Календарно-тематический план

Английский язык 2 класс

Итого: 2 часа, в неделю 68 часов

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| № п/п | Раздел/  Сквозные темы | Тема урока | Цель обучения | Кол-во часов | Сроки | Примечание |
| І четверть | | | | | | |
| 1 | All about me | Hello again | 2.1.2.1 recognise with considerable support an increasing range of common personal questions;  2.2.6.1 use short answers appropriately in short, basic exchanges and  take turns when speaking with others in a limited range of short, basic exchanges;  2.3.2.1 identify, remember and sound out high-frequency sound and letter patterns; 2.4.5.1 write letters and familiar high frequency words when read aloud or spelt out for learners;  2.4.6.1 use with support upper and lower case letters accurately when writing familiar high frequency words | 1 |  |  |
| 2 | Hello again | 1 |  |  |
| 3 | I can... | 2.1.1.1 understand a range of short basic supported classroom instructions; 2.1.2.1 recognize with considerable support an increasing range of common personal uestions;  2.2.2.1 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines; 2.2.4.1 respond to basic supported questions giving personal and factual information;  2.2.8.1 give simple instructions for others to follow; 2.5.13.1 use can to talk about ability and to make requests and offers, use can/can’t to talk about permission | 1 |  |  |
| 4 | I can... | 1 |  |  |
| 5 | I can... | 1 |  |  |
| 6 | My clothes and things | 2.1.1.1 understand a range of short basic supported classroom instructions;  2.2.1.1 make basic statements related to personal information, people and objects on familiar topics and classroom routines;  2.5.1.1 use singular nouns, plural nouns – including some common irregular plural forms in giving simple descriptions;  2.5.3.1 use common adjectives in descriptions and to talk about simple feelings | 1 |  |  |
| 7 | My clothes and things | 1 |  |  |
| 8 | My clothes and things | 1 |  | UR1 |
| 9 | My family and friends | Friends’ names | 2.1.3.1 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number;  2.3.1.1 read and spell out words for others;  2.4.2.1 write letters and familiar high frequency words when read aloud or spelt | 1 |  |  |
| 10 | Friends’ names | 1 |  |  |
| 11 | Friends’ names | 1 |  |  |
| 12 | Helping hands | 2.1.1.1 understand a range of short basic supported classroom instructions;  2.2.3.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines;  2.2.5.1 begin to articulate clearly the difference between various sounds;  2.2.6.1 use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges;  2.3.1.1 read and spell out words for others;  2.4.1.1 write with support short responses at phrase level to questions and other prompts;  2.5.6.1 use demonstrative pronouns this, these, that, those to make and respond to requests for information;  2.5.13.1 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 | Helping hands | 1 |  |  |
| 15 | People I know | 2.1.3.1 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour  and number;  2.2.1.1 make basic statements related to personal information, people and objects on familiar topics and classroom routines;  2.2.3.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines; | 1 |  | UR2 |
| 16 | People I know | 1 |  |  |
| 17 | People I know | 1 |  |  |
| 18 | Summative Assessment 1 | 1 |  |  |
| 19 | People I know | 2.5.3.1 use common adjectives in descriptions and to talk about simple feelings; 2.5.13.1 use can to talk about ability and to make requests and offers, use can/can’t to talk about permission |  |  |  |
| ІІ четверть | | | | | | |
| 20 | My school | Counting and Measuring | 2.1.1.1 understand a range of short basic supported classroom instructions;  2.1.3.1 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number;  2.1.5.1 identify missing phonemes in incomplete words;  2.2.4.1 respond to basic supported questions giving personal and factual information; 2.3.4.1 begin to use with support a simple picture dictionary;  2.5.2.1 use cardinal numbers 1 – 50 to count;  2.5.11.1 use have got + noun to describe and ask about possessions | 1 |  |  |
| 21 | Counting and Measuring | 1 |  |  |
| 22 | Around school | 2.1.4.1 recognize with support short basic questions relating to features such as colour and number;  2.1.5.1 identify missing phonemes in incomplete words;  2.2.3.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines;  2.4.3.1 write short phrases to identify people, places and objects;  2.5.14.1 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 |  |  |
| 23 | Around school | 1 |  |  |
