

БЕКІТЕМІН:

Мектеп директорының қолы:

М. Камбаров



«29» маусым 2023-2024 ж.

КЕЛІСЕ МІН:

Мектеп директорының оқу ісі

жөніндегі орынбасары:

Г. Ташпулатова

«29» маусым 2023-2024 ж.

ҚАРАЛДЫ:

Хаттама №

ӘБ жетекшісі:

Ф. Тұржанова

«29» маусым 2023-2024ж.

КҮНТІЗБЕЛІК-ТАҚЫРЫПТЫҚ ЖОСПАРЫ

«Ағылшын» пәнінен

«Самұрық-2019» Зияткерлік Білім беру мектебі

2023-2024 оқу жылы

Ағылшын тілі пәні мұғалімі: Ш.Айдана

3 сыныптарға арналған күнтізбелік-тақырыптық жоспар
Қалендарно-тематический план для 3 класса
Calendar Thematic Plan for grade 3
2023-2024 оқу жылы/учебный год/академический год

№	Мерзімі/ Дата/ Date	Тақырып/Тема/ Theme	Сағат саны/ Кол-во часов/ Hours	Оқу мақсаты/Цели обучения/Learning objectives
Term 1				
Unit 1. Animals				
1		Animal types	1	<p>3.1.5.1 distinguish between phonemically distinct words; 3.2.1.1 make basic statements which provide personal information on a limited range of general topics; 3.5.5.1 use interrogative pronouns including: which, what, where, whose, how many, what kind of ... on a limited range of familiar topics; 3.5.14.1 use prepositions of location and position: at, behind, between, in, in front of, next, next to, on, under, above to describe where people and things are, use prepositions of time: on, in, at to talk about days and times and no preposition last week</p>
2		Body parts	1	<p>3.1.6.1 understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics; 3.2.1.1 make basic statements which provide personal information on a limited range of general topics; 3.3.1.1 recognise, identify and sound with support a limited range of familiar words in simple sentences</p>
3		Animal Song and Dance	1	<p>3.1.2.1 understand a limited range of short supported questions which ask for personal information; 3.1.9.1 recognise short basic words that are spelt out; 3.4.1.1 plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics; 3.5.4.1 use determiners a, an, the, some, any, this, these, that, those to refer to things on a limited range general and some curricular topics; 3.5.10.1 use common present continuous forms, including short answers and contractions, to talk about what is happening now</p>

4	Craft project.	1	3.1.1.1 understand short supported classroom instructions in an increasing range of classroom routines; 3.2.6.1 take turns when speaking with others in a limited range of short, basic exchanges
5	Craft project.SAU Revision	1	
Total per unit		8	
Unit 2. Light & Dark			
6	Day & Night	1	3.1.6.1 understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics; 3.1.7.1 use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics; 3.2.4.1 respond to questions on a limited range of general and some curricular topics; 3.3.5.1 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues
7	Day & Night Sources of light	1	3.1.6.1 understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics; 3.2.1.1 make basic statements which provide personal information on a limited range of general topics; 3.3.3.1 begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics; 3.4.3.1 use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things, use simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons; 3.5.13.1 use can to make requests and ask permission, use must / mustn't / have to to talk about obligation
8	Out at night. Sources of light	1	3.1.5.1 distinguish between phonemically distinct words; 3.1.8.1 understand short, narratives on a limited range of general and some curricular topics; 3.2.3.1 give short, basic description of people and objects, begin to describe past experiences on a limited range of general and some curricular topics; 3.2.6.1 take turns when speaking with others in a limited range of short, basic exchanges; 3.4.5.1 link with support words or phrases using basic coordinating connectors; 3.4.7.1 spell a growing number of familiar high-frequency words accurately during guided writing activities
9	Out at night.SAU SAT 1	1	

1	Revision	1	
0			
Total per unit		8	

Term 2

Unit 3 Time

1	Times of my day	1	3.1.8.1 understand short, narratives on a limited range of general and some curricular topics; 3.2.1.1 make basic statements which provide personal information on a limited range of general topics;
1	Times of my day	1	3.2.2.1 ask questions to find out about present experiences on a limited range of general and some curricular topics; 3.2.4.1 respond to questions on a limited range of general and some curricular topics; 3.4.1.1 plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics; 3.5.2.1 use cardinal numbers 1-100 to count and ordinal numbers 1-10; 3.5.14.1 use prepositions of location and position: at, behind, between, in, in front of, near, next to, on, under, above to describe where people and things are, use prepositions of time: on, in, at to talk about days and times and no preposition last week
1	Days of the week	1	3.1.7.1 use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics; 3.2.2.1 ask questions to find out about present experiences on a limited range of general and some curricular topics; 3.2.6.1 take turns when speaking with others in a limited range of short, basic exchanges; 3.3.1.1 recognise, identify and sound with support a limited range of familiar words in simple sentences; 3.4.4.1 write with support short basic sentences with appropriate spaces between words; 3.4.6.1 use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities; 3.5.2.1 use cardinal numbers 1-100 to count and ordinal numbers 1-10; 3.5.9.1 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like, habits and facts, simple future timetabled events, use common past simple forms to describe actions and feelings; 3.5.17.1 use me, too and I don't to give short answers
1	At the right time.	1	3.1.7.1 use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics; 3.1.8.1 understand short, narratives on a limited range of general and some curricular topics; 3.1.9.1 recognise short basic words that are spelled out;

