**Календарно-тематическое планирование на УМК Family and Friends 2 (2nd edition) (100 часов)**

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|  | | | | **Лингвистическая**  **компетенция** | | **Речевая компетенция** |  |
| **Тема урока** | **Урок** | **Часы** | **Новые слова** | **Грамматический материал** | **Фонетика** | **Навыки и умения** | **Воспитательный аспект** |
| **Welcome back!** | Starter | 4 | **Revision:** words to describe people, numbers *1* -20, family, colours, toys, days of the week  **Extra:** welcome back, learning, end (v), bump, down, week, white, black | I’ve got brown hair. This is my cousin. He’s got green eyes. Where’s Billy? Is he under the bed? There is… There are… |  | **Listening:** identifying people from their descriptions (listening for specific information)  **Speaking**: She’s got curly hair. His name’s James. How many… ? What colour… ? (describing people’s appearance; introducing yourself and other people; talking about objects) | Understanding and respecting differences between people |
| **Our new things** | 1 | 6 | **School things**  **Core:** classroom, table, computer, peg, pencil case, board, poster, picture, drawers, cupboard  **Extra**: whiteboard, Wow!, this, that, these, those, what, have a look, work(n), game, touch, knee, feet, bright, wall, sit, with, swimming pool | This / That is…  These / those are… | Review of the alphabet & initial sounds | **Reading:** a description (reading a text describing pictures; reading for specific words)  alphabet and initial  **Listening:** identifying people and objects from their description (numbering items in the correct order)  **Speaking**: How many… ? There are… (asking and answering questions about a picture) **Writing:** capitalization; Workbook – writing about my classroom (guided writing) | **Keep your classroom tidy**  (contributing to keeping the classroom tidy)  Understanding that it is important to look after possessions & the classroom |
| **They’re happy now!** | 2 | 6 | **Feelings**  Core: hot, cold, hungry, thirsty, happy, sad, tired, angry, scared, brave  **Extra**: babies, twins, cry (v), go to sleep, snore, hug (v), yourself, stamp (v), feelings, feel, sometimes, always, behave, fear, gone, carry on, laugh (v),  until, broken, poor, nearly, wake up | **We’re / they’re** happy  **Are they** hot?  Yes, **they are** / No, **they aren’t** | **Review of digraphs:**  **Ch sh th**  Ch: chair teacher  Sh: shoes fish  Th: thumb bath | **Reading**: a poem: ‘My feelings’(reading and understanding a poem; matching words with information in the poem)  **Listening:** identifying feelings (numbering pictures of feelings in the correct order)  **Speaking:** Is he sad? No, he isn’t. He’s… (asking and answering questions about how people feel)  **Writing:** long and short forms; Workbook – writing about my feelings (guided writing) | **Let’s help each other**  (finding wayto help people when they need it)  Caring for other people |
| **I can ride a bike!** | 3 | 6 | **Outdoor activities**  **Core**: ride a bike, ride a horse, skate, skateboard, play tennis, play football  **Prepositions of place**  **Core:** behind, in front of, next to, between  **Extra**: teach, stop, anywhere, hiding, by, perfect, aged, seat, wheel, children, grass, sand, take, young, skateboard (n), skates (n), outdoor (adj) | She **can / can’t** ride a bike  **Can** he play tennis?  Yes, he **can/can’t**  Prepositions of place | **Review of CVC words: a e i o u**  A: cat van  E: peg bed  I: bin fig  O: mop dog  U: bus jug | **Reading:** information on a webpage (reading and understanding information on a webpage; choosing the correct information from the text)  **Listening**: identifying outdoor toys (numbering objects in the correct order)  **Speaking**: Where’s the skateboard? It’s in front of the table, (asking and answering questions about where things are)  **Writing**: using a/an; Workbook – writing about what I can and can’t do (guided writing) | **Sports & safety**  (practicing sports safely)  Encouraging & helping people to be brave |
| *Fluency Time! 1* | *Classroom language* | *1* | *Project: a school word wheel* | | | | |
| **Review 1** |  | 1 | Review of vocabulary and structures from Units 1-3 |  | | | |