| 24 | School days | 2.1.2.1 recognize with considerable support an increasing range of common personal questions;  2.1.3.1 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number;  2.2.3.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines;  2.3.2.1 identify, remember and sound out high-frequency sound and letter patterns; 2.4.7.1 spell some familiar high-frequency words accurately during guided writing activities | 1 |  |  |
| 25 | School days | 1 |  |  |
| 26 | Class Photos | 2.2.2.1 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines;  2.2.4.1 respond to basic supported questions giving personal and factual information;  2.3.2.1 identify, remember and sound out high-frequency sound and  letter patterns;  2.5.7.1 use personal subject and object pronouns to describe people and things | 1 |  |  |
| 27 | Class Photos | 1 |  | UR1 |
| 28 | The world  around us | Different Plases | 2.1.3.1 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number;  2.1.5.1 identify missing phonemes in incomplete words;  2.2.3.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines;  2.2.4.1 respond to basic supported questions giving personal and factual information;  2.5.5.1 use interrogative pronouns including which, what, where, whose to ask who people are and what they are doing;  2.5.12.1 use basic adverbs of place here/there to say where things | 1 |  |  |
| 29 | Different Plases | 1 |  |  |
| 30 | Reading Signs | 2.2.1.1 make basic statements related to personal information, people and objects on familiar topics and classroom routines;  2.2.2.1 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines;  2.2.7.1 place stress correctly on familiar polysyllabic words  2.3.3.1 read and follow with considerable support simple, words, phrases and sentences on familiar topics;  2.3.5.1 understand the main points of simple sentences on familiar topics by using contextual clues;  2.5.8.1 use simple imperative forms [positive and negative] for basic commands and instructions;  2.5.13.1 use can to talk about ability and to make requests and offers, use can/can’t to talk about permission | 1 |  |  |
| 31 | Reading Signs | 1 |  |  |
| 32 | Summative Assessment 2 | |  |  |  |
| 33 | Where’s it from? | 2.1.3.1 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number;  2.1.5.1 identify missing phonemes in incomplete words;  2.2.3.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines;  2.3.3.1 read and follow with considerable support simple, words, phrases and sentences on familiar topics | 1 |  |  |
| 34 | Days Out | 2.1.5.1 identify missing phonemes in incomplete words;  2.2.2.1 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines;  2.3.3.1 read and follow with considerable support simple, words, phrases and sentences on familiar topics;  2.5.4.1 use determiners a, an, the, some, any, this, these, that, those to identify things | 1 |  | UR2 |
| ІІІ четверть | | | | | | |
| 35 | Health and  body | Our body | 2.2.3.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines;  2.3.1.1 read and spell out words for others;  2.3.6.1 understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics;  2.5.6.1 use demonstrative pronouns this, these, that, those to make and respond to requests for information | 1 | 11.01 |  |
| 36 | Our body | 1 | 13.01 |  |
| 37 | Let’s  measure | 2.1.1.1 understand a range of short basic supported classroom instructions;  2.1.4.1 recognize with support short basic questions relating to features such as colour and number;  2.5.2.1 use cardinal numbers 1 – 50 to count | 1 | 18.01 |  |
| 38 | Let’s  measure | 1 | 20.01 |  |
| 39 | Hats and  Bats | 2.1.4.1 recognise with support short basic questions relating to features such as colour and number;  2.2.8.1 give simple instructions for others to follow give simple instructions for others to follow;  2.3.1.1 read and spell out words for others;  2.3.4.1 begin to use with support a simple picture dictionary | 1 | 25.01 |  |
| 40 | Hats and  Bats | 1 | 27.01 |  |
| 41 | Reading  time | 2.1.5.1 identify missing phonemes in incomplete words;  2.2.4.1 respond to basic supported questions giving personal and factual information;  2.3.3.1 read and follow with considerable support simple, words, phrases and sentences on familiar topics;  2.4.3.1 write short phrases to identify people, places and objects;  2.5.13.1 use can to talk about ability and to make requests and offers, use can/can’t to talk about permission | 1 | 01.02 |  |
| 42 | Reading  time | 1 | 03.02 |  |
| 43 | Reading  time | 1 | 08.02 | UR1 |
