3) stimulating and challenging subject matter.

3. In the primary school years, the content of the programme is aimed at developing learners' ability to use English in daily exchanges and providing a sound basis for further study. The primary English language programme aims to develop learners' English language skills, develop learners' interest and self-confidence, and instil a positive attitude towards learning English.

4. Each Subject Programme implements trilingual education. It means that both learning and extracurricular activities are done in three languages (Kazakh, Russian, and English). With each subject contributing to the creation of a multilingual learning environment, the Subject Programme enforces the trilingual education policy.

5. The Subject Programme cultivates basic values of education through the joint development of personality and universal skills. The basic values are patriotism towards Kazakhstan and civil responsibility, respect, cooperation, labour and creativity, openness, and life-long education. These values are to guide the learner on a permanent basis, motivating their behaviour and daily activity.

## Chapter 2. Description of the organisational requirements for the English language programme

### 6. Distribution of annual number of teaching hours per grades:

- 1) in the 1st grade have 2 hours a week, 66 hours a year;
- 2) in the 2d grade have 2 hours a week, 68 hours a year;
- 3) in the 3d grade have 2 hours a week, 68 hours a year;
- 4) in the 4th grade have 2 hours a week, 68 hours a year.

### 7. The basic programme content for 1<sup>st</sup> grade:

1) listening: short basic instructions for a limited range of classroom routines spoken slowly and distinctly, basic common personal questions spoken slowly and distinctly, common names and names of places, spoken form of a limited range of everyday and classroom words, short basic questions about what something is, sounds of phonemes and phoneme blends, names of letters of the alphabet;

2) speaking: basic personal statements about people, objects and classroom routines, questions in basic exchanges about people, objects and classroom routine, pronouncing familiar words and expressions intelligibly, basic supported questions about people, objects and classroom routines, making introductions and requests in basic interactions with others;

3) reading: sounding and naming the letters of the alphabet, recognising initial letters in names and places, identifying some familiar sight words from local environment, using the alphabet to place the first letters of word in alphabetical order;

4) use of English: singular nouns, plural nouns – to talk about people and places, cardinal numbers 1 – 20 to count; basic adjectives to describe people and things; determiners a, an, some, the, this, these to indicate what/where something is; interrogative pronouns which, what, where, how to ask basic questions; demonstrative pronouns this, these that, those to indicate things; personal subject and object pronouns to give basic personal information; simple imperative forms [positive] for basic commands or instructions; common present simple forms [positive, negative and question] to give basic personal information.

### 8. The basic programme content for 2<sup>nd</sup> grade:

1) listening: a range of short basic supported classroom instructions, an increasing range of common personal questions; the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number; short basic questions relating to features such as colour and number; identifying missing phonemes in incomplete words; some specific information in short, slow, carefully articulated talk on routine and familiar topics; usage of contextual clues to predict content in short, supported talk on routine and familiar topics; short narratives spoken slowly and distinctly on routine and familiar topics; the spoken form of familiar words and expressions;

2) speaking: basic statements related to personal information, people and objects on familiar topics and classroom routines; questions in order to satisfy basic

needs and find information on familiar topics and classroom routines; usage of a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines; responding to basic supported questions giving personal and factual information; short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges; placing the stress correctly on familiar polysyllabic words; simple instructions for others to follow;

3) reading: identifying, remembering and sounding out high-frequency sound and letter patterns; reading and following with considerable support simple, words, phrases and sentences on familiar topics; the main points of simple sentences on familiar topics by using contextual clues; understanding with considerable and particularly visual support, some specific information in short, simple texts on familiar topics;

4) writing: short responses at phrase level to questions and other prompts with support; letters and familiar high frequency words when read aloud or spelt; short phrases to identify people, places and objects; letters and familiar high frequency words when read aloud or spelt out for learners; upper and lower case letters accurately when writing familiar high frequency words; spelling some familiar high-frequency words accurately during guided writing activities; a full stop when writing very high-frequency short sentences in guided writing activity;

5) use of English: singular nouns, plural nouns – including some common irregular plural forms in giving simple descriptions; cardinal numbers 1-50 to count; common adjectives in descriptions and to talk about simple feelings; determiners a, an, the, some, any, this, these, that, those to identify things; interrogative pronouns including which, what, where, whose to ask who people are and what they are doing; demonstrative pronouns this, these, that, those to make and respond to requests for information; personal subject and object pronouns to describe people and things; simple imperative forms [positive and negative] for basic commands and instructions; use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts; common present continuous forms [positive, negative, question]; have got + noun to describe and ask about possessions; basic adverbs of place here/there to say where things are; can to talk about ability and to make requests and offers, can/can't to talk about permission; basic prepositions of location and position: at, behind, between, in, in front of, near, next to, on, to to describe where people and things are; prepositions of time: on, in, at to talk about days and times; would you like + noun, to enquire, like + verb + ing to express likes and dislikes; conjunctions and, or, but to link words and phrases; me, too to give short answers.

#### 9. The basic programme content for 3<sup>rd</sup> grade:

1) listening: short supported classroom instructions in an increasing range of classroom routines; a limited range of short supported questions which ask for personal information; the main points of short, slow, carefully articulated talk on a

limited range of general and some curricular topics; a limited range of short supported questions on general and some curricular topics; distinguishing between phonemically distinct words; some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics; contextual clues to predict content in short supported talk on a limited range of general and some curricular topics; short, narratives on a limited range of general and some curricular topics; short basic words that are spelt out;

2) speaking: basic statements which provide personal information on a limited range of general topics; questions to find out about present experiences on a limited range of general and some curricular topics; short, basic description of people and objects, begin to describe past experiences on a limited range of general and some curricular topics; responding to questions on a limited range of general and some curricular topics; pronouncing familiar words and short phrases intelligibly when reading aloud; taking turns when speaking with others in a limited range of short, basic exchanges; contributing a limited range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges; recounting very short, basic stories and events on a limited range of general and some curricular topics;

3) reading: recognising, identifying and sounding with support a limited range of familiar words in simple sentences; rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics; using with some support a simple picture dictionary; the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues; understanding with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics;

4) writing: planning, writing and checking short sentences with considerable support on a limited range of personal, general and some curricular topics; words and phrases of regular size and shape; short phrases to identify people, places and objects; short basic sentences with appropriate spaces between words; linking with support words or phrases using basic coordinating connectors; upper and lower case letters accurately when writing names, places and short sentences during guided writing activities; spelling a growing number of familiar high-frequency words accurately during guided writing activities; appropriate use of a full stop during guided writing of short, familiar sentences;

5) use of English: singular nouns, plural nouns – including some common irregular plural forms, possessive forms 's/s' with proper names and nouns to talk about ownership; cardinal numbers 1 – 100 to count and ordinal numbers 1 – 10; adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things, simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons; determiners a, an, the, some, any, this, these, that, those to refer to things on a limited range general and some curricular topics; use interrogative pronouns including: which, what, where, whose,

how many, what kind of ... on a limited range of familiar topics; demonstrative pronouns this, these, that, those in open and closed questions; personal object pronouns [indirect] in conjunction with direct object nouns to describe actions and events. Imperative forms [positive and negative] to give short instructions on limited range of familiar topics; 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 and feelings; common present continuous forms, including short answers and contractions, to talk about what is happening now; has got/have got there is/are statement and question forms including short answers and contractions; adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner example given well, badly; can to make requests and ask permission, must/mustn't/have to to talk about obligation; 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, use prepositions of time: on, in, at to talk about days and times and no preposition last week; would you like to to invite and use appropriate responses yes please, no thanks, let's + verb, verbs go enjoy like + verb + ing; conjunctions and, or, but to link words and phrases; me, too and I don't to give short answers.

#### 10. The basic programme content for 4<sup>th</sup> grade:

1) listening: an increasing range of classroom instructions; an increasing range of supported questions which ask for personal information; the main points of short supported talk on an increasing range of general and some curricular topics; an increasing range of short supported questions on general and some curricular topics; identifying initial, middle and final phonemes and blends; some specific information and detail of short supported talk on an increasing range of general and some curricular topics; contextual clues to predict content and meaning in short supported talk on an increasing range of general and some curricular topics; short, supported narratives on an increasing range of general and some curricular topics; recognising words that are spelt out from a limited range of general and curriculum topics, words similar to words in student native language;

2) speaking: basic statements which provide information on an increasing range of general and some curricular topics; questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics; short, basic description of people and objects; describing past experiences on an increasing range of general and some curricular topics; responding to questions on an increasing range of general and some curricular topics; pronouncing an increasing range of words, short phrases and simple sentences intelligibly; turns when speaking with others in a growing range of short, basic exchanges; basic likes and dislikes, recounting short, basic stories and events on a limited range of general and some curricular topics;

3) reading: recognising, identifying and sounding with support a growing

range of language at text level; short simple fiction and non-fiction texts with some support; basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics; finding with support books, worksheets and other print materials in a class or school library according to classification; the main points of short simple texts on a growing range general and some curricular topics by using contextual clues; understanding with some support some specific information and detail in short, simple texts on a growing range of general and some curricular topics;

4) writing: planning, writing and checking sentences with support on a range of basic personal, general and some curricular topics; joined-up handwriting in a limited range of written work; short sentences which describe people, places and objects with support; a sequence of short sentences in a paragraph to give basic personal information; linking sentences using basic coordinating connectors; upper and lower case letters accurately when writing names, places and short sentences when writing independently; spelling most familiar high-frequency words accurately when writing independently; appropriate use of full stops and question marks, at sentence level with some accuracy when writing independently;