| **Have you got a milkshake?** | 4 | 6 | **Food**  **Core**: salad, fries, pizza, milkshake, cheese sandwich, chicken  **Numbers 20-100**  **Core**: fen, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, one hundred  **Extra**: don’t worry, naughty, start (v + n), easy, if, try, number, high, done, much, olive, sure, buy | **Have** you **got** a milkshake?  Yes, I **have** / No, I **haven’t**  **Has** he **got** fries?  Yes, he **has /** No, he **hasn’t** | **Consonant blends:**  **gr br fr**  gr: grass grapes  br: brush bread  fr: frog ehavio | **Reading:** a caption story (reading and understanding a caption story; finding specific information in a text)  **Listening:** identifying which food items are available in a shop  **Speaking:** Have you got apples? Yes, we have. (asking and answering questions about what someone has got)  **Writing**: question marks and full stops; Workbook – writing about my lunch (guided writing) | **Healthy food**  (understanding that some foods are healthy & others are unhealthy) |
| **Safety at school**  (noticing safety hazards in the classroom)  Sharing with people at school |
| **We’ve got English!** | 5 | 6 | **School subjects**  **Core:** art, maths, English, science, PE, music  **School rooms**  **Core**: playground, sports field, art room, computer room  **Extra**: our, their, time, wear, paint, headphones, speak, study, read, primary, lesson, break time learn | What have we got on Monday?  We’**ve got** science  **When have** we **got** PE?  **Our/their** | **Consonant blends:**  **Dr tr cr**  Dr: drum dress  Tr: truck tree  Cr: crayon crab | **Reading:** a description on a webpage (reading and understanding a webpage; finding specific details in a text)  **Listening**: identifying school rooms from their descriptions (numbering pictures in the correct order)  **Speaking**: What have we got in the art room? We’ve got… (asking and answering questions about different rooms in a school)  **Writing:** capital letters; Workbook – writing about my school subjects (guided writing) |
| **Let’s play after school!** | 6 | 6 | **After-school activities**  **Core:** help my mum, do my homework, visit my grandma, go swimming, have a music lesson, watch TV, listen to music, play with friends, read a book, write an email  **Extra:** how about, well, after, a lot, on my own, cook (v), stories, CD, sport | I **visit** my grandma every Tuesday  I **go swimming** every Thursday  I **don’t watch** TV | **Consonant blends:**  **fl pl bl**  Fl: flower flat  Pl: plum plate  Bl: blanket blue | **Reading:** information texts (reading and understanding a class poster; matching children with their after-school activities)  **Listening**: identifying after-school activities (choosing which activities children take part in)  **Speaking**: / read a book. I don’t ride a bike, (talking about which after-school activities you do)  **Writing**: verbs; Workbook – writing about what I do after school (guided writing) | **Help your family**  (respecting the needs of others) |
| *Fluency Time! 2* | ***Shopping*** | *1* | *Project: a market stall* |  | | | |
| **Review 2** |  | 1 | Revision of vocabulary and structures from Units 1-6 |  | | | |
| **Let’s buy presents!** | 7 | 6 | **Special days**  **Core**: chocolate, sweets, balloon, present, cake, card, ehavior, pastries,  nuts, tie  **Extra**: birthday, tomorrow, scared of, asleep, someone, or, take off, outside, sky, in half, think about, front, smile (n), everything, give | What **do** you **like**?  I **like / don’t like** balloons.  What **does** he **like**?  He  **likes/doesn’t like** chocolate. | **Consonant blends:**  **Cl gl sl**  Cl: cloud  clock  Gl: gloves glue  Sl: slide slippers | Reading: instructions on making a card (reading and following instructions; finding specific information in a text)  Listening: identifying suitable presents (matching people with the correct present)  Speaking: What does he like? He likes tennis,(asking questions about likes and dislikes)  Writing: long and short forms; Workbook – writing about presents (guided writing) | Be good at the party!  (playing co-operatively & being  aware of other  people) |
