**Mid-term Plan**

**Среднесрочное планирование по английскому языку**

**для 3 класса по обновленной программе (на основе Family and Friends 1. Kazakhstan edition)**

**2024-2025 учебный год (68 часов)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **№** | **Unit/****Cross-cultural themes** | **Learning objectives** | **Hours** | **Date** | **Notes (Примечание)** |
| **I term**  |
| Unit 1. Hello English (8 hours) |
| 1 | Greetings and names. PB p.4 | 3.1.4.1 understand basic personal questions3.2.2.1 use isolated words and basic expressions to provide personal information;3.2.3.1 respond to basic questions with single words or short responses3.5.1.2 use the verb to be for presenting personal information and describe people and things3.5.1.3 use cardinal numbers 1-10; 11 - 20; 21 – 100 | 1 |  | Practice greetings and introduce yourself to family members at home. |
| 2 | Greetings and names. The alphabet. PB p.5 | 3.2.2.1 use isolated words and basic expressions to provide personal information3.3.1.1 recognise sounds and name the letters of the alphabet3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations3.4.1.1 spell accurately a few high-frequency words3.5.1.2 use the verb to be for presenting personal information and describe people and things | 1 |  | Practice writing your name and greeting your family in English. |
| 3 | Introductions. PB p.6 | 3.1.1.1 recognise the sounds of phonemes and phoneme blends in words3.2.2.1 use isolated words and basic expressions to provide personal information3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations3.4.2.2 use words and short simple phrases to complete a written text at a sentence level3.5.1.2 use the verb to be for presenting personal information and describe people and things | 1 |  | Write a greeting message inside the greeting card. |
| 4 | Numbers 1–20. PB p.7 | 3.1.1.1 recognise the sounds of phonemes and phoneme blends in words3.2.2.1 use isolated words and basic expressions to provide personal information3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations3.5.1.3 use cardinal numbers 1-10; 11 - 20; 21 – 100 | 1 |  | Practice greetings with your family. Create a number chart from 1-20 at home. |
| 5 | Colours. PB p.8 | 3.1.2.1 recognise familiar words with visual support3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics3.4.1.1 spell accurately a few high-frequency words3.5.1.3 use cardinal numbers 1-10; 11 - 20; 21 – 100 | 1 |  | Color a picture at home using the colors learned in class. Write the color name next to each colored section. |
| 6 | How old are you? Where are you from? PB p.9 | 3.1.2.1 recognise familiar words with visual support3.2.3.1 respond to basic questions with single words or short responses3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations 3.5.1.2 use the verb to be for presenting personal information and describe people and things3.5.1.8 use personal subject and object pronouns in a limited range of familiar topics | 1 |  | Draw a picture of yourself and write a short sentence about where you are from (e.g., "I'm from..." or "My family is from..."). |
| 7 | Project. PB p.10**Unit assessment 1.**  | 3.1.4.1 understand basic personal questions3.2.2.1 use isolated words and basic expressions to provide personal information;3.2.3.1 respond to basic questions with single words or short responses3.5.1.2 use the verb to be for presenting personal information and describe people and things | 1 |  | Share your posters with your family members. Ask them similar questions about themselves and see what you can learn! |
| 8 | At my school. PB p.11 | 3.1.3.1 understand a range of short classroom instructions3.2.3.1 respond to basic questions with single words or short responses3.3.3.1 understand short, simple instructions used in familiar everyday contexts3.5.1.2 use the verb to be for presenting personal information and describe people and things | 1 |  | Draw your own classroom and label objects using prepositions. |
| **Unit 2. My school (8 hours)** |
| 9 | Classroom objects. PB p.12 | 3.1.2.1 recognise familiar words with visual support3.2.3.1 respond to basic questions with single words or short responses3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations3.5.1.1 use singular and plural nouns, including some common irregular plural forms and high-frequency uncountable nouns3.5.1.2 use the verb *to be* for presenting personal information and describe people and things on a limited range of familiar topics | 1 |  | Bring one interesting school object from home for the next lesson and write a short sentence about it. |
| 10 | What’s this? What are these? PB p.13 | 3.1.2.1 recognise familiar words with visual support3.2.3.1 respond to basic questions with single words or short responses3.5.1.1 use singular and plural nouns, including some common irregular plural forms and high-frequency uncountable nouns3.5.1.2 use the verb *to be* for presenting personal information and describe people and things on a limited range of familiar topics3.5.1.3 use cardinal numbers 1-10; 11 - 20; 21 – 100 to count3.5.1.7 use demonstrative pronouns this, these, that, and those to indicate things in closed questions with support | 1 |  | Draw pictures of your school things and write sentences using "What's this?" and "What are these?" |