5) use of English: singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive ‘s/s’ to name, describe and label things; cardinal numbers 1 – 1000 and ordinal numbers 1 – 100; adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things; simple one-syllable and some two-syllable adjectives [comparative and superlative] to make comparisons; determiners a, an, the, zero article, some, any, this, these, that, those to refer to things on a growing range of general and some curricular topics; interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of to ask questions on growing range of familiar topics; demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and responses; personal subject and object pronouns, including indirect object pronouns and use possessive pronouns mine, yours to give personal information and describe actions and events; imperative forms [positive and negative] to give short instructions on a growing range of familiar topics; use common simple present forms, including short answer forms and contractions, to give personal information and talk about habitual actions, facts and future timetabled events continue to use common past simple forms [regular and irregular] to describe actions and feelings and narrate simple events including short answer forms and contractions; common present continuous forms, including short answers and contractions, to talk about what is happening now and future arrangements on a limited range of personal and familiar topics, -ing forms swimming, spelling as nouns to describe familiar and classroom activities; has got/ have got there is/are statement, negative, question forms including short and full answers and contractions; adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner example given well, badly, common -ly

manner adverbs to describe actions example given slowly, quickly; can to make requests and ask permission; must/mustn't/have to to talk about obligation, use have + object + infinitive to talk about obligations; prepositions of location, position and direction: at, in, on, behind, between, in front of, near, next to, opposite, above, up, down, on the right, on the left, prepositions of time: in, on, at, before, after, with/without to indicate, accompaniment with for instrument and for to indicate recipient; would you like to to invite and use appropriate responses yes please, no thanks, let's + verb, verbs go enjoy like + verb + ing; infinitive of purpose to describe simple actions and verbs want, start + infinitive, declarative what [a/an] + adjective + noun to show feelings; conjunctions and, or, but, because to link words and phrases; me, too and I don't to give short answers; when clauses to describe simple present and past actions on personal and familiar topics.

#### 11. Types of speech activity:

1) strand 1 «Listening»: a learner understands the main ideas of a short talk on familiar topics, recognizes familiar words and phrases, understands short questions about colours and numbers, uses contextual clues to predict the content and meaning of a short talk on familiar topics, understands the general meaning of short stories pronounced slowly and clearly;

2) strand 2 «Speaking»: a learner formulates basic utterances about themselves, formulates questions, responds to questions, pronounces basic words and phrases describing things and events demonstrating correct intonation and stress, expresses what he/she likes and dislikes;

3) strand 3 «Reading»: a learner uses an illustrated dictionary, reads and understands short fiction and non-fiction texts about social and everyday-life matters, determines the main idea of short texts, identifies specific information and details in short texts, identifies universal human values in works of Kazakh and world literature;

4) strand 4 «Writing»: a learner writes frequently used words correctly demonstrating their knowledge of the differences between their spelling and pronunciation, writes short dictated sentences, uses end-of-sentence punctuation marks correctly;

5) strand 5: «Use of English»: a learner expresses themselves using basic modals and common present and past simple and continuous forms to describe events and give personal information.

### Chapter 3. Learning objectives system

12. Education aims in the programme are presented by the codes. The first number in the code is a grade, the second one is the number of the strand, the third and fourth ones are the number of the aim. For example, 1.1.2.1 «1» is grade, «1» is number of strand, «1.2» are numbers number of the aim.

### 13. The English language learning objectives system:

#### 1) strand 1 «Listening»:

Grade 1	Grade 2	Grade 3	Grade 4
working towards A1	low A1	mid A1	high A1
1.1.1.1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly	2.1.1.1 understand a range of short basic supported classroom instructions	3.1.1.1 understand short supported classroom instructions in an increasing range of classroom routines	4.1.1.1 understand an increasing range of classroom instructions
1.1.2.1 recognise with support a limited range of basic common personal questions spoken slowly and distinctly	2.1.2.1 recognise with considerable support an increasing range of common personal questions	3.1.2.1 understand a limited range of short supported questions which ask for personal information	4.1.2.1 understand an increasing range of supported questions which ask for personal information
1.1.3.1 recognise with support common names and names of places, recognise the spoken form of a limited range of everyday and classroom words	2.1.3.1 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number	3.1.3.1 understand the main points of short, slow, carefully articulated talk on a limited range of general and some curricular topics	4.1.3.1 understand the main points of short supported talk on an increasing range of general and some curricular topics
1.1.4.1 recognise with support short basic questions about what something is	2.1.4.1 recognise with support short basic questions relating to features such as colour and number	3.1.4.1 understand a limited range of short supported questions on general and some curricular topics	4.1.4.1 understand an increasing range of short supported questions on general and some curricular topics
1.1.5.1 recognise the sounds of phonemes and phoneme blends	2.1.5.1 identify missing phonemes in incomplete words	3.1.5.1 distinguish between phonemically distinct words	4.1.5.1 identify initial, middle and final phonemes and blends
	2.1.6.1 understand some specific information in short, slow, carefully articulated talk on routine and familiar topics	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	4.1.6.1 understand some specific information and detail of short, supported talk on an increasing range of general and some curricular topics
	2.1.7.1 use contextual clues to predict	3.1.7.1 use contextual clues to predict	4.1.7.1 use contextual clues to predict content



	content in short, supported talk on routine and familiar topics	content in short, supported talk on a limited range of general and some curricular topics	and meaning in short supported talk on an increasing range of general and some curricular topics
	2.1.8.1 understand short narratives spoken slowly and distinctly on routine and familiar topics	3.1.8.1 understand short, narratives on a limited range of general and some curricular topics	4.1.8.1 understand short, supported narratives on an increasing range of general and some curricular topics
1.1.9.1 recognise the names of letters of the alphabet	2.1.9.1 recognise the spoken form of familiar words and expressions	3.1.9.1 recognise short basic words that are spelt out	4.1.9.1 recognise words that are spelt out from a limited range of general and curriculum topics
			4.1.10.1 recognise words similar to words in student native language

## 2) strand 2 «Speaking»:

Grade 1	Grade 2	Grade 3	Grade 4
working towards A1	low A1	mid A1	high A1
1.2.1.1 make basic personal statements about people, objects and classroom routines	2.2.1.1 make basic statements related to personal information, people and objects on familiar topics and classroom routines	3.2.1.1 make basic statements which provide personal information on a limited range of general topics	4.2.1.1 make basic statements which provide information on an increasing range of general and some curricular topics
1.2.2.1 ask questions in basic exchanges about people, objects and classroom routines	2.2.2.1 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines	3.2.2.1 ask questions to find out about present experiences on a limited range of general and some curricular topics	4.2.2.1 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics
1.2.3.1 pronounce familiar words and expressions intelligibly	2.2.3.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines	3.2.3.1 give short, basic description of people and objects on a limited range of general and some curricular topics	4.2.3.1 give short, basic description of people and objects on a limited range of general and some curricular topics, begin to describe past experiences on an increasing range of general and some curricular topics

1.2.4.1 respond to basic supported questions about people, objects and classroom routines	2.2.4.1 respond to basic supported questions giving personal and factual information	3.2.4.1 respond to questions on a limited range of general and some curricular topics	4.2.4.1 respond to questions on an increasing range of general and some curricular topics
1.2.5.1 use words in short exchanges	2.2.5.1 begin to articulate clearly the difference between various sounds	3.2.5.1 pronounce familiar words and short phrases intelligibly when reading aloud	4.2.5.1 pronounce an increasing range of words, short phrases and simple sentences intelligibly
1.2.6.1 make introductions and requests in basic interactions with others	2.2.6.1 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges	3.2.6.1 take turns when speaking with others in a limited range of short, basic exchanges	4.2.6.1 take turns when speaking with others in a growing range of short, basic exchanges
	2.2.7.1 place stress correctly on familiar polysyllabic words	3.2.7.1 contribute a limited range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges	4.2.7.1 contribute a growing range of suitable words, phrases, and sentences during short pair, group and whole class exchanges
	2.2.8.1 give simple instructions for others to follow	3.2.8.1 recount very short, basic stories and events on a limited range of general and some curricular topics	4.2.8.1 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics

### 3) strand 3 «Reading»:

Grade 1	Grade 2	Grade 3	Grade 4
working towards A1	low A1	mid A1	high A1
1.3.1.1 recognise sound and name the letters of the alphabet	2.3.1.1 read and spell out words for others	3.3.1.1 recognise, identify and sound with support a limited range of familiar words in simple sentences	4.3.1.1 recognise, identify and sound with support a growing range of language at text level
1.3.2.1 recognise initial letters in names and places	2.3.2.1 identify, remember and sound out high-frequency sound and letter patterns	3.3.2.1 read and follow with limited support familiar instructions for classroom activities	4.3.2.1 read and understand with some support short simple fiction and non-fiction texts

1.3.3.1 recognise and identify some familiar sight words from local environment	2.3.3.1 read and follow with considerable support simple, words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities	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	4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics
1.3.4.1 use the alphabet to place the first letters of word in alphabetical order	2.3.4.1 begin to use with support a simple picture dictionary	3.3.4.1 use with some support a simple picture dictionary	4.3.4.1 find with support books, worksheets and other print materials in a class or school library according to classification
	2.3.5.1 understand the main points of simple sentences on familiar topics by using contextual clues	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	4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues
	2.3.6.1 understand with considerable and particularly visual support, some specific information in short, simple texts on familiar 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	4.3.6.1 understand with some support some specific information and detail in short, simple texts on a growing range of general and some curricular topics

#### 4) strand 4 «Writing»:

Grade 1	Grade 2	Grade 3	Grade 4
working towards A1	low A1	mid A1	high A1
	2.4.1.1 write with support short responses at phrase level to questions and other prompts	3.4.1.1 plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics	4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics
	2.4.2.1 write letters and familiar high frequency words when read aloud or spelt	3.4.2.1 write words and phrases of regular size and shape	4.4.2.1 begin to use joined-up handwriting in a limited range of written work