| 44 | Traditions  and customs | Special Days | 2.1.1.1 understand a range of short basic supported classroom instructions;  2.2.4.1 respond to basic supported questions giving personal and factual information;  2.5.8.1 use simple imperative forms [positive and negative] for basic commands and instructions;  2.5.9.1 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts | 1 | 10.02 |  |
| 45 | Special Days | 1 | 15.02 |  |
| 46 | Special Days | 1 | 17.02 |  |
| 47 | Home cooking | 2.1.7.1 use contextual clues to predict content in short, supported talk on routine and familiar topics;  2.1.9.1 recognize the spoken form of familiar words and expressions;  2.2.3.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines;  2.3.1.1 read and spell out words for others | 1 | 22.02 |  |
| 48 | Home cooking | 1 | 24.02 |  |
| 49 | Home cooking | 1 | 01.03 |  |
| 50 | Home cooking | 1 | 03.03 |  |
| 51 | Summative Assessment 3 | |  | 10.03 |  |
| 52 | What’s it for? | 2.1.3.1 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number;  2.1.6.1 understand some specific information in short, slow, carefully articulated talk on routine and familiar topics;  2.2.4.1 respond to basic supported questions giving personal and factual information;  2.4.7.1 spell some familiar high-frequency words accurately during guided writing activities;  2.4.8.1 include a full stop when writing very high-frequency short sentences in guided writing activity | 1 | 15.03 |  |
| 53 | What’s it for? | 1 | 17.03 |  |
| ІV четверть | | | | | | |
| 54 |  | The weather |  | 1 |  |  |
| 55 | Changing  seasons | 2.1.4.1 recognize with support short basic questions relating to features such as colour and number;  2.2.7.1 place stress correctly on familiar polysyllabic words;  2.3.3.1 read and follow with considerable support simple, words, phrases and sentences on familiar topics;  2.3.6.1 understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics;  2.5.9.1 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts | 1 |  |  |
| 56 | Changing  seasons | 1 |  |  |
| 57 | What can  animals do? | 2.1.4.1 recognise with support short basic questions relating to features such as colour and number;  2.5.10.1 use common present continuous forms [positive, negative, question];  2.5.13.1 use can to talk about ability and to make requests and offers, use can/can’t to talk about permission;  2.5.16.1 use conjunctions and, or, but to link words and phrases;  2.5.17.1 use me, too to give short answers | 1 |  |  |
| 58 | What can  animals do? | 1 |  |  |
| 59 | Sea  Adventures | 2.1.3.1 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number;  2.2.3.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines;  2.3.1.1 read and spell out words for others;  2.4.5.1 write letters and familiar high frequency words when read aloud  or spelt out for learners  2.3.1.1 read and spell out words for others;  2.4.5.1 write letters and familiar high frequency words when read aloud or spelt out for learners | 1 |  |  |
| 60 | Sea  Adventures | 1 |  | UR1 |
| 61 | Travel | A to B | 2.2.3.1 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines;  2.5.9.1 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts;  2.5.14.1 use basic prepositions of location and position: at, behind, between, in, in front of, near, next to, on, to to describe where people and things are, use prepositions of time: on, in, at to talk about days and times | 1 |  |  |
| 62 | A to B | 1 |  |  |
| 63 | Types of  vehicle | 2.2.4.1 respond to basic supported questions giving personal and factual information;  2.3.3.1 read and follow with considerable support simple, words, phrases and sentences on familiar topics;  2.5.13.1 use can to talk about ability and to make requests and offers, use can/can’t to talk about permission | 1 |  |  |
| 64 | Types of  vehicle | 1 |  |  |
| 65 | My plane | 2.2.1.1 make basic statements related to personal information, people  and objects on familiar topics and classroom routines;  2.5.11.1 use have got + noun to describe and ask about possessions | 1 |  |  |
| 66 | Summative Assessment 4 | | 1 |  |  |
| 67 | Bike Story | 2.1.8.1 understand short narratives spoken slowly and distinctly on routine and familiar topics;  2.5.10.1 use common present continuous forms [positive, negative, question] | 1 |  |  |
| 68 | Altogether  Now | 2.2.4.1 respond to basic supported questions giving personal and factual information;  2.3.3.1 read and follow with considerable support simple, words, phrases and sentences on familiar topics;  2.4.8.1 include a full stop when writing very high-frequency short sentences in guided writing activity | 1 |  | UR2 |