| 11 | Classroom objects and instructions. PB p.14 | 3.1.2.1 recognise familiar words with visual support3.2.3.1 respond to basic questions with single words or short responses3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations3.5.1.2 use the verb *to be* for presenting personal information and describe people and things on a limited range of familiar topics | 1 |  | Draw your classroom and label some of the objects in English. |
| 12 | Numbers 20-100. PB p.15 | 3.1.1.1 recognise the sounds of phonemes and phoneme blends in words3.2.1.1 pronounce various sounds of phonemes and phoneme blends using appropriate stress, rhythm, and intonation3.3.1.2 identify and read separate sounds (phonemes) within words, which may be represented by more than one letter3.5.1.3 use cardinal numbers 1-10; 11 - 20; 21 – 100 to count | 1 |  | Find 3 objects at home of different sizes and measure them using a ruler or tape measure. Write down the object, its measurement, and the unit of measurement (e.g., book - 25 cm). |
| 13 | Describing things. There is, there are. PB p.16 | 3.1.2.1 recognise familiar words with visual support3.2.4.1 provide simple descriptions of people, and objects3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations3.5.1.11 use *has got/ have got; there is/are* in a limited range of familiar topics | 1 |  | Draw a picture of your school bag and write sentences describing the objects inside using "There is" and "There are". |
| 14 | Describing things. Is it a …? Are they? Project. PB p.17-18 | 3.1.2.1 recognise familiar words with visual support3.2.3.1 respond to basic questions with single words or short responses3.2.4.1 provide simple descriptions of people, and objects3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations3.5.1.2 use the verb *to be* for presenting personal information and describe people and things on a limited range of familiar topics3.4.3.1 create a poster or write a postcard, using words and simple phrases | 1 |  | Draw one object from your classroom and write a short description using complete sentences. |
| 15 | Classroom rules.PB p.19**Unit assessment 2** | 3.1.3.1 understand a range of short classroom instructions3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations3.4.3.1 create a poster or write a postcard, using words and simple phrases3.5.1.9 use imperative forms to give short instructions on a limited range of familiar topics | 1 |  | Illustrate your favorite classroom rule or create a short skit demonstrating a rule. |
| 16 | **Term assessment 1** | 3.1.2.1 recognise familiar words with visual support3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations3.4.2.2 use words and short simple phrases to complete a written text at a sentence level3.2.2.1 use isolated words and basic expressions to provide personal information;3.2.3.1 respond to basic questions with single words or short responses. | 1 |  | Revision PB p.4-19 |
| **II term** |
| **Unit 3. People I love (8 hours)** |
| 17 | Family and friends. PB p.20 | 3.1.2.1 recognise familiar words with visual support3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary | 1 |  | Bring a picture of your family to share in the next class. Describe the family pictures to the class. |
| 18 | Who’s this? has got. PB p.21 | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support3.2.3.1 respond to basic questions with single words or short responses3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations3.5.1.8 use personal subject and object pronouns on a limited range of familiar topics3.5.1.11 use *has got/ have got; there is/are* in a limited range of familiar topics | 1 |  | Write a short paragraph describing your family members and one thing each family member has. |
| 19 | People’s feelings. PB p.22 | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics3.3.3.1 understand short, simple instructions used in familiar everyday contexts3.5.1.8 use personal subject and object pronouns on a limited range of familiar topics | 1 |  | Draw a picture of yourself and write down how you are feeling.  |
| 20 | Phonics. PB p.23 | 3.1.1.1 recognise the sounds of phonemes and phoneme blends in words3.2.1.1 pronounce various sounds of phonemes and phoneme blends using appropriate stress, rhythm, and intonation3.3.1.1 recognise sounds and name the letters of the alphabet | 1 |  | Find and circle 5 words that begin with the letters A, B, C, D in a book. |
| 21 | My feelings. PB p.24 | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support3.2.3.1 respond to basic questions with single words or short responses3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics3.5.1.4 use common adjectives in descriptions of people and things and simple feelings with support | 1 |  | Draw a picture of yourself and write a sentence about how you are feeling. Use feeling words and a frequency word. |