| **What’s the time?** | 8 | 6 | **Everyday activities**  **Core:** get up, have breakfast, go to school, go home, have dinner, go to bed  **Times of the day**  **Core:** in the morning, in the afternoon, in the evening, at night  **Extra:** brush my teeth, goodnight, time for, get dressed, cereal, go by bus, so, plane | **What’s the time?**  **I**ts seven o’clock  He gets up at six o’clock | **Consonant blends:**  **Sm sn ehav**  Sm: smile small  Sn: snow snake  St: stairs star  Sk: sky skates | Reading: information texts (reading and understanding a text about someone’s daily routine; finding specific details in a text)  Listening: listening for times and activities (drawing the times when people do certain activities)  Speaking: He has breakfast, (talking about what someone does at different times of day) Writing: identifying Wh- questions; Workbook – writing about my day (guided writing) | **Personal hygiene**  (understanding & maintaining good personal hygiene)  Respecting the needs of other people |
| **Where does she work?** | 9 | 6 | **Places**  **Core:** *hospital, school, airport, police station, fire station, shop, station, zoo, supermarket, bank*  **Extra:** *work (v), fantastic, place, thing, out and about, dark, shopping (n), at the moment, cute, feed, vegetable, job* | Where **does** she **work**?  She **works** in a bank.  **Does** she **work** in a shop?  Yes, she **does**. / No, she **doesn't**. | **Long vowels:**  **A + magic e**  Lake face  Gate plane | **Reading:** a magazine interview (reading and understanding an interview about someone's job)  **Listening:** listening for details in an interview (choosing the correct information)  **Speaking**: What are Peter’s favourite animals? (asking and answering questions about a job)  **Writing**: using commas with and in lists; Workbook – writing about where my family works (guided writing) | **All jobs are important**  (understanding that people in a community have different jobs) |
| *Fluency Time! 3* | ***Making Plans*** | *1* | *Project: a mini book* |  | | | |
| **Review 3** |  | 1 | Revision of vocabulary & structures from Units 1-9 |  | | | |
| **It’s hot today!** | 10 | 6 | **Weather**  **Core:** raining, windy, hot, cold, snowing, sunny  **Weather activities**  **Core:** fly a kite, make a snowman, wear coats, go outside  **Extra:** weather, like (prep), sun hat. Catch, quick, key, wet, high up, all together, news, warm, raincoat, sun, sunglasses, fly away, be careful, get wet, keep | **What’s the weather like?**  **It’s** windy/ raining/hot.  **Put on / don’t put on** your coat. | **Long vowels:**  **i+magic e**  bike white  kite line  nine | Reading: a weather report (reading and understanding a weather report; matching images with information in a text)  Listening: identifying the weather at certain times from the weather report (choosing the correct option)  Speaking: **It’s Monday. What’s the weather like?** (talking about weather on different days) Writing: verbs and adjectives; Workbook – writing about the weather (guided writing) | **Let’s look after our world**  (understanding what improves & harms the environment)  Dressing appropriately to stay healthy outdoors |
| **What are you wearing?** | 11 | 6 | **Clothes**  **Core:** *skirt, scarf, gloves, jeans, boots, shirt*  **Time**  **Core:** *o’clock, quarter past, half past, quarter to*  **Extra:** *people, platform, here comes…, slow, hurry up, coach, pass by, wave (v), get on, sit down, seaside, town* | **Present continuous:** What **are** you **wearing? /**  What**’s** he **wearing?**  **I’m wearing** a blue skirt. /  He**’s wearing** red trousers. | **Long vowels**  **O+ magic e**  Nose bone  Rope home  stone | Reading: a poem:’At the coach station’(reading and understanding a poem; finding  specific information in a text)  Listening: identifying people by their clothing  Speaking: What’s she wearing? She’s wearing a red shirt. Who is it? (describing what people are wearing)  Writing: writing the time; Workbook – writing about my clothes (guided writing) | **Let’s take care of our things**  (understanding the importance of looking after personal possessions) |
