

Бекітемін:
Мектеп меңгерушісі: _____ Байгөбеков.М

Calendar Thematic Plan for grade 2
within the framework of updating the secondary education content
2022-2023 academic year

№	Units/ Changing lessons	Theme	Learning objectives	Hours	Date						Notes	
1 st term 18 hours												
1	Unit 1: All about me	Hello again	2.L2 recognise with considerable support an increasing range of common personal questions	1				01	09	22		
2		Hello again	2.S6 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges 2.R2 identify, remember and sound out high-frequency sound and letter patterns 2.W5 write letters and familiar high frequency words when read aloud or spelt out for learners 2.W6 use with support upper- and lower-case letters accurately when writing familiar high frequency words	1				06	09	22		
3		All about me	2.L2 recognise with considerable support an increasing range of common personal questions	1				08	09	22		
4		All about me	2.S2 ask questions in order to satisfy basic needs and find information on familiar topics and	1				13	09	22		

5		I can...	classroom routines	1				15	09	22		
6		I can...	2.S4 respond to basic supported questions giving personal and factual information	1				20	09	22		
7		My clothes and things	2.S8 give simple instructions for others to follow 2.L1 understand a range of short basic supported classroom instructions	1				22	09	22		
8		Hello again	2.S1 make basic statements related to personal information, people and objects on familiar topics	1				27	09	22		
9		My clothes and things SAU- 1	and classroom routines 2.UE1 use singular nouns, plural nouns – including some common irregular plural forms in	1				29	09	22		
10		My clothes and things. Correction work	giving simple descriptions 2.UE3 use common adjectives in descriptions and to talk about simple feelings 2.UE13 use can to talk about ability and to make requests and offers; use can / can't to talk about permission	1				04	10	22		
11	Unit 2: My friends	My friends name	2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number	1				06	10	22		
12		Helping hands		1				11	10	22		
13		People I know	2.R1 read and spell out words for others 2.W2 write letters and familiar high frequency words when read aloud or spelt	1				13	10	22		
14		People I know SAU- 2	2.L1 understand a range of short basic supported classroom instructions 2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines	1				18	10	22		
15		People I know	2.S5 begin to articulate clearly the difference between various sounds	1				20	10	22		

16		Summative assessment for the term 1	2.S6 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges 2.R1 read and spell out words for others 2.W1 write with support short responses at phrase level to questions and other prompts 2.U6 use demonstrative pronouns this, these, that, those to make and respond to requests for information 2.U13 use can to talk about ability and to make requests and offers; use can / can't to talk about permission 2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number 2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 2.U3 use common adjectives in descriptions and to talk about simple feelings	1				27	10	22		
17												
Nº	Units/ Changing lessons	Theme	Learning objectives	Hours	Date							
2 nd term 15 hours												
18	Unit 3: My school	My school	2.L1 understand a range of short basic supported classroom instructions 2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number 2.L5 identify missing phonemes in incomplete	1			08	11	22			
19		Counting and measuring		1			10	11	22			

			<p>words</p> <p>2.S4 respond to basic supported questions giving personal and factual information</p> <p>2.R4 begin to use with support a simple picture dictionary</p> <p>2.U2 use cardinal numbers 1 -50 to count</p> <p>2.U11 use have got+noun to describe and ask about possessions</p>										
20		Places around school	<p>2.L4 recognise with support short basic questions relating to features such as colour and number</p> <p>2.L5 identify missing phonemes in incomplete words</p> <p>2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines</p> <p>2.W3 write short phrases to identify people, places and objects</p> <p>2.U14 use basic prepositions of location and position: at, behind, between, in, in front of, near, next to, on</p> <p>to describe where people and things are; use prepositions of time: on, in, at to talk about days and times</p>	1			15	11	22				
21		Phonics	<p>2.L2 recognise with considerable support an increasing range of common personal questions</p> <p>2.L3 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.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines</p> <p>2.R2 identify, remember and sound out high-</p>	1			17	11	22				

			frequency sound and letter patterns 2.W7 spell some familiar high-frequency words accurately during guided writing activities										
22		Skills time 2	2.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines	1			22	11	22				
23		Class photos	2.S4 respond to basic supported questions giving personal and factual information 2.R2 identify, remember and sound out high-frequency sound and letter patterns	1			24	11	22				
24		My class SAU-3	2.U7 use personal subject and object pronouns to describe people and things 2.R2 identify, remember and sound out high-frequency sound and letter patterns 2.W7 spell some familiar high-frequency words accurately during guided writing activities 2.U2 use cardinal numbers 1 -50 to count 2.U11 use have got+noun to describe and ask about possessions	1			29	11	22				
25	Unit 4: The world around us	Different Places	2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number	1			06	12	22				
26		Where's it from?	2.L5 identify missing phonemes in incomplete words 2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 2.S4 respond to basic supported questions giving personal and factual information 2.U5 use interrogative pronouns including which, what, where, whose to ask who people are and what they are doing	1			08	12	22				

			2.U12 use basic adverbs of place here / there to say where things are										
27		Days out	<p>2.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines</p> <p>2.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines</p> <p>2.R3 read and follow with considerable support simple, words, phrases and sentences on familiar topics</p> <p>2.U13 use simple imperative forms [positive and negative] for basic commands and instructions</p> <p>2.U13 use can to talk about ability and to make requests and offers; use can / can't to talk about permission</p>	1			13	12	22				
28		Days out	<p>2.L3 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.L5 identify missing phonemes in incomplete words</p> <p>2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines</p> <p>2.R3 read and follow with considerable support simple, words, phrases and sentences on familiar topics</p>	1			15	12	22				
29		Days Out SAU-4	2.L5 identify missing phonemes in incomplete words	1			20	12	22				