| 22 | People’s feelings. PB p.25 | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support3.2.3.1 respond to basic questions with single words or short responses3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations3.5.1.2 use the verb *to be* for presenting personal information and describe people and things on a limited range of familiar topics3.5.1.4 use common adjectives in descriptions of people and things and simple feelings with support | 1 |  | Write a short story about a character experiencing a specific emotion. |
| 23 | Project. PB p.26**Unit assessment 3** | 3.1.1.1 recognise the sounds of phonemes and phoneme blends in words;3.1.2.1 recognise familiar words with visual support;3.2.3.3 make introductions and requests in basic interaction with others3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations3.4.2.2 use words and short simple phrases to complete a written text at a sentence level3.5.1.2 use the verb *to be* for presenting personal information and describe people and things on a limited range of familiar topics;3.5.1.4 use common adjectives in descriptions of people and things and simple feelings with support | 1 |  | Share your books with family members and discuss your creations. |
| 24 | My friends. PB p.27 | 3.1.2.1 recognise familiar words with visual support3.2.3.3 make introductions and requests in basic interaction with others3.3.3.1 understand short, simple instructions used in familiar everyday contexts3.5.1.2 use the verb *to be* for presenting personal information and describe people and things on a limited range of familiar topics3.5.1.11 use *has got/ have got; there is/are* in a limited range of familiar topics | 1 |  | Draw a picture of yourself and your friends and write a short sentence about each friend. |
| **Unit 4. Weather (8 hours)** |
| 25 | The weather. PB p.28 | 3.1.2.1 recognise familiar words with visual support3.1.4.2 understand simple descriptions of people, actions, and objects with visual support3.2.3.3 make introductions and requests in basic interaction with others3.3.3.1 understand short, simple instructions used in familiar everyday contexts3.5.1.4 use common adjectives in descriptions of people and things and simple feelings with support | 1 |  | Draw a picture of your favorite type of weather and write a short sentence about it. |
| 26 | The weather. PB p.29 | 3.1.2.1 recognise familiar words with visual support3.1.4.2 understand simple descriptions of people, actions, and objects with visual support3.2.3.1 respond to basic questions with single words or short responses3.3.3.1 understand short, simple instructions used in familiar everyday contexts3.4.1.1 spell accurately a few high-frequency words | 1 |  | Write a short sentence about the weather you experienced today. |
| 27 | Month in a year. PB p.30 | 3.1.2.1 recognise familiar words with visual support3.2.3.1 respond to basic questions with single words or short responses3.2.3.3 make introductions and requests in basic interaction with others3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations | 1 |  | Write a short sentence about your favorite month and explain why you like it. |
| 28 | Phonics. PB p.31 | 3.1.1.1 recognise the sounds of phonemes and phoneme blends in words3.2.1.1 pronounce various sounds of phonemes and phoneme blends using appropriate stress, rhythm, and intonation3.3.1.2 identify and read separate sounds (phonemes) within words, which may be represented by more than one letter | 1 |  | Write 3 words that start with the letters **e, f, g**, and **h**. |
| 29 | Changing seasons. PB p.32 | 3.1.2.1 recognise familiar words with visual support3.2.3.1 respond to basic questions with single words or short responses3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary3.5.1.15 use basic prepositions of time | 1 |  | Draw a picture of your favorite season and write a short sentence about it. |
| 30 | Changing seasons. Is it? PB p.33**Unit assessment 4** | 3.1.2.1 recognise familiar words with visual support3.1.4.2 understand simple descriptions of people, actions, and objects with visual support 3.2.3.1 respond to basic questions with single words or short responses3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics3.5.1.4 use common adjectives in descriptions of people and things and simple feelings with support | 1 |  | Draw a picture of your favorite season and write a few sentences about the weather in that season. |
| 31 | Project. Take care in the sun. PB p.34-35 | 3.2.3.1 respond to basic questions with single words or short responses3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations3.4.2.2 use words and short simple phrases to complete a written text at a sentence level3.5.1.4 use common adjectives in descriptions of people and things and simple feelings with support | 1 |  | Share your weather books with family members and explain the weather in each season. |
