**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 teacherSh: shoes fishTh: 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 vanE: peg bed I: bin figO: mop dogU: 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 grapesbr: brush breadfr: 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 dressTr: truck treeCr: 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 TuesdayI **go swimming** every ThursdayI **don’t watch** TV | **Consonant blends:****fl pl bl**Fl: flower flatPl: plum plateBl: 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 clockGl: gloves glueSl: 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’clockHe gets up at six o’clock | **Consonant blends:****Sm sn ehav**Sm: smile smallSn: snow snakeSt: stairs starSk: 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 faceGate 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 whitekite linenine | 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 boneRope homestone | Reading: a poem:’At the coach station’(reading and understanding a poem; findingspecific information in a text)Listening: identifying people by their clothingSpeaking: 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 tubeFlute 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 cheeseGreen 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 cubeTap tapePip pipe | Reading: a newspaper article (reading and understanding a school newspaper article; reading for specific details)Listening: identifying people from their descriptionsSpeaking: 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 swingNk: 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** |  | 11 | Revision of vocabulary & structures from Units 1-15 |  |
| **Culture: Games, Meals, At home** |  |  |
| **Grammar reference** |  |  |
| **Общее количество часов:** | **104**  |  |