30		Phonics sound "th"	2.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines	1									
31		Summative assessment for the term 2	2.R3 read and follow with considerable support simple, words, phrases and sentences on familiar topics	1			22	12	22				
32		Skills time	2.UE4 use determiners a, an, the, some, any, this, these, that, those to identify things	1			27	12	22				
33		Unit revision	2.UE5 use interrogative pronouns including which, what, where, whose to ask who people are and what they are doing 2.UE12 use basic adverbs of place here / there to say where things are 2.UE8 use simple imperative forms [positive and negative] for basic commands and instructions 2.UE13 use can to talk about ability and to make requests and offers; use can / can't to talk about permission	1			29	12	22				

№	Units/ Changing lessons	Theme	Learning objectives	Hours	Date								
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3^d term 20 hours

34	Unit 5. Health and body	Our body	2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines	1			10	01	23				
35		Our body	2.R1 read and spell out words for others	1			12	01	23				
36		Let's measure	2.UE6 use demonstrative pronouns this, these, that, those to make and respond to requests for information	1			17	01	23				
37		Hats and bats	2.L1 understand a range of short basic supported classroom instructions	1			19	01	23				
38		Reading time	2.L4 recognise with support short basic questions	1			24	01	23				

			relating to features such as colour and number 2.UE2 use cardinal numbers 1 -50 to count										
39		Let's measure SAU-5	2.L4 recognise with support short basic questions relating to features such as colour and number 2.S8 give simple instructions for others to follow	1			26	01	23				
40	Unit 6. Traditions and folklore	Special days	2.R1 read and spell out words for others 2.R4 begin to use with support a simple picture dictionary	1			31	01	23				
41		Special days	2.L5 identify missing phonemes in incomplete words	1			02	02	23				
42		Home cooking	2.S4 respond to basic supported questions giving personal and factual information	1			07	02	23				
43		Home cooking	2.R3 read and follow with considerable support simple, words, phrases and sentences on familiar topics	1			09	02	23				
44		Home cooking	2.W3 write short phrases to identify people, places and objects 2.UE13 use can to talk about ability and to make requests and offers; use can / can't to talk about permission	1			14	02	23				
45		Phonics	2.L1 understand a range of short basic supported classroom instructions 2.S4 respond to basic supported questions giving personal and factual information	1			16	02	23				
46		Skills time	2.UE8 use simple imperative forms [positive and negative] for basic commands and instructions 2.UE9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts	1			21	02	23				
47		What's it for?	2.L9 recognise the spoken form of familiar words and expressions 2.S3 use a limited range of basic words, phrases	1			23	02	23				

48		Reading time	and short sentences to describe objects, activities and classroom routines	1			28	02	23			
49		Reading time SAU-6	2.R1 read and spell out words for others	1			02	03	23			
50		What's it for?	2.R3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number	1			07	03	23			
51		Summative assessment for the term 3	2.S4 respond to basic supported questions giving personal and factual information	2			09 - 14	03	23			
52		Correction work	2.W7 spell some familiar high-frequency words accurately during guided writing activities	2			16 - 28	03	23			
53		Unit revision	2.U9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts	1			30	03	23			

№	Units/ Changin g lessons	Theme	Learning objectives	Ho urs	Date						Notes	
4 th term 19 hours												
54	Unit 7. The natural environ ment	1.The weather	2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number 2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 2.U3 use common adjectives in descriptions and to talk about simple feelings	1			04	04	23			

55		The weather	2.L4 recognise with support short basic questions relating to features such as colour and number	1			06	04	23			
56		Month of the year	2.R3 read and follow with considerable support simple, words, phrases and sentences on familiar topics 2.U9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts	1			11	04	23			
57		Phonics	2.L4 recognise with support short basic questions relating to features such as colour and number	1			13	04	23			
58		Changing seasons	2.U10 use common present continuous forms [positive, negative, question] 2.U13 use can to talk about ability and to make requests and offers; use can / can't to talk about permission 2.U17 use me, too to give short answers	1			18	04	23			
59		Changing seasons	2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number	1			20	04	23			
60		What can animals do SAU-7	2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines	1			25	04	23			
61		Sea Adventures	2.R1 read and spell out words for others 2.W5 write letters and familiar high frequency words when read aloud or spelt out for learners	1			27	04	23			
62	Unit 8. Travel	A to B	2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 2.U9 use common present simple forms	1			02	05	23			

			[positive, negative, question] and contractions to talk about what you want and like and habits and facts 2.UE14 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										
63		Grammar Present Continuous	2.S4 respond to basic supported questions giving personal and factual information 2.R3 read and follow with considerable support simple, words, phrases and sentences on	1			04	05	23				
64		Types of vehicles	familiar topics 2.UE13 use can to talk about ability and to make requests and offers; use can / can't to talk about permission	1			11	05	23				
65		Phonics	2.S1 make basic statements related to personal information, people and objects on familiar	1			16	05	23				
66		My plane	topics and classroom routines	1			18	05	23				
67		Bike story SAU-8	2.UE11 use have got+noun to describe and ask about possessions	1			23	05	23				
68		Reading time	2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number	1			25	05	23				
69		Summative assessment for the term 4	2.UE10 use common present continuous forms [positive, negative, question] 2.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics 2.5.3.1 write with support factual descriptions at text level which describe people, places and objects	1			30	05	23				

Пән мұғалімі : Ерзақ Сымбат