**Calendar Thematic Plan for grade 2**

**within the framework of updating the secondary education content**

**2022-2023 academic year**

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| **№** | **Units/ Changing lessons** | | **Theme** | **Learning objectives** | | **Hours** | | **Date** | | **Notes** | |
| **1st term 17 hours** | | | | | | | | | | | |
| 1 | **Unit 1:**  **All about me**  (8 hours) | | Hello again | 2.L2 recognise with considerable support an increasing range of common personal questions  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 | |  | |  | |
| 2 | Hello again  **Entering Test** | 1 | |  | |  | |
| 3 | All about me | 2.L1 understand a range of short basic supported classroom instructions  2.L2 recognise with considerable support an increasing range of common personal questions  2.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines  2.S4 respond to basic supported questions giving personal and factual information  2.S8 give simple instructions for others to follow  2.UE13 use can to talk about ability and to make requests and offers; use can / can’t to talk about permission | | 1 | |  | |  | |
| 4 | All about me | 1 | |  | |  | |
| 5 | I can... | 1 | |  | |  | |
| 6 | My clothes and things | 2.L1 understand a range of short basic supported classroom instructions  2.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines  2.UE1 use singular nouns, plural nouns – including some common irregular plural forms in giving simple descriptions  2.UE3 use common adjectives in descriptions and to talk about simple feelings | | 1 | |  | |  | |
| 7 | My clothes and things  **Summative assessment for the unit «All about me»** | 1 | |  | |  | |
| 8 | Unit Revision |  | | 1 | |  | |  | |
| 9 | **Unit 2: My family and friends**  (9 hours) | | My family and friends | 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.R1 read and spell out words for others  2.W2 write letters and familiar high frequency words when read aloud or spelt | | 1 | |  | |  | | |
| 10 | Friends’ names |  | |  | |  | | |
| 11 | Friends’ names | 1 | |  | |  | | |
| 12 | Helping hands | 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  2.S5 begin to articulate clearly the difference between various sounds  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.UE6 use demonstrative pronouns this, these, that, those to make and respond to requests for information  2.UE13 use can to talk about ability and to make requests and offers; use can / can’t to talk about permission | | 1 | |  | |  | | |
| 13 | Helping hands | 1 | |  | |  | | |
| 14 | People I know  **Summative assessment for the unit «My family and friends»** | 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.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines  2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines  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 | |  | |  | | |
| 15 | People I know | 1 | |  | |  | | |
| 16 | **Summative control work for the 1st term** |  | | 1 | |  | |  | | |
| 17 | Unit revision |  | | 1 | |  | |  | | |
| **2nd term 16 hours** | | | | | | | | | | | |
| 18 | **Unit 3:**  **My school**  (7 hours) | 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 words  2.S4 respond to basic supported questions giving personal and factual information  2.R4 begin to use with support a simple picture dictionary  2.UE2 use cardinal numbers 1 -50 to count  2.UE11 use have got+noun to describe and ask about possessions | | 1 | |  |  | |
| 19 | Counting and Measuring | | | 1 | |  |  | |
| 20 | Counting and Measuring | | | 1 | |  |  | |
| 21 | Around school | | | 2.L4 recognise with support short basic questions relating to features such as colour and number  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.W3 write short phrases to identify people, places and objects  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 | | 1 | |  | |  |
| 22 | School days | | | 2.L2 recognise with considerable support an increasing range of common personal questions  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.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 | | 1 | |  | |  |
| 23 | Class Photos  **Summative assessment for the unit «My school»** | | | 2.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines  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  2.UE7 use personal subject and object pronouns to describe people and things | | 1 | |  | |  |
| 24 | Unit revision | | |  | | 1 | |  | |  |
| 25 | **Unit 4: The world around us**  (9 hours) | 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  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.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 | | 1 | |  | |  |
| 26 | Different Places | | | 1 | |  | |  |
| 27 | Reading Signs | | | 2.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines  2.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines  2.R3 read and follow with considerable support simple, words, phrases and sentences on familiar topics  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 | |  | |  |
| 28 | Reading Signs | | | 1 | |  | |  |
| 29 | Where’s it from? | | | 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 words  2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines  2.R3 read and follow with considerable support simple, words, phrases and sentences on familiar topics | | 1 | |  | |  |
| 30  31 | Days Out  **Summative assessment for the unit «The world around us»**  Days Out | | | 2.L5 identify missing phonemes in incomplete words  2.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines  2.R3 read and follow with considerable support simple, words, phrases and sentences on familiar topics | | 1 | |  | |  |
| 32 | **Summative control work for the 2nd term** | | |  | | 1 | |  | |  |
| 33 | Unit revision | | |  | | 1 | |  | |  |
| **3rdterm 20 hours** | | | | | | | | | | | | |
| 34 | **Unit 5.**  **Health and body**  (10 hours) | | Health and body | 2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines  2.R1 read and spell out words for others  2.UE6 use demonstrative pronouns this, these, that, those to make and respond to requests for information | | 1 | |  | |  | |
| 35 | Our body | 1 | |  | |  | |
| 36 | Our body | 1 | |  | |  | |
| 37 | Let’s measure | 2.L1 understand a range of short basic supported classroom instructions  2.L4 recognise with support short basic questions relating to features such as colour and number  2.UE2 use cardinal numbers 1 -50 to count | | 1 | |  | |  | |
| 38 | Let’s measure | 1 | |  | |  | |
| 39 | Hats and Bats | 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  2.R1 read and spell out words for others  2.R4 begin to use with support a simple picture dictionary | | 1 | |  | |  | |
| 40 | Hats and Bats | 1 | |  | |  | |
| 41 | Reading time | 2.L5 identify missing phonemes in incomplete words  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 familiar topics  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 | |  | |  | |
| 42 | Reading time  **Summative assessment for the unit «Health and body»** | 1 | |  | |  | |
| 43 | Unit revision |  | | 1 | |  | |  | |
| 44 | **Unit 6. Traditions and folklore**  **(**10 hours**)** | | Special Days | 2.L1 understand a range of short basic supported classroom instructions  2.S4 respond to basic supported questions giving personal and factual information  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 | |  | |  | |
| 45 | Special Days | 1 | |  | |  | |
| 46 | Home cooking | 2.L9 recognise the spoken form of familiar words and expressions  2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines  2.R1 read and spell out words for others | | 1 | |  | |  | |
| 47 | Home cooking | 1 | |  | |  | |
| 48 | What’s it for? | 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.S4 respond to basic supported questions giving personal and factual information  2.W7 spell some familiar high-frequency words accurately during guided writing activities | | 1 | |  | |  | |
| 49 | What’sitfor? | 1 | |  | |  | |
| 50 | Reading time  **Summative assessment for the unit «Traditions and folklore»** | 2.R6understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics  2.R5 understand the main points of simple sentences on familiar topics by using contextual clues  2.S8express basic likes and dislikes | | 1 | |  | |  | |
| 51 | Reading time | 2.R5 understand the main points of simple sentences on familiar topics by using contextual clues  2.S8express basic likes and dislikes | | 1 | |  | |  | |
| 52 | **Summative control work for the 3d term** |  | | 1 | |  | |  | |
| 53 | Unit revision |  | | 1 | |  | |  | |