	2.4.3.1 write short phrases to identify people, places and objects	3.4.3.1 write short phrases to identify people, places and objects	4.4.3.1 write with support short sentences which describe people, places and objects
		3.4.4.1 write with support short basic sentences with appropriate spaces between words	4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information
	2.4.5.1 write letters and familiar high frequency words when read aloud or spelt out for learners	3.4.5.1 link with support words or phrases using basic coordinating connectors	4.4.5.1 link with some support sentences using basic coordinating connectors
	2.4.6.1 use with support upper and lower case letters accurately when writing names and address	3.4.6.1 use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities	4.4.6.1 use upper and lower case letters accurately when writing names, places and short sentences when writing independently
	2.4.7.1 spell some familiar high-frequency words accurately during guided writing activities	3.4.7.1 spell a growing number of familiar high-frequency words accurately during guided writing activities	4.4.7.1 spell most familiar high-frequency words accurately when writing independently
	2.4.8.1 include a full stop when writing very high-frequency short sentences in guided writing activity	3.4.8.1 include appropriate use of a full stop during guided writing of short, familiar sentences	4.4.8.1 to include appropriate use of full stops and question marks, at sentence level with some accuracy when writing independently

5) strand 5 «Use of English»:

Grade 1	Grade 2	Grade 3	Grade 4
working towards A1	low A1	mid A1	high A1
1.5.1.1 use singular nouns, plural nouns – to talk about people and places	2.5.1.1 use singular nouns, plural nouns – including some common irregular plural forms in giving simple descriptions	3.5.1.1 use singular nouns, plural nouns – including some common irregular plural forms use possessive forms ‘s/s’ with proper names and nouns to	4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive ‘s/s’ to name, describe and

		talk about ownership	label things
1.5.2.1 use cardinal numbers 1 – 20 to count	2.5.2.1 use cardinal numbers 1 – 50 to count	3.5.2.1 use cardinal numbers 1 – 100 to count and ordinal numbers 1 – 10	4.5.2.1 use cardinal numbers 1 – 1000 and ordinal numbers 1– 100
1.5.3.1 use basic adjectives to describe people and things	2.5.3.1 use common adjectives in descriptions and to talk about simple feelings	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	4.5.3.1 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one-syllable and some two-syllable adjectives [comparative and superlative] to make comparisons
1.5.4.1 use determiners a, an, some, the, this, these to indicate what/where something is	2.5.4.1 use determiners a, an, the, some, any, this, these, that, those to identify things	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	4.5.4.1 use determiners a, an, the, zero article, some, any, this, these, that, those to refer to things on a growing range of general and some curricular topics
1.5.5.1 use interrogative pronouns which, what, where, how to ask basic questions	2.5.5.1 use interrogative pronouns including which, what, where, whose to ask who people are and what they are doing	3.5.5.1 use interrogative pronouns including: which, what, where, whose, how many, what kind of ... on a limited range of familiar topics	4.5.5.1 use interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of to ask questions on growing range of familiar topics
1.5.6.1 use demonstrative pronouns this, these, that, those to indicate things	2.5.6.1 use demonstrative pronouns this, these, that, those to make and respond to requests for information	3.5.6.1 use demonstrative pronouns this, these, that, those in open and closed questions	4.5.6.1 use demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and responses
1.5.7.1 use personal subject and object pronouns to give basic personal information	2.5.7.1 use personal subject and object pronouns to describe people and things	3.5.7.1 use personal object pronouns [indirect] in conjunction with direct object nouns to describe actions and events	4.5.7.1 use personal subject and object pronouns, including indirect object pronouns and use possessive pronouns mine, yours to give personal information and describe actions and events

1.5.8.1 use simple imperative forms [positive] for basic commands or instructions	2.5.8.1 use simple imperative forms [positive and negative] for basic commands and instructions	3.5.8.1 use imperative forms [positive and negative] to give short instructions on limited range of familiar topics	4.5.8.1 use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics
1.5.9.1 use common present simple forms [positive, negative and question] to give basic personal information	2.5.9.1 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts	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, use common past simple forms to describe actions and feelings	4.5.9.1 use common simple present forms, including short answer forms and contractions, to give personal information and talk about habitual actions, facts and future timetabled events continue to use common past simple forms [regular and irregular] to describe actions and feelings and narrate simple events including short answer forms and contractions
	2.5.10.1 use common present continuous forms [positive, negative, question]	3.5.10.1 use common present continuous forms, including short answers and contractions, to talk about what is happening now	4.5.10.1 use common present continuous forms, including short answers and contractions, to talk about what is happening now and future arrangements on a limited range of personal and familiar topics, use -ing forms swimming, spelling as nouns to describe familiar and classroom activities
1.5.11.1 use there is/there are to make short statements and ask questions	2.5.11.1 use have got + noun to describe and ask about possessions	3.5.11.1 use has got/ have got there is/are statement and question forms including short answers and contractions	4.5.11.1 use has got/ have got there is/are statement, negative, question forms including short and full answers and contractions
	2.5.12.1 use basic adverbs of place here/there to say where things are	3.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to	4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to

		indicate when and how often, begin to use simple adverbs of manner example given well, badly	indicate when and how often, begin to use simple adverbs of manner example given well, badly, use common -ly manner adverbs to describe actions example given slowly, quickly
1.5.13.1 use can/can't to describe ability	2.5.13.1 use can to talk about ability and to make requests and offers, use can/can't to talk about permission	3.5.13.1 use can to make requests and ask permission, use must/mustn't/have to to talk about obligation	4.5.13.1 use can to make requests and ask permission, use must/mustn't/have to to talk about obligation, use have + object + infinitive to talk about obligations
1.5.14.1 use basic prepositions of location and position example given in, at, next to, near, on, to describe where people and things are, use basic prepositions of time: on to talk about days	2.5.14.1 use basic prepositions of location and position: at, behind, between, in, in front of, near, next to, on, to describe where people and things are, use prepositions of time: on, in, at to talk about days and times	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, use prepositions of time: on, in, at to talk about days and times and no preposition next/last week	4.5.14.1 use prepositions of location, position and direction: at, in, on, behind, between, in front of, near, next to, opposite, above, up, down, on the right, on the left, use prepositions of time: in, on, at, before, after, use with/without to indicate accompaniment with for instrument and for to indicate recipient
		3.5.15.1 use would you like to to invite and use appropriate responses yes please, no thanks, use let's + verb, verbs go enjoy like + verb + ing	4.5.15.1 use would you like to to invite and use appropriate responses yes please, no thanks, use let's + verb, verbs go enjoy like + verb + ing, begin use infinitive of purpose to describe simple actions and verbs want, start + infinitive, use declarative what [a/an] + adjective + noun to show feelings
	2.5.16.1 use conjunctions and, or, but to link words and phrases	3.5.16.1 use conjunctions and, or, but to link words and phrases	4.5.16.1 use conjunctions and, or, but, because to link words and phrases

	2.5.17.1 use me, too to give short answers	3.5.17.1 use me, too and I don't to give short answers	4.5.17.1 use me, too and I don't to give short answers, use when clauses to describe simple present and past actions on personal and familiar topics
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14. This program is implemented in accordance with the Long-Term Plan for the Standard Subject program in school subject «English language» for 1-4 grades of primary education on the updated content (according to the app).



Бастауыш білім беру деңгейінің  
1-4-сыныптарына арналған  
«Ағылшын тілі» пәнінен  
үлгілік оқу бағдарламасына  
қосымша

Бастауыш білім беру деңгейінің 1-4-сыныптарына арналған  
«Ағылшын тілі» пәнінен үлгілік оқу бағдарламасын жүзеге асыру  
бойынша ұзақ мерзімді жоспар

1) grade 1:

Cross curricular units	Topics	Learning objectives
Term 1		
All about me	Greetings and names	1.1.3.1 recognise with support common names and names of places, recognise the spoken form of a limited range of everyday and classroom words; 1.2.1.1 make basic personal statements about people, objects and classroom routines
	Colours	1.1.3.1 recognise with support common names and names of places, recognise the spoken form of a limited range of everyday and classroom words; 1.1.9.1 recognise the names of letters of the alphabet; 1.2.3.1 pronounce familiar words and expressions intelligibly; 1.5.3.1 use basic adjectives to describe people and things; 1.5.6.1 use demonstrative pronouns this, these that, those to indicate things
	1 – 20	1.1.1.1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly; 1.2.3.1 pronounce familiar words and expressions intelligibly; 1.5.2.1 use cardinal numbers 1 – 20 to count
My school	Classroom objects	1.1.1.1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly; 1.1.3.1 recognise with support common names and names of places, recognise the spoken form of a limited range of everyday and classroom words; 1.1.9.1 recognise the names of letters of the alphabet; 1.2.3.1 pronounce familiar words and expressions intelligibly; 1.5.1.1 use singular nouns, plural nouns – to talk about people and places; 1.5.4.1 use determiners a, an, some, the, this, these to indicate what/where something is;

