**Calendar Thematic Plan for grade 3**

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

**2022-2023 academic year**

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| **№** | **Cross curricular topics** | **Theme** | **Learning adjectives** | **Hours** | **Date** | **Correction** |
| **Term I** | | | | | | |
| 1 | **Unit 1. Animals** | Animal types | 3.2.1.1 make basic statements which provide personal information on a limited range of general topics  3.1.5.1 distinguish between phonemically distinct words;  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 | 08.09 |  |
| 2 | Body parts  /diagnostic test/ | 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 | 1 | 08.09 |  |
| 3 | The verb ‘have got’ | 3.5.11.1 use has got / have got there is / are statement and question forms including short answers and contractions  3.3.1.1 recognise, identify and sound with support a limited range of familiar words in simple sentences; | 1 | 15.09 |  |
| 4 | On the farm | 3.1.2.1 understand a limited range of short supported questions which ask for personal information  3.5.10.1 use common present continuous forms, including short answers and contractions, to talk about what is happening now | 1 | 15.09 |  |
| 5 | Animal Song and Dance | 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; | 1 | 22.09 |  |
| 6 | Articles | 3.1.9.1 recognise short basic words that are spelt out;  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 | 22.09 |  |
| 7 |  | Prepositions of place | 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 etc.  3.1.1.1 understand short supported classroom instructions in an increasing range of classroom routines | 1 | 29.09 |  |
| 8 | Almaty zoo  **SAU 1** | 3.2.6.1 take turns when speaking with others in a limited range of short, basic exchanges  3.1.5.1 distinguish between phonemically distinct words  3.2.1.1Make basic statements which provide personal  information on a limited range of general topics | 1 | 29.09 |  |
| 9 | **Unit 2. Light & Dark** | Day & Night | 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  3.2.4.1 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 | 1 | 06.10 |  |
| 10 | Sources of light | 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 | 1 | 06.10 |  |
| 11 | Sources of Energy | 3.1.5.1 distinguish between phonemically distinct words  3.5.13.1 use can to make requests and ask permission, use must/mustn’t/have to to talk about obligation | 1 | 13.10 |  |
| 12 | Plurals | 3.1.8.1 understand short, narratives on a limited range of general and some curricular topics  3.4.5.1 link with support words or phrases using basic coordinating connectors | 1 | 13.10 |  |
| 13 | Past simple  **SAU 2** | 3.1.5.1 distinguish between phonemically distinct words;  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  3.4.5.1 Link with support words or phrases using basic coordinating connectors | 1 | 20.10 |  |
| 14 | School rules | 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  3.5.13.1 use can to make requests and ask permission; use must / mustn’t / have to to talk about obligation | 1 | 20.10 |  |
| 15 | **Summative assessment for the 1st term** | 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  3.3.5.1 Understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues  3.4.1.1 Plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics  3.5.3.1 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  3.2.1.1 Make basic statements which provide personal information on a limited range of general topics | 1 | 27.10 |  |
| 16 | Different times of the day | 3.1.5.1 distinguish between phonemically distinct words;  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  3.3.5.1 Understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues | 1 | 27.10 |  |
| **Term II** | | | | | | |
| 17 | **Unit 3 Time** | Daily life | 3.1.8.1 understand short, narratives 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 | 1 | 10.11 |  |
| 18 | Times of my day | 3.2.4.1 respond to questions on a limited range of general and some curricular topics;  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 next/last week | 1 | 10.11 |  |
| 19 | Days of the week | 3.1.7.1 use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics;  3.3.1.1 recognise, identify and sound with support a limited range of familiar words in simple sentences;  3.4.6.1 use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities; | 1 | 17.11 |  |
| 20 | Numbers | 3.5.2.1 use cardinal numbers 1 – 100 to count and ordinal numbers 1 – 10;  3.5.17.1 use me, too and I don’t to give short answers | 1 | 17.11 |  |
| 21 | Prepositions of time and place  **SAU 3** | 3.5.14.1use 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  3.2.6.1 Take turns when speaking with others in a limited range of short, basic exchanges  3.4.4.1 Write with support short basic sentences with appropriate spaces between words | 1 | 24.11 |  |