| 32 | **Term assessment 2** | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support.3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations3.4.2.1 follow word order rules in short statements3.2.3.1 respond to basic questions with single words or short responses | 1 |  | PB p.36-37(words). |

|  |
| --- |
| **III term** |
| **Unit 5. My free time (10 hours)** |
| 33 | A story with action verbs | 3.1.2.1 recognise familiar words with visual support;3.2.2.1 use isolated words and basic expressions to provide personal information;3.2.3.1 respond to basic questions with single words or short responses;3.3.1.2 identify and read separate sounds (phonemes) within words, which may be represented by more than one letter;3.4.5.1 apply basic rules of punctuation (use capital letters, full stops, and question marks). | 1 |  | PB p.38. Ex.1(words).Ex4(5questions) w. |
| 34 | Talking about ability | 3.1.4.1 understand basic personal questions;3.2.3.1 respond to basic questions with single words or short responses;3.3.3.2 find out the main points in short simple descriptions with visual support;3.5.1.13 use can/ can’t to describe ability. | 1 |  | PB p.39 Ex.4(w). |
| 35 | Things I can do | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support;3.2.2.1 use isolated words and basic expressions to provide personal information;3.3.3.2 find out the main points in short simple descriptions with visual support;3.5.1.13 use can/ can’t to describe ability. | 1 |  | PB p.40Ex.2(sing), Ex.4(w). |
| 36 | Phonics | 3.1.1.1 recognise the sounds of phonemes and phoneme blends in words;3.2.3.3 make introductions and requests in basic interaction with others;3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations;3.4.2.1. follow word order rules in short statements. | 1 |  | PB p.41Ex.3,4(w). |
| 37 | Everyday activities | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support;3.2.3.1 respond to basic questions with single words or short responses;3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary;3.5.1.10 use common present simple forms contractions on a limited range of familiar topics. | 1 |  | PB p.42 Ex.4(w), Ex.3(read). |
| 38 | Activities I can do and like | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support;3.2.3.1 respond to basic questions with single words or short responses;3.3.3.1 understand short, simple instructions used in familiar everyday contexts;3.5.1.10 use common present simple forms contractions on a limited range of familiar topics. | 1 |  | PB p.43 Ex.3(5sentences). |
| 39 | Making a calendar | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support;3.2.3.2 make basic requests related to immediate personal needs;3.3.2.1 identify some familiar words and signs on illustrations /pictures in common everyday situations;3.4.2.2 use words and short simple phrases to complete a written text at a sentence level. | 1 |  | PB p.44(make a calendar) w.  |
| 40 | Culture. My toys | 3.1.2.1 recognise familiar words with visual support;3.2.3.3 make introductions and requests in basic interaction with others;3.3.2.2 deduce the meaning of a word in a picture or icon on a limited range of topics;3.5.1.4 use common adjectives in descriptions of people and things and simple feelings with support. | 1 |  | PB p.45Ex.1(read), Ex.3(w). |
| 41 | Describe a toy.**Unit assessment 5** | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support;3.2.3.3 make introductions and requests in basic interaction with others;3.2.3.1 respond to basic questions with single words or short responses; 3.4.2.2 use words and short simple phrases to complete a written text at a sentence level. | 1 |  | Describe a toy(w). |
| 42 | Unit Review. Project. | 3.2.3.1 respond to basic questions with single words or short responses; 3.2.3.2 make basic requests related to immediate personal needs;3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary;3.5.1.4 use common adjectives in descriptions of people and things and simple feelings with support. | 1 |  | A project«My Toy». |
| **Unit 6.** **Health (10 hours)** |
| 43 | Parts of the body. | 3.1.2.1 recognise familiar words with visual support;3.2.3.1 respond to basic questions with single words or short responses;3.3.3.2 find out the main points in short simple descriptions with visual support;3.3.4.1 find specific information in different types of texts (postcards, posters, flyers, messages, and notices: places, time, and prices);3.4.1.1 spell accurately a few high-frequency words. | 1 |  | PB p.46Ex.4(5sentences). |
| 44 | This – that, these – those (demonstrative pronounces) | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support;3.2.3.1 respond to basic questions with single words or short responses;3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary;3.5.1.7 use demonstrative pronouns this, these, that, and those to indicate things in closed questions with support;3.4.3.1 create a poster or a postcard, using words and simple phrases. | 1 |  | PB p.47. Ex.4(w). |