		<p>1.5.6.1 use demonstrative pronouns this, these that, those to indicate things;</p> <p>1.5.14.1 use basic prepositions of location and position example given in, at, next to, near, on, to describe where people and things are, use basic prepositions of time, on to talk about days</p>
	Classroom routines	<p>1.1.1.1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly;</p> <p>1.1.3.1 recognise with support common names and names of places, recognise the spoken form of a limited range of everyday and classroom words;</p> <p>1.2.3.1 pronounce familiar words and expressions intelligibly;</p> <p>1.5.8.1 use simple imperative forms [positive] for basic commands or instructions;</p> <p>1.5.13.1 use can/can't to describe ability</p>
	Describing things	<p>1.2.1.1 make basic personal statements about people, objects and classroom routines;</p> <p>1.2.2.1 ask questions in basic exchanges about people, objects and classroom routines;</p> <p>1.2.6.1 make introductions and requests in basic interactions with others;</p> <p>1.5.3.1 use basic adjectives to describe people and things</p>
Term 2		
My family and friends	Family and friends	<p>1.1.3.1 recognise with support common names and names of places, recognise the spoken form of a limited range of everyday and classroom words;</p> <p>1.2.2.1 ask questions in basic exchanges about people, objects and classroom routines;</p> <p>1.2.4.1 respond to basic supported questions about people, objects and classroom routines;</p> <p>1.5.1.1 use singular nouns, plural nouns – to talk about people and places;</p> <p>1.5.4.1 use determiners a, an, some, the, this, these to indicate what/where something is;</p> <p>1.5.7.1 use personal subject and object pronouns to give basic personal information</p>
	In my house	<p>1.1.9.1 recognise the names of letters of the alphabet;</p> <p>1.5.3.1 use basic adjectives to describe people and things;</p> <p>1.5.11.1 use there is/there are to make short statements and ask questions;</p> <p>1.5.14.1 use basic prepositions of location and position example given in, at, next to, near, on, to describe where people and things are, use basic prepositions of time: on to talk about days</p>
	Days of the week	<p>1.1.3.1 recognise with support common names and names of places, recognise the spoken form of a limited range of everyday and classroom words;</p> <p>1.2.1.1 make basic personal statements about people,</p>

		objects and classroom routines; 1.2.3.1 pronounce familiar words and expressions intelligibly; 1.3.2.1 recognise initial letters in names and places
The world around us	Animals	1.1.1.1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly; 1.1.3.1 recognise with support common names and names of places, recognise the spoken form of a limited range of everyday and classroom words; 1.2.3.1 pronounce familiar words and expressions intelligibly; 1.2.5.1 use words in short exchanges; 1.3.1.1 recognise sound and name the letters of the alphabet; 1.5.2.1 use cardinal numbers 1 – 20 to count; 1.5.13.1 use can/can't to describe ability
	Hot and cold	1.1.3.1 recognise with support common names and names of places, recognise the spoken form of a limited range of everyday and classroom words; 1.2.5.1 use words in short exchanges; 1.5.3.1 use basic adjectives to describe people and things; 1.5.7.1 use personal subject and object pronouns to give basic personal information
	In Kazakhstan	1.1.4.1 recognise with support short basic questions about what something is; 1.2.1.1 make basic personal statements about people, objects and classroom routines; 1.2.3.1 pronounce familiar words and expressions intelligibly; 1.3.1.1 recognise sound and name the letters of the alphabet; 1.3.2.1 recognise initial letters in names and places; 1.3.4.1 use the alphabet to place the first letters of word in alphabetical order; 1.5.11.1 use there is/there are to make short statements and ask questions; 1.5.14.1 use basic prepositions of location and position example given in, at, next to, near, on, to describe where people and things are, use basic prepositions of time: on to talk about days
Term 3		
Travel	Getting to school	1.1.2.1 recognise with support a limited range of basic common personal questions spoken slowly and distinctly; 1.1.4.1 recognise with support short basic questions about what something is; 1.2.5.1 use words in short exchanges; 1.5.5.1 use interrogative pronouns which, what, where, how to ask basic questions; 1.5.9.1 use common present simple forms [positive,

		negative and question] to give basic personal information
	This is the way...	1.1.2.1 recognise with support a limited range of basic common personal questions spoken slowly and distinctly; 1.5.9.1 use common present simple forms [positive, negative and question] to give basic personal information; 1.2.5.1 use words in short exchanges; 1.3.4.1 use the alphabet to place the first letters of word in alphabetical order
	Where is it?	1.1.3.1 recognise with support common names and names of places, recognise the spoken form of a limited range of everyday and classroom words; 1.2.3.1 pronounce familiar words and expressions intelligibly; 1.5.5.1 use interrogative pronouns which, what, where, how to ask basic questions; 1.5.8.1 use simple imperative forms [positive] for basic commands or instructions; 1.5.14.1 use basic prepositions of location and position example given in, at, next to, near, on, to describe where people and things are, use basic prepositions of time: on to talk about days
Traditions and folklore	The big red bus	1.1.1.1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly; 1.1.5.1 recognise the sounds of phonemes and phoneme blends; 1.2.5.1 use words in short exchanges; 1.5.6.1 use demonstrative pronouns this, these that, those to indicate things
	Happy Birthday	1.1.1.1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly; 1.2.6.1 make introductions and requests in basic interactions with others; 1.3.3.1 recognise and identify some familiar sight words from local environment; 1.5.2.1 use cardinal numbers 1 – 20 to count; 1.5.5.1 use interrogative pronouns which, what, where, how to ask basic questions
	Springtime in Kazakhstan	1.1.3.1 recognise with support common names and names of places, recognise the spoken form of a limited range of everyday and classroom words; 1.2.3.1 pronounce familiar words and expressions intelligibly
	Hats and masks	1.1.1.1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly; 1.2.6.1 make introductions and requests in basic interactions with others; 1.5.11.1 use there is/there are to make short statements and ask questions
	Story time	1.1.3.1 recognise with support common names and names

		<p>of places, recognise the spoken form of a limited range of everyday and classroom words;</p> <p>1.2.5.1 use words in short exchanges;</p> <p>1.2.4.1 respond to basic supported questions about people, objects and classroom routines</p>
Term 4		
Food and drink	Things I like	<p>1.1.4.1 recognise with support short basic questions about what something is;</p> <p>1.2.1.1 make basic personal statements about people, objects and classroom routines;</p> <p>1.2.2.1 ask questions in basic exchanges about people, objects and classroom routines;</p> <p>1.2.5.1 use words in short exchanges;</p> <p>1.3.4.1 use the alphabet to place the first letters of word in alphabetical order</p>
	Hot or cold	<p>1.2.5.1 use words in short exchanges;</p> <p>1.5.7.1 use personal subject and object pronouns to give basic personal information;</p> <p>1.5.9.1 use common present simple forms [positive, negative and question] to give basic personal information</p>
	Animals like	<p>1.1.3.1 recognise with support common names and names of places, recognise the spoken form of a limited range of everyday and classroom words;</p> <p>1.2.5.1 use words in short exchanges ;</p> <p>1.5.9.1 use common present simple forms [positive, negative and question] to give basic personal information</p>
	Nice or nasty	<p>1.1.2.1 recognise with support a limited range of basic common personal questions spoken slowly and distinctly;</p> <p>1.2.3.1 pronounce familiar words and expressions intelligibly;</p> <p>1.5.5.1 use interrogative pronouns which, what, where, how to ask basic questions</p>
Health and body	Hands and Head	<p>1.2.1.1 make basic personal statements about people, objects and classroom routines;</p> <p>1.5.1.1 use singular nouns, plural nouns – to talk about people and places;</p> <p>1.5.9.1 use common present simple forms [positive, negative and question] to give basic personal information</p>
	Let's move	<p>1.1.1.1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly;</p> <p>1.2.4.1 respond to basic supported questions about people, objects and classroom routines;</p> <p>1.3.3.1 recognise and identify some familiar sight words from local environment;</p> <p>1.5.8.1 use simple imperative forms [positive] for basic commands or instructions;</p> <p>1.5.14.1 use basic prepositions of location and position example given in, at, next to, near, on, to describe where people and things are, use basic prepositions of</p>

		time: on to talk about days
	Making a puppet	1.1.5.1 recognise the sounds of phonemes and phoneme blends; 1.2.2.1 ask questions in basic exchanges about people, objects and classroom routines; 1.5.4.1 use determiners a, an, some, the, this, these to indicate what/where something is; 1.5.8.1 use simple imperative forms [positive] for basic commands or instructions
	A special dance	1.1.4.1 recognise with support short basic questions about what something is; 1.2.5.1 use words in short exchanges; 1.5.6.1 use demonstrative pronouns this, these that, those to indicate things

## 2) grade 2:

Cross curricular units	Topics	Learning objectives
Term 1		
All about me	Hello again	2.1.2.1 recognise with considerable support an increasing range of common personal questions; 2.2.6.1 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges; 2.3.2.1 identify, remember and sound out high-frequency sound and letter patterns; 2.4.5.1 write letters and familiar high frequency words when read aloud or spelt out for learners; 2.4.6.1 use with support upper and lower case letters accurately when writing familiar high frequency words
	I can...	2.1.1.1 understand a range of short basic supported classroom instructions; 2.1.2.1 recognise with considerable support an increasing range of common personal questions; 2.2.2.1 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines; 2.2.4.1 respond to basic supported questions giving personal and factual information; 2.2.8.1 give simple instructions for others to follow; 2.5.13.1 use can to talk about ability and to make requests and offers, use can/can't to talk about permission
	My clothes and things	2.1.1.1 understand a range of short basic supported classroom instructions; 2.2.1.1 make basic statements related to personal information, people and objects on familiar topics and classroom routines; 2.5.1.1 use singular nouns, plural nouns – including some common irregular plural forms in giving simple