| 22 | **Unit 4. Buildings** | Four walls | 3.1.1.1 understand short supported classroom instructions in an increasing range of classroom routines  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 | 1 | 24.11 |  |
| 23 | Parts of a house | 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  3.5.11.1 use has got / have got there is / are statement and question forms including short answers and contractions | 1 | 01.12 |  |
| 24 | Our town | 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  3.5.1.1 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; | 1 | 01.12 |  |
| 25 | Things in a house | 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 | 1 | 08.12 |  |
| 26 | There are/is and plurals | 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  3.4.4.1 write with support short basic sentences with appropriate spaces between words | 1 | 08.12 |  |
| 27 | A Postman | 3.1.4.1 Understand a limited range of short supported questions on general and some curricular topics  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 | 1 | 15.12 |  |
| 28 | Prepositions of time and place  **SAU 4** | 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 etc  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  3.1.4.1 Understand a limited range of short supported questions on general and some curricular topics  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 next/last week | 1 | 15.12 |  |
| 29 | Around the house | 3.1.4.1 understand a limited range of short supported questions on general and some curricular;  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 | 22.12 |  |
| 30 |  | Prepositions | 3.2.2.1 ask questions to find out about present experiences on a limited range of general and some curricular topics;  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 etc | 1 | 22.12 |  |
| 31 |  | **Summative assessment for the 2nd term** | 3.1.1.1 Understand short supported classroom instructions in an increasing range of classroom routines  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  3.2.3.1 Give short, basic description of people and objects on a limited range of general and some curricular topics.  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 next/last week. | 1 | 29.12 |  |
| 32 |  | Storytime. The lazy girl. | 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 | 1 | 29.12 |  |
| **Term III** | | | | | | |
| 33 | **Unit 5. Art & Music** | Musical instruments | 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 | 1 | 12.01 |  |
| 34 |  | Classical musical instruments | 3.2.5.1 pronounce familiar words and short phrases intelligibly when reading aloud  3.1.1.1understand short supported classroom instructions in an increasing range of classroom routines  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 example given well, badly | 1 | 12.01 |  |
| 35 |  | Drawing chairs | 3.1.1.1 understand short supported classroom instructions in an increasing range of classroom routines;  3.3.4.1 use with some support a simple picture dictionary; | 1 | 19.01 |  |
| 36 |  | How to draw a chair? | 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 | 19.01 |  |
| 37 |  | Art and music | 3.1.5.1 distinguish between phonemically distinct words;  3.4.3.1 write short phrases to identify people, places and objects  3.2.4.1 respond to questions on a limited range of general and some curricular topics | 1 | 26.01 |  |
| 38 |  | My day | 3.1.3.1 understand the main points of short, slow, carefully articulated talk on a limited range of general and some curricular topics  3.4.5.1 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 | 1 | 26.01 |  |
| 39 |  | My music | 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  3.4.5.1 link with support words or phrases using basic coordinating connectors | 1 | 02.02 |  |
| 40 |  | Adverb of frequence | 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 e.g. well, badly  3.1.8.1 understand short, narratives on a limited range of general and some curricular topics  3.4.6.1 use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities; | 1 | 02.02 |  |
| 41 |  | Shadow puppet show  **SAU 5** | 3.1.8.1 understand short, narratives on a limited range of general and some curricular topics  3.3.1.1Recognise, identify and sound with support a limited range of familiar words in simple sentences  3.2.3.1Give short, basic description of people and objects on a limited range of general and some curricular topics | 1 | 09.02 |  |
| 42 | **Unit 6. Explorers & Inventors** | Exploring space | 3.1.2.1 understand a limited range of short supported questions which ask for personal information  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 | 1 | 09.02 |  |
| 43 | Baikonur cosmodrome | 3.1.8.1 understand short, narratives on a limited range of general and some 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 | 1 | 16.02 |  |