| **You’re sleeping** | 12 | 6 | **Celebrations**  **Core:** wedding, guests, cake, bride, band, invitations  **Getting ready**  **Core:** make a cake, wash the car, brush my hair, take photos  **Extra:** watch(v), video. Dance Ы), sleep, get ready, by my side, suit in), excited, con’t wait, month, summer, party, clean (v), letters, think, send, soon | **Present continuous:**  What **are** you / they **doing?**  I**’m**/ We**’re/** they**’re talking**  What’s he/she **doing?** He’s /She’s **eating.** | **Long vowels:**  **U+magic e**  June tube  Flute cube | Reading: a descriptive email (reading and understanding a descriptive email; completing questions with information from a text)  Listening: listening for details to distinguish between photos (numbering pictures in the correct order)  Speaking: What’s he doing? He’s dancing, (talking about what people are doing)  Writing: present continuous verbs; Workbook – writing about a party (guided writing) | **Let’s work together**  9working co-operatively with other people) |
| *Fluency Time! 4* | *At a party* | *1* | *Project: a present* |  | | | |
| **Review 4** |  | 1 | Revision of vocabulary & structures from Units 1-12 |  | | | |
| **Look at the animals!** | 13 | 6 | **Farm animals**  **Core:** cow, goat, horse, sheep, donkey, goose  **Adjectives**  **Core:** loud, quiet, fast, slow  **Extra:** than, mummy, daddy, other, hen, cheep, cluck, honk, clop, clip, trot, farm, piece, trip (n), leave, bring, rule, run away, finally, bite, scare, sink (n), friendly | **Comparatives:**  This cow is **bigger than**  that cow. | **Long vowels: ee**  Tree cheese  Green feet | Reading: an information text (reading and understanding a leaflet about a school visit to a farm; finding specific, information in a text)  Listening: listening for rules (matching pictures to rules)  Speaking: Don’t open the gate, (giving positive and negative rules)  Writing: using and to connect sentences; Workbook – writing about a farm visit (guided writing) | **We’re all different**  (respecting the similarities & differences between people)  Respecting animals & the natural world |
| **Look at he photos!** | 14 | 6 | **Memories**  **Core:** kind, naughty, wet, dry, fridge, photo  **Tidying up**  **Core:** tidy, untidy, floor, rubbish  **Extra:** duck, each, play (n), year, wolf, hood, costume, scary, proud, act M, hard work, brilliant, ready, tidy up | **Past simple:**  **I**/He/She **was** happy.  I/He/She **wasn’t** naughty.  You **were** kind.  They **weren’t** dry. | **Short & long vowels**  Cub cube  Tap tape  Pip pipe | Reading: a newspaper article (reading and understanding a school newspaper article; reading for specific details)  Listening: identifying people from their descriptions  Speaking: He was a lion (in the school play),(talking about what people were in a play that took place in the past)  Writing: and’/or.Workbook – writing about me and my friends (guided writing) | **Let’s be kind & good**  (sharing, helping, & playing together)  Understanding the ways people change & develop |
| **Well done!** | 15 | 6 | **People**  **Core:** man, men, woman, women, child, children  **Ordinal numbers**  **Core:** first, second, third, fourth  **Extra:** prize-giving, prize, winner, some, any, race, heavy, lose, runner, | Past simple:  There **were some** teachers.  There **weren’t any** children.  Irregular plurals | **Ng / nk**  Ng: ring king swing  Nk: bank sink pink | Reading: a fairytale (reading and understanding a fairytale; developing comprehension skills)  Listening: identifying actions and emotions (ordering the events in a story)  Speaking: What’s Suzy doing? She’s… Is she sad? No, she isn’t. She’s… (describing what someone / something is doing; asking and answering questions about feelings)  Writing: irregular plurals; Workbook – writing about a school open day (guided writing) | **Let’s remember the values**  (being aware of good & helpful ehavior)  Congratulating people on their achievements |
| *Fluency Time! 5* | *Playing Games* | *1* | *Project: a card game* |  | | | |
| **Review 5**  **Final Test** |  | 1  1 | Revision of vocabulary & structures from Units 1-15 |  | | | |
| **Culture: Games, Meals, At home** | |  |  | | | | |
| **Grammar reference** | |  |  | | | | |
| **Общее количество часов:** | | **104** |  | | | | |