		<p>descriptions;</p> <p>2.5.3.1 use common adjectives in descriptions and to talk about simple feelings</p>
My family and friends	Friends' names	<p>2.1.3.1 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number;</p> <p>2.3.1.1 read and spell out words for others;</p> <p>2.4.2.1 write letters and familiar high frequency words when read aloud or spelt</p>
	Helping hands	<p>2.1.1.1 understand a range of short basic supported classroom instructions;</p> <p>2.2.3.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines;</p> <p>2.2.5.1 begin to articulate clearly the difference between various sounds;</p> <p>2.2.6.1 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges;</p> <p>2.3.1.1 read and spell out words for others;</p> <p>2.4.1.1 write with support short responses at phrase level to questions and other prompts;</p> <p>2.5.6.1 use demonstrative pronouns this, these, that, those to make and respond to requests for information;</p> <p>2.5.13.1 use can to talk about ability and to make requests and offers, use can/can't to talk about permission</p>
	People I know	<p>2.1.3.1 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number;</p> <p>2.2.1.1 make basic statements related to personal information, people and objects on familiar topics and classroom routines;</p> <p>2.2.3.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines;</p> <p>2.5.3.1 use common adjectives in descriptions and to talk about simple feelings;</p> <p>2.5.13.1 use can to talk about ability and to make requests and offers, use can/can't to talk about permission</p>
Term 2		
My school	Counting and Measuring	<p>2.1.1.1 understand a range of short basic supported classroom instructions;</p> <p>2.1.3.1 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number;</p> <p>2.1.5.1 identify missing phonemes in incomplete words;</p> <p>2.2.4.1 respond to basic supported questions giving personal and factual information;</p> <p>2.3.4.1 begin to use with support a simple picture</p>

		<p>dictionary;</p> <p>2.5.2.1 use cardinal numbers 1 – 50 to count;</p> <p>2.5.11.1 use have got + noun to describe and ask about possessions</p>
	Around school	<p>2.1.4.1 recognise with support short basic questions relating to features such as colour and number;</p> <p>2.1.5.1 identify missing phonemes in incomplete words;</p> <p>2.2.3.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines;</p> <p>2.4.3.1 write short phrases to identify people, places and objects;</p> <p>2.5.14.1 use basic prepositions of location and position: at, behind, between, in, in front of, near, next to, on, to to describe where people and things are, use prepositions of time: on, in, at to talk about days and times</p>
	School days	<p>2.1.2.1 recognise with considerable support an increasing range of common personal questions;</p> <p>2.1.3.1 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number;</p> <p>2.2.3.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines;</p> <p>2.3.2.1 identify, remember and sound out high-frequency sound and letter patterns;</p> <p>2.4.7.1 spell some familiar high-frequency words accurately during guided writing activities</p>
	Class Photos	<p>2.2.2.1 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines;</p> <p>2.2.4.1 respond to basic supported questions giving personal and factual information;</p> <p>2.3.2.1 identify, remember and sound out high-frequency sound and letter patterns;</p> <p>2.5.7.1 use personal subject and object pronouns to describe people and things</p>
The world around us	Different Places	<p>2.1.3.1 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number;</p> <p>2.1.5.1 identify missing phonemes in incomplete words;</p> <p>2.2.3.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines;</p> <p>2.2.4.1 respond to basic supported questions giving personal and factual information;</p> <p>2.5.5.1 use interrogative pronouns including which, what, where, whose to ask who people are and what they are doing;</p>



		2.5.12.1 use basic adverbs of place here/there to say where things are
	Reading Signs	2.2.1.1 make basic statements related to personal information, people and objects on familiar topics and classroom routines; 2.2.2.1 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines; 2.2.7.1 place stress correctly on familiar polysyllabic words; 2.3.3.1 read and follow with considerable support simple words, phrases and sentences on familiar topics; 2.3.5.1 understand the main points of simple sentences on familiar topics by using contextual clues; 2.5.8.1 use simple imperative forms [positive and negative] for basic commands and instructions; 2.5.13.1 use can to talk about ability and to make requests and offers, use can/can't to talk about permission
	Where's it from?	2.1.3.1 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number; 2.1.5.1 identify missing phonemes in incomplete words; 2.2.3.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines; 2.3.3.1 read and follow with considerable support simple words, phrases and sentences on familiar topics
	Days Out	2.1.5.1 identify missing phonemes in incomplete words; 2.2.2.1 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines; 2.3.3.1 read and follow with considerable support simple words, phrases and sentences on familiar topics; 2.5.4.1 use determiners a, an, the, some, any, this, these, that, those to identify things
Term 3		
Health and body	Our body	2.2.3.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines; 2.3.1.1 read and spell out words for others; 2.3.6.1 understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics; 2.5.6.1 use demonstrative pronouns this, these, that, those to make and respond to requests for information
	Let's measure	2.1.1.1 understand a range of short basic supported classroom instructions; 2.1.4.1 recognise with support short basic questions relating to features such as colour and number;

		2.5.2.1 use cardinal numbers 1 – 50 to count
	Hats and Bats	2.1.4.1 recognise with support short basic questions relating to features such as colour and number; 2.2.8.1 give simple instructions for others to follow give simple instructions for others to follow; 2.3.1.1 read and spell out words for others; 2.3.4.1 begin to use with support a simple picture dictionary
	Reading time	2.1.5.1 identify missing phonemes in incomplete words; 2.2.4.1 respond to basic supported questions giving personal and factual information; 2.3.3.1 read and follow with considerable support simple, words, phrases and sentences on familiar topics; 2.4.3.1 write short phrases to identify people, places and objects; 2.5.13.1 use can to talk about ability and to make requests and offers, use can/can't to talk about permission
Traditions and customs	Special Days	2.1.1.1 understand a range of short basic supported classroom instructions; 2.2.4.1 respond to basic supported questions giving personal and factual information; 2.5.8.1 use simple imperative forms [positive and negative] for basic commands and instructions; 2.5.9.1 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts
	Home cooking	2.1.7.1 use contextual clues to predict content in short, supported talk on routine and familiar topics; 2.1.9.1 recognise the spoken form of familiar words and expressions; 2.2.3.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines; 2.3.1.1 read and spell out words for others
	What's it for?	2.1.3.1 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number; 2.1.6.1 understand some specific information in short, slow, carefully articulated talk on routine and familiar topics; 2.2.4.1 respond to basic supported questions giving personal and factual information; 2.4.7.1 spell some familiar high-frequency words accurately during guided writing activities; 2.4.8.1 include a full stop when writing very high-frequency short sentences in guided writing activity
Term 4		
The natural environment	The weather	2.1.8.1 understand short narratives spoken slowly and distinctly on routine and familiar topics;

		<p>2.2.3.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines;</p> <p>2.5.3.1 use common adjectives in descriptions and to talk about simple feelings</p>
	Changing seasons	<p>2.1.4.1 recognise with support short basic questions relating to features such as colour and number;</p> <p>2.2.7.1 place stress correctly on familiar polysyllabic words;</p> <p>2.3.3.1 read and follow with considerable support simple, words, phrases and sentences on familiar topics;</p> <p>2.3.6.1 understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics;</p> <p>2.5.9.1 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts</p>
	What can animals do?	<p>2.1.4.1 recognise with support short basic questions relating to features such as colour and number;</p> <p>2.5.10.1 use common present continuous forms [positive, negative, question];</p> <p>2.5.13.1 use can to talk about ability and to make requests and offers, use can/can't to talk about permission;</p> <p>2.5.16.1 use conjunctions and, or, but to link words and phrases;</p> <p>2.5.17.1 use me, too to give short answers</p>
	Sea Adventures	<p>2.1.3.1 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number;</p> <p>2.2.3.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines;</p> <p>2.3.1.1 read and spell out words for others;</p> <p>2.4.5.1 write letters and familiar high frequency words when read aloud or spelt out for learners</p>
Travel	A to B	<p>2.2.3.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines;</p> <p>2.5.9.1 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts;</p> <p>2.5.14.1 use basic prepositions of location and position: at, behind, between, in, in front of, near, next to, on, to to describe where people and things are, use prepositions of time: on, in, at to talk about days and times</p>
	Types of vehicle	<p>2.2.4.1 respond to basic supported questions giving personal and factual information;</p> <p>2.3.3.1 read and follow with considerable support simple, words, phrases and sentences on familiar topics;</p>

		2.5.13.1 use can to talk about ability and to make requests and offers, use can/can't to talk about permission
	My plane	2.2.1.1 make basic statements related to personal information, people and objects on familiar topics and classroom routines; 2.5.11.1 use have got + noun to describe and ask about possessions
	Bike Story	2.1.8.1 understand short narratives spoken slowly and distinctly on routine and familiar topics; 2.5.10.1 use common present continuous forms [positive, negative, question]
	Altogether Now	2.2.4.1 respond to basic supported questions giving personal and factual information; 2.3.3.1 read and follow with considerable support simple, words, phrases and sentences on familiar topics; 2.4.8.1 include a full stop when writing very high-frequency short sentences in guided writing activity

## 3) grade 3:

Cross curricular units	Topics	Learning objectives
Term 1		
Animals	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; 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, use prepositions of time: on, in, at to talk about days and times and no preposition last week
	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; 3.2.1.1 make basic statements which provide personal information on a limited range of general topics; 3.3.1.1 recognise, identify and sound with support a limited range of familiar words in simple sentences
	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; 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
	Craft project	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
Light & Dark	Day & Night	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
	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; 3.2.1.1 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, use must/mustn't/have to to talk about obligation
	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, begin to describe past experiences on a limited range of general and some curricular topics; 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
Term 2		