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| **4th term 19 hours** | | | | | | |
| 54 | **Unit 7.**  **The natural environment**  **(10** hours**)** | The natural environment | 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.UE3 use common adjectives in descriptions and to talk about simple feelings | 1 |  |  |
| 55 | The weather | 1 |  |  |
| 56 | The weather | 1 |  |  |
| 57 | Changing seasons | 2.L4 recognise with support short basic questions relating to features such as colour and number  2.R3 read and follow with considerable support simple, words, phrases and sentences on familiar topics  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 |  |  |
| 58 | Changing seasons | 1 |  |  |
| 59 | Whatcananimalsdo? | 2.L4 recognise with support short basic questions relating to features such as colour and number  2.UE10 use common present continuous forms [positive, negative, question]  2.UE13 use can to talk about ability and to make requests and offers; use can / can’t to talk about permission  2.UE17 use me, too to give short answers | 1 |  |  |
| 60 | Whatcananimalsdo? | 1 |  |  |
| 61 | Sea Adventures | 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.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 |  |  |
| 62 | SeaAdventures**Summative assessment for the unit «The natural environment»** | 1 |  |  |
| 63 | Unit revision | 1 |  |  |
| 64 | **Unit 8.**  **Travel**  (9  hours) | Travel | 2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines  2.UE9 use common present simple forms [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 | 1 |  |  |
| 65 | AtoB | 1 |  |  |
| 66 | Types of vehicle | 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 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 |  |  |
| 67 | Types of vehicle | 1 |  |  |
| 68 | My plane | 2.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines  2.UE11 use have got+noun to describe and ask about possessions | 1 |  |  |
| 69 | My plane  **Summative assessment for the unit «Travel»** | 1 |  |  |
| 70 | AltogetherNow | 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.UE10 use common present continuous forms [positive, negative, question] | 1 |  |  |
| 71 | **Summative control work for the 4th term** | 1 |  |  |
| 72 | Unit revision |  | 1 |  |  |
| **Total: 72**  **Annotation: Summative control work for the Unit -20 minutes**  **Summative control work for the Term – 45 minutes** | | | | | | |