	At the right time.SAU	1	3.2.6.1 take turns when speaking with others in a limited range of short, basic exchanges; 3.3.3.1 begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics; 3.3.6.1 understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics; 3.5.2.1 use cardinal numbers 1-100 to count and ordinal numbers: 1 – 10; 3.5.14.1 use prepositions of location and position: at, behind, between, in, in front of, near, next to, on, under, above to describe where people and things are. use prepositions of time: on, in, at to talk about days and times and no preposition last week
1 4	Revision	1	
Total per unit			8
Unit 4. Buildings			
1 5	Four walls	1	3.1.1.1 understand short supported classroom instructions in an increasing range of classroom routines; 3.1.6.1 understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics; 3.2.3.1 give short, basic description of people and objects, begin to describe past experiences on a limited range of general and some curricular topics; 3.3.4.1 use with some support a simple picture dictionary; 3.3.5.1 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues; 3.5.11.1 use has got / have got there is / are statement and question forms including short answers and contractions
1 6	Our town	1	3.4.7.1 spell a growing number of familiar high-frequency words accurately during guided writing activities; 3.5.1.1 use singular nouns, plural nouns -- including some common irregular plural forms, use possessive forms 's / s' with proper names and nouns to talk about ownership; 3.5.3.1 use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things, use simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons; 3.5.9.1 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like, habits and facts, simple future timetabled events, use common past simple forms to describe actions and feelings; 3.5.14.1 use prepositions of location and position: at, behind, between, in, in front of, near, next to, on, under, above to describe where people and things are. use prepositions of time: on, in, at to talk about days and times and no preposition last week
1	Around the house.	1	3.1.4.1 understand a limited range of short supported questions on general and some

7			curricular; 3.2.2.1 ask questions to find out about present experiences on a limited range of general and some curricular topics; 3.3.3.1 begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics; 3.4.1.1 plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics; 3.4.4.1 write with support short basic sentences with appropriate spaces between words ; 3.5.4.1 use determiners a, an, the, some, any, this, these, that, those to refer to things on a limited range general and some curricular topics
1	SAT 2	1	
8			
1	Revision	1	
9			
Total per unit		8	

Term 3

Unit 5. Art & Music

2	Musical instruments	1	3.1.8.1 understand short, narratives on a limited range of general and some curricular topics; 3.2.3.1 give short, basic description of people and objects, begin to describe past experiences on a limited range of general and some curricular topics; 3.2.5.1 pronounce familiar words and short phrases intelligibly when reading aloud; 3.2.7.1 contribute a limited range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges; 3.2.8.1 recount very short, basic stories and events on a limited range of general and some curricular topics; 3.3.1.1 recognise, identify and sound with support a limited range of familiar words in simple sentences; 3.3.2.1 read and follow with limited support familiar instructions for classroom activities; 3.5.12.1 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often, begin to use simple adverbs of manner <u>example given well, badly</u>
2	Musical instruments	1	3.1.1.1 understand short supported classroom instructions in an increasing range of classroom routines; 3.1.3.1 understand the main points of short, slow, carefully articulated talk on a limited range of general and some curricular topics; 3.3.4.1 use with some support a simple picture dictionary; 3.5.11.1 use has got / have got there is / are statement and question forms including short answers and contractions
1	Drawing chairs	1	

2		My music	1	3.1.5.1 distinguish between phonemically distinct words; 3.2.4.1 respond to questions on a limited range of general and some curricular topics; 3.4.3.1 write short phrases to identify people, places and objects; 3.4.5.1 link with support words or phrases using basic coordinating connectors ; 3.5.17.1 use me, too and I don't to give short answers
2		My music	1	3.1.8.1 understand short, narratives on a limited range of general and some curricular topics; 3.4.1.1 plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics;
3		Shadow puppet show.	1	3.4.6.1 use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities;
2		Shadow puppet show. SAU	1	3.4.8.1 include appropriate use of a full stop during guided writing of short, familiar sentences
2		Revision	1	
4				
Total per unit			9	
Unit 6. Explorers & Inventors				
2		Exploring space	1	3.1.2.1 understand a limited range of short supported questions which ask for personal information;
5				3.1.8.1 understand short, narratives on a limited range of general and some curricular topics; 3.2.8.1 recount very short, basic stories and events on a limited range of general and some curricular topics;
				3.3.5.1 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues;
				3.3.6.1 understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics;
				3.4.1.1 plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics;
				3.4.2.1 write words and phrases of regular size and shape;
				3.5.9.1 use common present simple forms [positive, negative, question] and contract ons to talk about what you want and like, habits and facts, simple future timetabled events, use common past simple forms to describe actions and feelings
2		Exploring space	1	3.1.6.1 understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics;
6		Marco Polo	1	3.2.3.1 give short, basic description of people and objects, begin to describe past experiences on a limited range of general and some curricular topics; 3.2.4.1 respond to questions on a limited range of general and some curricular topics; 3.2.5.1 pronounce familiar words and short phrases intelligibly when reading aloud; 3.2.7.1 contribute a limited range of suitable words, phrases, and sentences including giving