Time	Times of my day	<p>3.1.8.1 understand short, narratives on a limited range of general and some curricular topics;</p> <p>3.2.1.1 make basic statements which provide personal information on a limited range of general topics;</p> <p>3.2.2.1 ask questions to find out about present experiences on a limited range of general and some curricular topics;</p> <p>3.2.4.1 respond to questions on a limited range of general and some curricular topics;</p> <p>3.4.1.1 plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics;</p> <p>3.5.2.1 use cardinal numbers 1 – 100 to count and ordinal numbers 1 – 10;</p> <p>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, use prepositions of time: on, in, at to talk about days and times and no preposition last week</p>
	Days of the week	<p>3.1.7.1 use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics;</p> <p>3.2.2.1 ask questions to find out about present experiences on a limited range of general and some curricular topics;</p> <p>3.2.6.1 take turns when speaking with others in a limited range of short, basic exchanges;</p> <p>3.3.1.1 recognise, identify and sound with support a limited range of familiar words in simple sentences;</p> <p>3.4.4.1 write with support short basic sentences with appropriate spaces between words;</p> <p>3.4.6.1 use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities;</p> <p>3.5.2.1 use cardinal numbers 1 – 100 to count and ordinal numbers 1 – 10;</p> <p>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, use common past simple forms to describe actions and feelings;</p> <p>3.5.17.1 use me, too and I don't to give short answers</p>
	At the right time	<p>3.1.7.1 use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics;</p> <p>3.1.8.1 understand short, narratives on a limited range of general and some curricular topics;</p> <p>3.1.9.1 recognise short basic words that are spelt out;</p> <p>3.2.6.1 take turns when speaking with others in a limited</p>

		<p>range of short, basic exchanges;</p> <p>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;</p> <p>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;</p> <p>3.5.2.1 use cardinal numbers 1 – 100 to count and ordinal numbers 1 – 10;</p> <p>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, use prepositions of time: on, in, at to talk about days and times and no preposition last week</p>
Buildings	Four walls	<p>3.1.1.1 understand short supported classroom instructions in an increasing range of classroom routines;</p> <p>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;</p> <p>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;</p> <p>3.3.4.1 use with some support a simple picture dictionary;</p> <p>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;</p> <p>3.5.11.1 use has got/have got there is/are statement and question forms including short answers and contractions</p>
	Our town	<p>3.4.7.1 spell a growing number of familiar high-frequency words accurately during guided writing activities;</p> <p>3.5.1.1 use singular nouns, plural nouns – including some common irregular plural forms, use possessive forms 's/s' with proper names and nouns to talk about ownership;</p> <p>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;</p> <p>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, use common past simple forms to describe actions and feelings;</p> <p>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, use prepositions of time: on, in, at to talk about days and</p>

		times and no preposition last week
	Around the house	<p>3.1.4.1 understand a limited range of short supported questions on general and some curricular;</p> <p>3.2.2.1 ask questions to find out about present experiences on a limited range of general and some curricular topics;</p> <p>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;</p> <p>3.4.1.1 plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics;</p> <p>3.4.4.1 write with support short basic sentences with appropriate spaces between words ;</p> <p>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</p>
Term 3		
Art & Music	Musical instruments	<p>3.1.8.1 understand short, narratives on a limited range of general and some curricular topics;</p> <p>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;</p> <p>3.2.5.1 pronounce familiar words and short phrases intelligibly when reading aloud;</p> <p>3.2.7.1 contribute a limited range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges;</p> <p>3.2.8.1 recount very short, basic stories and events on a limited range of general and some curricular topics;</p> <p>3.3.1.1 recognise, identify and sound with support a limited range of familiar words in simple sentences;</p> <p>3.3.2.1 read and follow with limited support familiar instructions for classroom activities;</p> <p>3.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner example given well, badly</p>
	Drawing chairs	<p>3.1.1.1 understand short supported classroom instructions in an increasing range of classroom routines;</p> <p>3.1.3.1 understand the main points of short, slow, carefully articulated talk on a limited range of general and some curricular topics;</p> <p>3.3.4.1 use with some support a simple picture dictionary;</p> <p>3.5.11.1 use has got/have got there is/are statement and question forms including short answers and contractions</p>
	My music	<p>3.1.5.1 distinguish between phonemically distinct words;</p> <p>3.2.4.1 respond to questions on a limited range of general and some curricular topics;</p>



		<p>3.4.3.1 write short phrases to identify people, places and objects;</p> <p>3.4.5.1 link with support words or phrases using basic coordinating connectors;</p> <p>3.5.17.1 use me, too and I don't to give short answers</p>
	Shadow puppet show	<p>3.1.8.1 understand short, narratives on a limited range of general and some curricular topics;</p> <p>3.4.1.1 plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics;</p> <p>3.4.6.1 use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities;</p> <p>3.4.8.1 include appropriate use of a full stop during guided writing of short, familiar sentences</p>
Explorers & Inventors	Exploring space	<p>3.1.2.1 understand a limited range of short supported questions which ask for personal information;</p> <p>3.1.8.1 understand short, narratives on a limited range of general and some curricular topics;</p> <p>3.2.8.1 recount very short, basic stories and events on a limited range of general and some curricular topics;</p> <p>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;</p> <p>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;</p> <p>3.4.1.1 plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics;</p> <p>3.4.2.1 write words and phrases of regular size and shape;</p> <p>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, use common past simple forms to describe actions and feelings</p>
	Marco Polo	<p>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;</p> <p>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;</p> <p>3.2.4.1 respond to questions on a limited range of general and some curricular topics;</p> <p>3.2.5.1 pronounce familiar words and short phrases intelligibly when reading aloud;</p> <p>3.2.7.1 contribute a limited range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges;</p>

		<p>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;</p> <p>3.4.2.1 write words and phrases of regular size and shape;</p> <p>3.4.3.1 write short phrases to identify people, places and objects;</p> <p>3.4.6.1 use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities;</p> <p>3.5.15.1 use would you like to to invite and use appropriate responses yes please, no thanks, use let's + verb, verbs go enjoy like + verb + ing</p>
	Bright ideas	<p>3.1.9.1 recognise short basic words that are spelt out;</p> <p>3.2.2.1 ask questions to find out about present experiences on a limited range of general and some curricular topics;</p> <p>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;</p> <p>3.5.6.1 use demonstrative pronouns this, these, that, those in open and closed questions;</p> <p>3.5.7.1 use personal object pronouns [indirect] in conjunction with direct object nouns to describe actions and events</p>
	Inventions in Kazakhstan	<p>3.1.7.1 use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics;</p> <p>3.1.8.1 understand short, narratives on a limited range of general and some curricular topics;</p> <p>3.2.2.1 ask questions to find out about present experiences on a limited range of general and some curricular topics;</p> <p>3.4.5.1 link with support words or phrases using basic coordinating connectors</p>
Term 4		
Water, water everywhere	Rain, rain	<p>3.2.5.1 pronounce familiar words and short phrases intelligibly when reading aloud;</p> <p>3.3.1.1 recognise, identify and sound with support a limited range of familiar words in simple sentences;</p> <p>3.3.2.1 read and follow with limited support familiar instructions for classroom activities</p>
	By the sea	<p>3.1.4.1 understand a limited range of short supported questions on general and some curricular;</p> <p>3.1.5.1 distinguish between phonemically distinct words;</p> <p>3.4.7.1 spell a growing number of familiar high-frequency words accurately during guided writing activities;</p>

		3.5.10.1 use common present continuous forms, including short answers and contractions, to talk about what is happening now
	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; 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; 3.3.6.1 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; 3.5.15.1 use would you like to to invite and use appropriate responses yes please, no thanks, use let's + verb, verbs go enjoy like + verb + ing
Having fun	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; 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; 3.3.5.1 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues; 3.3.6.1 understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics; 3.4.7.1 spell a growing number of familiar high-frequency words accurately during guided writing activities; 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, 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
	Number games	3.1.1.1 understand short supported classroom instructions in an increasing range of classroom routines; 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; 3.5.8.1 use imperative forms [positive and negative] to

		give short instructions on limited range of familiar topics; 3.5.11.1 use has got/have got there is/are statement and question forms including short answers and contractions
	Flying kites	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; 3.3.4.1 use with some support a simple picture dictionary; 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; 3.5.8.1 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; 3.5.16.1 use conjunctions and, or, but to link words and phrases

## 4) grade 4:

Cross curricular units	Topics	Learning objectives
Term 1		
Kazakhstan in the World of Sport	Children's games 1	4.1.2.1 understand an increasing range of supported questions which ask for personal information; 4.2.4.1 respond to questions on an increasing range of general and some curricular topics; 4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information; 4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner example given well, badly, use common -ly manner adverbs to describe actions example given slowly, quickly; 4.5.17.1 use me, too and I don't to give short answers, use when clauses to describe simple present and past actions on personal and familiar topics
	Children's games 2	4.2.4.1 respond to questions on an increasing range of general and some curricular topics; 4.3.2.1 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics; 4.4.3.1 write with support short sentences which describe people, places and objects; 4.5.5.1 use interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of

		to ask questions on growing range of familiar topics; 4.5.8.1 use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics
	Olympic Games	4.1.4.1 understand an increasing range of short supported questions on general and some curricular topics; 4.2.4.1 respond to questions on an increasing range of general and some curricular topics; 4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics; 4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information; 4.5.5.1 use interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of to ask questions on growing range of familiar topics
	Aesop's Fables 1	4.1.8.1 understand short, supported narratives on an increasing range of general and some curricular topics; 4.2.5.1 pronounce an increasing range of words, short phrases and simple sentences intelligibly; 4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics; 4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner example given well, badly, use common -ly manner adverbs to describe actions example given slowly, quickly
	Aesop's Fables 2	4.1.3.1 understand the main points of short supported talk on an increasing range of general and some curricular topics; 4.1.8.1 understand short, supported narratives on an increasing range of general and some curricular topics; 4.2.8.1 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics; 4.5.3.1 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one-syllable and some two-syllable adjectives [comparative and superlative] to make comparisons; 4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner example given well, badly, use common -ly manner adverbs to describe actions example given slowly, quickly
Values in Myths and Legends	Traditional stories 1	4.1.4.1 understand an increasing range of short supported questions on general and some curricular topics; 4.2.2.1 ask questions to find out about present and