| 45 | Food and drink | 3.1.2.1 recognise familiar words with visual support;3.2.3.1 respond to basic questions with single words or short responses;3.3.3.2 find out the main points in short simple descriptions with visual support;3.5.1.1 use singular and plural nouns, including some common irregular plural forms and high-frequency uncountable nouns;3.4.2.2 use words and short simple phrases to complete a written text at a sentence level. | 1 |  | PB p.48. Ex.4(w). |
| 46 | Phonics. The letters: m, n, o, p. | 3.1.2.1 recognise familiar words with visual support;3.2.3.1 respond to basic questions with single words or short responses;3.3.1.2 identify and read separate sounds (phonemes) within words, which may be represented by more than one letter;3.3.3.1 understand short, simple instructions used in familiar everyday contexts;3.4.1.1 spell accurately a few high-frequency words. | 1 |  | PB p.49. Ex.4(w), cards. |
| 47 | My favourite food | 3.1.4.1 understand basic personal questions;3.2.3.1 respond to basic questions with single words or short responses;3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary;3.4.4.1 link ideas with and, but;3.5.1.10 use common present simple forms and contractions on a limited range of familiar topics. | 1 |  | PB p.50. Ex.4(w).a poster. |
| 48 | Specific information about favourite food.**Unit assessment 6** | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support;3.2.4.1 provide simple descriptions of people, and objects;3.3.4.1 find specific information in different types of texts (postcards, posters, flyers, messages, and notices: places, time, and prices);3.4.2.2 use words and short simple phrases to complete a written text at a sentence level;3.5.1.10 use common present simple forms and contractions on a limited range of familiar topics. | 1 |  | My favourite food(a poster). |
| 49 | Project: A funny character. | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support;3.2.4.1 provide simple descriptions of people, and objects;3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary;3.4.3.1 create a poster or a postcard, using words and simple phrases. | 1 |  | PB p.52 Ex.3(w). |
| 50 | **Term assessment 3** | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support3.3.3.2 find out the main points in short simple descriptions with visual support3.4.2.2 use words and short simple phrases to complete a written text at a sentence level3.2.3.1 respond to basic questions with single words or short responses | 1 |  | A description of a character(w). |
| 51 | Values | 3.1.4.1 understand basic personal questions;3.2.3.1 respond to basic questions with single words or short responses;3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary;3.4.5.1 apply basic rules of punctuation (use capital letters, full stops, and question marks). | 1 |  | PB p.53 Ex.2(w.) |
| 52 | Review | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support;3.2.4.1 provide simple descriptions of people, and objects;3.3.4.1 find specific information in different types of texts (postcards, posters, flyers, messages, and notices: places, time, and prices);3.4.2.2 use words and short simple phrases to complete a written text at a sentence level;3.4.3.1 create a poster or a postcard, using words and simple phrases. | 1 |  | My healthy weekend(draw). |
| **IV term** |
|  | **Unit 7. Buildings (8 hours)** |
| 53 | A story about a party. | 3.1.2.1 recognise familiar words with visual support;3.1.5.1.use contextual clues to predict content in short, supported talk on a limited range of familiar topics;3.2.2.1 use isolated words and basic expressions to provide personal information;3.3.3.2 find out the main points in short simple descriptions with visual support;3.4.2.1. follow word order rules in short statements;3.5.1.12 use basic adverbs of place here/there to say where things are. | 1 |  | PB p.54. Ex.4(5questions, 5 answers). |
| 54 | Things and their belonging to. | 3.1.5.1.use contextual clues to predict content in short, supported talk on a limited range of familiar topics;3.2.3.1 respond to basic questions with single words or short responses;3.3.4.1 find specific information in different types of texts (postcards, posters, flyers, messages, and notices: places, time, and prices);3.4.2.2 use words and short simple phrases to complete a written text at a sentence level;3.5.1.7 use demonstrative pronouns this, these, that, and those to indicate things in closed questions with support. | 1 |  | PB p.55. Ex.5(w). |
| 55 | Rooms in the house/flat. | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support;3.2.2.1 use isolated words and basic expressions to provide personal information;3.3.3.2 find out the main points in short simple descriptions with visual support;3.4.1.1 spell accurately a few high-frequency words;3.5.1.3 use cardinal numbers 1-10; 11 - 20; 21 – 100. | 1 |  | PB p.56. Ex.4(w). |
| 56 | Phonics. The letters: q, r, s, t, u. | 3.1.2.1 recognise familiar words with visual support;3.2.3.1 respond to basic questions with single words or short responses;3.3.1.2 identify and read separate sounds (phonemes) within words, which may be represented by more than one letter;3.4.1.1 spell accurately a few high-frequency words. | 1 |  | PB p.57. Ex.4(w). |