			<p>opinion's during short pair, group and whole class exchanges;</p> <p>3.3.6.1 understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics;</p> <p>3.4.2.1 write words and phrases of regular size and shape;</p> <p>3.4.3.1 write short phrases to identify people, places and objects;</p> <p>3.4.6.1 use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities;</p> <p>3.5.15.1 use would you like to to invite and use appropriate responses Yes please, no thanks, use let's + verb, verbs go enjoy like + verb + ing</p>
2	Bright ideas	1	<p>3.1.9.1 recognise short basic words that are spelt out;</p> <p>3.2.2.1 ask questions to find out about present experiences on a limited range of general and some curricular topics;</p> <p>3.5.3.1 use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things, use simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons;</p> <p>3.5.6.1 use demonstrative pronouns this, these, that, those in open and closed questions;</p> <p>3.5.7.1 use personal object pronouns [indirect] in conjunction with direct object nouns to describe actions and events</p>
2	Inventions in Kazakhstan	1	3.1.7.1 use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics;
8	Inventions in Kazakhstan	1	3.1.8.1 understand short, narratives on a limited range of general and some curricular topics;
	Inventions in Kazakhstan	1	3.2.2.1 ask questions to find out about present experiences on a limited range of general and some curricular topics;
	SAU		3.4.5.1 link with support words or phrases using basic coordinating connectors
	SAT 3	1	
2			
9			
3	Revision	1	
0			
Total per unit		11	

Term 4

Unit 7. Water, water everywhere

Unit 7. Water, water everywhere			
3	Rain, rain	1	3.2.5.1 pronounce familiar words and short phrases intelligibly when reading aloud;
1	Rain, rain	1	3.3.1.1 recognise, identify and sound with support a limited range of familiar words in simple sentences;
			3.3.2.1 read and follow with limited support familiar instructions for classroom activities

3	By the sea	1	3.1.4.1 understand a limited range of short supported questions on general and some curricular; 3.1.5.1 distinguish between phonemically distinct words; 3.4.7.1 spell a growing number of familiar high-frequency words accurately during guided writing activities; 3.5.10.1 use common present continuous forms, including short answers and contractions, to talk about what is happening now
3	A beach story.	1	3.1.1.1 understand short supported classroom instructions in an increasing range of classroom routines; 3.3.2.1 read and follow with limited support familiar instructions for classroom activities; 3.3.5.1 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues; 3.3.6.1 understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics; 3.4.8.1 include appropriate use of a full stop during guided writing of short, familiar sentences; 3.5.15.1 use would you like to to invite and use appropriate responses yes please, no thanks, use let's + verb, verbs go enjoy like + verb + ing
3	A beach story. SAU	1	
4	Revision	1	
Total per unit		8	

Unit 8. Having fun

3	Fun places	1	3.1.7.1 use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics; 3.2.8.1 recount very short, basic stories and events on a limited range of general and some curricular topics; 3.3.3.1 begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics; 3.3.5.1 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues; 3.3.6.1 understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics; 3.4.7.1 spell a growing number of familiar high-frequency words accurately during guided writing activities; 3.5.9.1 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like, habits and facts, simple future timetabled events, use common past simple forms to describe actions and feelings; 3.5.17.1 use me, too and I don't to give short answers
5	Fun places	1	

3	Number games	1	<p>3.1.1.1 understand short supported classroom instructions in an increasing range of classroom routines;</p> <p>3.3.6.1 understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics;</p> <p>3.5.2.1 use cardinal numbers 1 -100 to count and ordinal numbers 1 – 10;</p> <p>3.5.8.1 use imperative forms [positive and negative] to give short instructions or limited range of familiar topics;</p> <p>3.5.11.1 use has got / have got there is / are statement and question forms including short answers and contractions</p>
6	Number games	1	
3	Flying kites.	1	<p>3.1.6.1 understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics;</p> <p>3.2.4.1 respond to questions on a limited range of general and some curricular topics;</p> <p>3.3.4.1 use with some support a simple picture dictionary;</p> <p>3.5.3.1 use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things, use simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons;</p> <p>3.5.8.1 use imperative forms [positive and negative] to give short instructions or limited range of familiar topics;</p> <p>3.5.10.1 use common present continuous forms, including short answers and contractions, to talk about what is happening now;</p> <p>3.5.16.1 use conjunctions and, or, but to link words and phrases</p>
7	Flying kites.	1	
3	Flying kites. SAU	1	
8	SAT 4	1	
3	Revision	1	
9	Revision	1	
Total		68	