		<p>possibly past experiences on an increasing range of general and some curricular topics;</p> <p>4.4.7.1 spell most familiar high-frequency words accurately when writing independently;</p> <p>4.5.15.1 use would you like to to invite and use appropriate responses yes please, no thanks, use let's + verb, verbs go enjoy like + verb + ing, begin use infinitive of purpose to describe simple actions and verbs want, start + infinitive, use declarative what [a/an] + adjective + noun to show feelings</p>
	Traditional stories 2	<p>4.1.8.1 understand short, supported narratives on an increasing range of general and some curricular topics;</p> <p>4.2.3.1 give short, basic description of people and objects, begin to describe past experiences on an increasing range of general and some curricular topics;</p> <p>4.2.4.1 respond to questions on an increasing range of general and some curricular topics;</p> <p>4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics;</p> <p>4.5.3.1 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one-syllable and some two-syllable adjectives [comparative and superlative] to make comparisons;</p> <p>4.5.7.1 use personal subject and object pronouns, including indirect object pronouns and use possessive pronouns mine, yours to give personal information and describe actions and events</p>
	People and places	<p>4.1.5.1 identify initial, middle and final phonemes and blends;</p> <p>4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues;</p> <p>4.4.2.1 begin to use joined-up handwriting in a limited range of written work;</p> <p>4.5.3.1 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one-syllable and some two-syllable adjectives [comparative and superlative] to make comparisons</p>
	Dragons and creatures 1	<p>4.4.7.1 spell most familiar high-frequency words accurately when writing independently;</p> <p>4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive 's/s' to name, describe and label things;</p> <p>4.5.15.1 use would you like to to invite and use appropriate responses yes please, no thanks, use let's + verb, verbs go enjoy like + verb + ing, begin use</p>

		<p>infinitive of purpose to describe simple actions and verbs want, start + infinitive, use declarative what [a/an] + adjective + noun to show feelings; 4.5.16.1 use conjunctions and, or, but, because to link words and phrases</p>
	Dragons and creatures 2	<p>4.2.4.1 respond to questions on an increasing range of general and some curricular topics; 4.2.6.1 take turns when speaking with others in a growing range of short, basic exchanges; 4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics; 4.4.3.1 write with support short sentences which describe people, places and objects; 4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner example given well, badly, use common -ly manner adverbs to describe actions example given slowly, quickly; 4.5.15.1 use would you like to to invite and use appropriate responses yes please, no thanks, use let's + verb, verbs go enjoy like + verb + ing, begin use infinitive of purpose to describe simple actions and verbs want, start + infinitive, use declarative what [a/an] + adjective + noun to show feelings</p>
Term 2		
Treasure and Heritage	Treasure maps1	<p>4.2.3.1 give short, basic description of people and objects, begin to describe past experiences on an increasing range of general and some curricular topics; 4.2.6.1 take turns when speaking with others in a growing range of short, basic exchanges; 4.3.4.1 find with support books, worksheets and other print materials in a class or school library according to classification; 4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive 's/s' to name, describe and label things; 4.5.4.1 use determiners a, an, the, zero article, some, any, this, these, that, those to refer to things on a growing range of general and some curricular topics; 4.5.8.1 use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics</p>
	Treasure map 2	<p>4.1.3.1 understand the main points of short supported talk on an increasing range of general and some curricular topics; 4.2.4.1 respond to questions on an increasing range of general and some curricular topics; 4.4.1.1 plan, write and check sentences with support on a</p>

		<p>range of basic personal, general and some curricular topics;</p> <p>4.5.8.1 use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics;</p> <p>4.5.11.1 use has got/have got there is/are statement, negative, question forms including short and full answers and contractions;</p> <p>4.5.14.1 use prepositions of location, position and direction, at, in, on, behind, between, in front of, near, next to, opposite, above, up, down, on the right, on the left, use prepositions of time, in, on, at, before, after, use with/without to indicate accompaniment with for instrument and for to indicate recipient</p>
	Treasure and numbers 1	<p>4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics;</p> <p>4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics;</p> <p>4.5.2.1 use cardinal numbers 1 – 1000 and ordinal numbers 1 – 100</p>
	Treasure and numbers 2	<p>4.1.4.1 understand an increasing range of short supported questions on general and some curricular topics;</p> <p>4.2.5.1 pronounce an increasing range of words, short phrases and simple sentences intelligibly;</p> <p>4.4.2.1 begin to use joined-up handwriting in a limited range of written work;</p> <p>4.5.5.1 use interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of to ask questions on growing range of familiar topics</p>
	Our planet's treasure 1	<p>4.1.3.1 understand the main points of short supported talk on an increasing range of general and some curricular topics;</p> <p>4.2.3.1 give short, basic description of people and objects, begin to describe past experiences on an increasing range of general and some curricular topics;</p> <p>4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics;</p> <p>4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information</p>
	Our planet's treasure 2	<p>4.1.8.1 understand short, supported narratives on an increasing range of general and some curricular topics;</p> <p>4.2.6.1 take turns when speaking with others in a growing range of short, basic exchanges;</p> <p>4.2.8.1 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics;</p>



		4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues
Professions and ways of Communication	Body language	<p>4.1.1.1 understand an increasing range of classroom instructions;</p> <p>4.2.1.1 make basic statements which provide information on an increasing range of general and some curricular topics;</p> <p>4.3.1.1 recognise, identify and sound with support a growing range of language at text level;</p> <p>4.4.2.1 begin to use joined-up handwriting in a limited range of written work;</p> <p>4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive ‘s/s’ to name, describe and label things;</p> <p>4.5.6.1 use demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and responses</p>
	Communicating around the world	<p>4.1.1.1 understand an increasing range of classroom instructions;</p> <p>4.1.3.1 understand the main points of short supported talk on an increasing range of general and some curricular topics;</p> <p>4.1.10.1 recognise words similar to words in student native language;</p> <p>4.2.1.1 make basic statements which provide information on an increasing range of general and some curricular topics;</p> <p>4.3.1.1 recognise, identify and sound with support a growing range of language at text level;</p> <p>4.4.6.1 use upper and lower case letters accurately when writing names, places and short sentences when writing independently</p>
	Technology	<p>4.1.2.1 understand an increasing range of supported questions which ask for personal information;</p> <p>4.2.3.1 give short, basic description of people and objects, begin to describe past experiences on an increasing range of general and some curricular topics;</p> <p>4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information;</p> <p>4.5.3.1 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one-syllable and some two-syllable adjectives [comparative and superlative] to make comparisons;</p> <p>4.5.11.1 use has got/have got there is/are statement, negative, question forms including short and full answers and contractions</p>
Term 3		

Hot and Cold	Weather 1	<p>4.1.9.1 recognise words that are spelt out from a limited range of general and curriculum topics;</p> <p>4.2.1.1 make basic statements which provide information on an increasing range of general and some curricular topics;</p> <p>4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues;</p> <p>4.4.5.1 link with some support sentences using basic coordinating connectors;</p> <p>4.4.7.1 spell most familiar high-frequency words accurately when writing independently;</p> <p>4.5.10.1 use common present continuous forms, including short answers and contractions, to talk about what is happening now and future arrangements on a limited range of personal and familiar topics, use -ing forms swimming, spelling as nouns to describe familiar and classroom activities;</p> <p>4.5.16.1 use conjunctions and, or, but, because to link words and phrases</p>
	Weather 2	<p>4.1.4.1 understand an increasing range of short supported questions on general and some curricular topics;</p> <p>4.2.2.1 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics;</p> <p>4.2.4.1 respond to questions on an increasing range of general and some curricular topics;</p> <p>4.2.7.1 contribute a growing range of suitable words, phrases, and sentences during short pair, group and whole class exchanges;</p> <p>4.3.6.1 understand with some support some specific information and detail in short, simple texts on a growing range of general and some curricular topics;</p> <p>4.4.7.1 spell most familiar high-frequency words accurately when writing independently;</p> <p>4.4.8.1 to include appropriate use of full stops and question marks, at sentence level with some accuracy when writing independently</p>
	Volcanoes	<p>4.1.3.1 understand the main points of short supported talk on an increasing range of general and some curricular topics;</p> <p>4.1.6.1 understand some specific information and detail of short, supported talk on an increasing range of general and some curricular topics;</p> <p>4.1.7.1 use contextual clues to predict content and meaning in short supported talk on an increasing range of general and some curricular topics;</p> <p>4.2.6.1 take turns when speaking with others in a growing range of short, basic exchanges;</p>

		<p>4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics;</p> <p>4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues;</p> <p>4.4.2.1 begin to use joined-up handwriting in a limited range of written work</p>
	Snow and ice	<p>4.3.6.1 understand with some support some specific information and detail in short, simple texts on a growing range of general and some curricular topics;</p> <p>4.5.13.1 use can to make requests and ask permission, use must/mustn't/have to to talk about obligation, use have + object + infinitive to talk about obligations;</p> <p>4.5.14.1 use prepositions of location, position and direction: at, in, on, behind, between, in front of, near, next to, opposite, above, up, down, on the right, on the left, use prepositions of time : in, on, at, before, after, use with/without to indicate accompaniment with for instrument and for to indicate recipient;</p> <p>4.5.16.1 use conjunctions and, or, but, because to link words and phrases</p>
Healthy World	Healthy bodies 1	<p>4.2.5.1 pronounce an increasing range of words, short phrases and simple sentences intelligibly;</p> <p>4.4.7.1 spell most familiar high-frequency words accurately when writing independently;</p> <p>4.5.9.1 use common simple present forms, including short answer forms and contractions, to give personal information and talk about habitual actions, facts and future timetabled events continue to use common past simple forms [regular and irregular] to describe actions and feelings and narrate simple events including short answer forms and contractions;</p> <p>4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner example given well, badly, use common -ly manner adverbs to describe actions example given slowly, quickly</p>
	Healthy bodies 2	<p>4.1.10.1 recognise words similar to words in student native language;</p> <p>4.2.6.1 take turns when speaking with others in a growing range of short, basic exchanges;</p> <p>4.4.2.1 begin to use joined-up handwriting in a limited range of written work;</p> <p>4.4.7.1 spell most familiar high-frequency words accurately when writing independently;</p> <p>4.5.3.1 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one-syllable and some two-</p>