| 57 | Where family members are. | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support;3.2.3.1 respond to basic questions with single words or short responses;3.3.3.2 find out the main points in short simple descriptions with visual support;3.5.1.12 use basic adverbs of place here/there to say where things are;3.5.1.14 use basic prepositions of place. | 1 |  | PB p.58. Ex.3(w). |
| 58 | My house/ flat. | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support;3.2.3.1 respond to basic questions with single words or short responses;3.3.3.1 understand short, simple instructions used in familiar everyday contexts;3.5.1.3 use cardinal numbers 1-10; 11 - 20; 21 – 100. | 1 |  | PB p.59. Ex.3(w).Project: My house. |
| 59 | Places in the city. | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support;3.2.3.1 respond to basic questions with single words or short responses;3.3.4.1 find specific information in different types of texts (postcards, posters, flyers, messages, and notices: places, time, and prices);3.5.1.11 use has got/ have got; there is/are in a limited range of familiar topics;3.5.1.12 use basic adverbs of place here/there to say where things are. | 1 |  | PB p.60. Ex.3(w) a dialogue. |
| 60 | Buildings in our city**. Unit assessment 7.** | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support;3.2.2.1 use isolated words and basic expressions to provide personal information;3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary;3.4.3.1 create a poster or write a postcard, using words and simple phrases. | 1 |  | Places in the city/town (a map) w.  |
| **Unit 8. My holidays (8 hours)** |
| 61 | Meeting people at a train station | 3.1.2.1 recognise familiar words with visual support;3.2.3.1 respond to basic questions with single words or short responses;3.3.4.1 find specific information in different types of texts (postcards, posters, flyers, messages, and notices: places, time, and prices);3.4.2.1. follow word order rules in short statements;3.5.1.15 use basic prepositions of time. | 1 |  | PB p.62. Ex.4(w).(5questions, 5 answers). |
| 62 | Description of people | 3.1.2.1 recognise familiar words with visual support;3.2.3.1 respond to basic questions with single words or short responses;3.3.3.2 find out the main points in short simple descriptions with visual support;3.5.1.4 use common adjectives in descriptions of people and things and simple feelings with support. | 1 |  | PB p.63. Ex.4(w). |
| 63 | Types of transport | 3.1.5.1.use contextual clues to predict content in short, supported talk on a limited range of familiar topics;3.2.3.1 respond to basic questions with single words or short responses;3.3.3.2 find out the main points in short simple descriptions with visual support;3.5.1.6 use interrogative pronouns who, what, where, how, and when to ask basic questions. | 1 |  | PB p.64. Ex.4(w). |
| 64 | Phonics. The letters: v, w, x, y, z. | 3.1.2.1 recognise familiar words with visual support;3.2.3.1 respond to basic questions with single words or short responses;3.3.1.2 identify and read separate sounds (phonemes) within words, which may be represented by more than one letter;3.4.1.1 spell accurately a few high-frequency words. | 1 |  | PB p.65. Ex.4(w).Cards. |
| 65 | At the airport.**Unit assessment 8** | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support;3.2.3.1 respond to basic questions with single words or short responses;3.3.4.1 find specific information in different types of texts (postcards, posters, flyers, messages, and notices: places, time, and prices);3.4.1.1 spell accurately a few high-frequency words;3.5.1.14 use basic prepositions of place. | 1 |  | PB p.66. Ex.4(w). |
| 66 | Describe a vehicle. Project. | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support;3.2.3.2 make basic requests related to immediate personal needs;3.3.5.1 read short, illustrated fiction and non-fiction stories written in very simple language using a dictionary;3.4.3.1 create a poster or write a postcard, using words and simple phrases. | 1 |  | Describe your vehicle(w). |
| 67 | **Term assessment 4** | 3.1.4.2 understand simple descriptions of people, actions, and objects with visual support3.3.3.2 find out the main points in short simple descriptions with visual support3.4.2.2 use words and short simple phrases to complete a written text at a sentence level3.2.3.1 respond to basic questions with single words or short responses | 1 |  | Make a poster (p.68). |
| 68 | A helping hand.Units 5 – 8 Review. | 3.1.5.1.use contextual clues to predict content in short, supported talk on a limited range of familiar topics;3.2.3.2 make basic requests related to immediate personal needs;3.3.4.1 find specific information in different types of texts (postcards, posters, flyers, messages, and notices: places, time, and prices);3.4.3.1 create a poster or write a postcard, using words and simple phrases; | 1 |  | PB p.71.Ex.1 - 3(w). |