		<p>syllable adjectives [comparative and superlative] to make comparisons;</p> <p>4.5.10.1 use common present continuous forms, including short answers and contractions, to talk about what is happening now and future arrangements on a limited range of personal and familiar topics, use -ing forms swimming, spelling as nouns to describe familiar and classroom activities</p>
	Save our animals 1	<p>4.2.7.1 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges;</p> <p>4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics;</p> <p>4.4.2.1 begin to use joined-up handwriting in a limited range of written work;</p> <p>4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive ‘s/s’ to name, describe and label things;</p> <p>4.5.5.1 use interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of to ask questions on growing range of familiar topics</p>
	Save our animals 2	<p>4.1.3.1 understand the main points of short supported talk on an increasing range of general and some curricular topics;</p> <p>4.2.3.1 give short, basic description of people and objects, begin to describe past experiences on an increasing range of general and some curricular topics;</p> <p>4.3.2.1 read and understand with some support short simple fiction and non-fiction texts;</p> <p>4.4.5.1 link with some support sentences using basic coordinating connectors</p>
	Help the planet 1	<p>4.1.3.1 understand the main points of short supported talk on an increasing range of general and some curricular topics;</p> <p>4.1.4.1 understand an increasing range of short supported questions on general and some curricular topics;</p> <p>4.2.6.1 take turns when speaking with others in a growing range of short, basic exchanges;</p> <p>4.3.2.1 read and understand with some support short simple fiction and non-fiction texts;</p> <p>4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner example given well, badly, use common -ly manner adverbs to describe actions example given slowly, quickly</p>
	Help the planet 2	<p>4.1.5.1 identify initial, middle and final phonemes and blends;</p> <p>4.2.4.1 respond to questions on an increasing range of</p>

		<p>general and some curricular topics;</p> <p>4.2.8.1 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics;</p> <p>4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues;</p> <p>4.5.8.1 use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics</p>
Term 4		
Journey into Space	Into Space 1	<p>4.1.5.1 identify initial, middle and final phonemes and blends;</p> <p>4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics;</p> <p>4.4.7.1 spell most familiar high-frequency words accurately when writing independently;</p> <p>4.5.3.1 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one-syllable and some two-syllable adjectives [comparative and superlative] to make comparisons;</p> <p>4.5.5.1 use interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of to ask questions on growing range of familiar topics;</p> <p>4.5.13.1 use can to make requests and ask permission, use must/mustn't/have to to talk about obligation, use have + object + infinitive to talk about obligations</p>
	Into Space 2	<p>4.2.6.1 take turns when speaking with others in a growing range of short, basic exchanges;</p> <p>4.3.6.1 understand with some support some specific information and detail in short, simple texts on a growing range of general and some curricular topics;</p> <p>4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information</p>
	Planets 1	<p>4.1.6.1 understand an increasing range of short supported questions on general and some curricular topics;</p> <p>4.3.1.1 recognise, identify and sound with support a growing range of language at text level;</p> <p>4.3.4.1 find with support books, worksheets and other print materials in a class or school library according to classification;</p> <p>4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information;</p> <p>4.5.2.1 use cardinal numbers 1 – 1000 and ordinal numbers 1 – 100;</p> <p>4.5.17.1 use me, too and I don't to give short answers, use when clauses to describe simple present and past</p>

		actions on personal and familiar topics
	Planets 2	<p>4.1.4.1 understand an increasing range of short supported questions on general and some curricular topics;</p> <p>4.2.4.1 respond to questions on an increasing range of general and some curricular topics;</p> <p>4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues;</p> <p>4.4.2.1 begin to use joined-up handwriting in a limited range of written work;</p> <p>4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive ‘s/s’ to name, describe and label things</p> <p>4.5.2.1 use cardinal numbers 1 – 1000 and ordinal numbers 1 – 100;</p> <p>4.5.3.1 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one-syllable and some two-syllable adjectives [comparative and superlative] to make comparisons</p>
	Aliens 1	<p>4.1.5.1 identify initial, middle and final phonemes and blends;</p> <p>4.1.8.1 understand short, supported narratives on an increasing range of general and some curricular topics;</p> <p>4.2.4.1 respond to questions on an increasing range of general and some curricular topics;</p> <p>4.3.6.1 understand with some support some specific information and detail in short, simple texts on a growing range of general and some curricular topics;</p> <p>4.4.7.1 spell most familiar high-frequency words accurately when writing independently;</p> <p>4.5.3.1 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one-syllable and some two-syllable adjectives [comparative and superlative] to make comparisons;</p> <p>4.5.4.1 use determiners a, an, the, zero article, some, any, this, these, that, those to refer to things on a growing range of general and some curricular topics;</p> <p>4.5.16.1 use conjunctions and, or, but, because to link words and phrases</p>
	Aliens 2	<p>4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues;</p> <p>4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics;</p> <p>4.4.5.1 link with some support sentences using basic coordinating connectors;</p>

		4.5.9.1 use common simple present forms, including short answer forms and contractions, to give personal information and talk about habitual actions, facts and future timetabled events continue to use common past simple forms [regular and irregular] to describe actions and feelings and narrate simple events including short answer forms and contractions
Machines	Slow machines 1	<p>4.1.6.1 understand some specific information and detail of short, supported talk on an increasing range of general and some curricular topics;</p> <p>4.2.3.1 give short, basic description of people and objects, begin to describe past experiences on an increasing range of general and some curricular topics;</p> <p>4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics;</p> <p>4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics;</p> <p>4.4.7.1 spell most familiar high-frequency words accurately when writing independently;</p> <p>4.5.5.1 use interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of to ask questions on growing range of familiar topics;</p> <p>4.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner example given well, badly, use common -ly manner adverbs to describe actions example given slowly, quickly</p>
	Slow machines 2	<p>4.1.6.1 understand some specific information and detail of short, supported talk on an increasing range of general and some curricular topics;</p> <p>4.2.1.1 make basic statements which provide information on an increasing range of general and some curricular topics;</p> <p>4.3.2.1 read and understand with some support short simple fiction and non-fiction texts;</p> <p>4.4.5.1 link with some support sentences using basic coordinating connectors;</p> <p>4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive 's/s' to name, describe and label things;</p> <p>4.5.6.1 use demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and responses</p>
	Fast machines 1	<p>4.1.5.1 identify initial, middle and final phonemes and blends;</p> <p>4.2.4.1 respond to questions on an increasing range of general and some curricular topics;</p>

		<p>4.2.7.1 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges;</p> <p>4.3.1.1 recognise, identify and sound with support a growing range of language at text level;</p> <p>4.4.2.1 begin to use joined-up handwriting in a limited range of written work;</p> <p>4.5.3.1 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one-syllable and some two-syllable adjectives [comparative and superlative] to make comparisons;</p> <p>4.5.14.1 use prepositions of location, position and direction: at, in, on, behind, between, in front of, near, next to, opposite, above, up, down, on the right, on the left, use prepositions of time : in, on, at, before, after, use with/without to indicate accompaniment with for instrument and for to indicate recipient</p>
	Fast machines 2	<p>4.2.4.1 respond to questions on an increasing range of general and some curricular topics;</p> <p>4.2.6.1 take turns when speaking with others in a growing range of short, basic exchanges;</p> <p>4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information;</p> <p>4.4.7.1 spell most familiar high-frequency words accurately when writing independently;</p> <p>4.5.3.1 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things, use simple one-syllable and some two-syllable adjectives [comparative and superlative] to make comparisons;</p> <p>4.5.13.1 use can to make requests and ask permission, use must/mustn't/have to to talk about obligation, use have + object + infinitive to talk about obligations;</p> <p>4.5.16.1 use conjunctions and, or, but, because to link words and phrases</p>
	Robots 1	<p>4.1.8.1 understand short, supported narratives on an increasing range of general and some curricular topics;</p> <p>4.4.8.1 to include appropriate use of full stops and question marks, at sentence level with some accuracy when writing independently;</p> <p>4.5.4.1 use determiners a, an, the, zero article, some, any, this, these, that, those to refer to things on a growing range of general and some curricular topics;</p> <p>4.5.11.1 use has got/have got there is/are statement, negative, question forms including short and full answers and contractions;</p> <p>4.5.14.1 use prepositions of location, position and direction: at, in, on, behind, between, in front of, near,</p>



		next to, opposite, above, up, down, on the right, on the left, use prepositions of time: in, on, at, before, after, use with/without to indicate accompaniment with for instrument and for to indicate recipient
	Robots 2	<p>4.1.8.1 understand short, supported narratives on an increasing range of general and some curricular topics;</p> <p>4.3.2.1 read and understand with some support short simple fiction and non-fiction texts;</p> <p>4.3.4.1 find with support books, worksheets and other print materials in a class or school library according to classification;</p> <p>4.3.6.1 understand with some support some specific information and detail in short, simple texts on a growing range of general and some curricular topics;</p> <p>4.4.5.1 link with some support sentences using basic coordinating connectors;</p> <p>4.5.13.1 use can to make requests and ask permission, use must/mustn't/have to to talk about obligation, use have + object + infinitive to talk about obligations;</p> <p>4.5.15.1 use would you like to to invite and use appropriate responses yes please, no thanks, use let's + verb, verbs go enjoy like + verb + ing, begin use infinitive of purpose to describe simple actions and verbs want, start + infinitive, use declarative what [a/an] + adjective + noun to show feelings</p>