| 44 | Space related words | 3.2.8.1 recount very short, basic stories and events on a limited range of general and some curricular topics;  3.4.2.1 write words and phrases of regular size and shape;  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 | 1 | 16.02 |  |
| 45 | Months | 3.4.3.1 write short phrases to identify people, places and objects  3.2.5.1 pronounce familiar words and short phrases intelligibly when reading aloud | 1 | 23.02 |  |
| 46 | Past simple/irregular/  regular/ | 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  3.1.8.1 understand short, narratives on a limited range of general and some curricular topics | 1 | 23.02 |  |
| 47 | On my last birthday.. | 3.2.8.1 recount very short, basic stories and events on a limited range of general and some curricular topics;  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 | 1 | 02.03 |  |
| 48 | Marco Polo  **SAU 6** | 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  3.1.8.1 Understand short narratives on a limited range of general and some curricular topics  3.4.3.1 Write short phrases to identify people, places and objects | 1 | 02.03 |  |
| 49 | Bright ideas | 3.1.9.1 recognise short basic words that are spelt out  3.2.2.1 ask questions to find out about present experiences on a limited range of general and some curricular topics  3.5.3.1Use 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 | 1 | 09.03 |  |
| 50 | Inventions in Kazakhstan | 3.1.7.1 use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics  3.4.5.1 link with support words or phrases using basic coordinating connectors | 1 | 09.03 |  |
| 51 | **Summative assessment for the 3rd term** | 3.1.8.1 Understand short narratives on a limited range of general and some curricular topics  3.3.2.1 Read and follow with limited support familiar instructions for classroom activities  3.4.5.1 Link with support words or phrases using basic coordinating connectors  3.5.3.1Use 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  3.2.5.1 Pronounce familiar words and short phrases intelligibly when reading aloud | 1 | 16.03 |  |
| 52 | Storytime | 3.1.8.1 understand short, narratives 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  3.4.5.1 Link with support words or phrases using basic coordinating connectors | 1 | 16.03 |  |
| **Term IV** | | | | | | |
| 53 | **Unit 7. Water, water everywhere** | Rain, rain | 3.2.5.1 pronounce familiar words and short phrases intelligibly when reading aloud  3.3.2.1 read and follow with limited support familiar instructions for classroom activities | 1 | 06.04 |  |
| 54 | By the sea | 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 | 1 | 06.04 |  |
| 55 | A beach story | 3.1.1.1 understand short supported classroom instructions in an increasing range of classroom routines  3.4.8.1 include appropriate use of a full stop during guided writing of short, familiar sentences | 1 | 13.04 |  |
| 56 | Summer camp | 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  3.5.15.1 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 | 1 | 13.04 |  |
| 57 | The water cycle | 3.3.2.1.read and follow with limited support familiar instructions for classroom activities  3.4.8.1 include appropriate use of a full stop during guided writing of short, familiar sentences | 1 | 20.04 |  |
| 58 | Seaside activities  **SAU 7** | 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;  3.3.6.1 Understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics  3.2.5.1 Pronounce familiar words and short phrases intelligibly when reading aloud | 1 | 20.04 |  |
| 59 | **Unit 8. Having fun** | Fun places | 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  3.3.5.1 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues | 1 | 27.04 |  |
| 60 | Number games | 3.1.1.1 understand short supported classroom instructions in an increasing range of classroom routines  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 |
| 61 | Flying kites  My neighbourhood | 3.2.4.1 respond to questions on a limited range of general and some curricular topics  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 | 1 | 27.04 |  |
| 62 | 3.3.4.1 use with some support a simple picture dictionary  3.4.7.1 spell a growing number of familiar high-frequency words accurately during guided writing activities |
| 63 | Dear diary  **SAU 8** | 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  3.1.6.1Understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics  3.4.7 Spell a growing number of familiar high-frequency words accurately during guided writing activities | 1 | 04.05 |  |
| 64 |  | The International kite festival in Nur-Sultan | 3.5.10.1 use common present continuous forms, including short answers and contractions, to talk about what is happening now 3.5.17.1 use me, too and I don’t to give short answers | 1 | 04.05 |  |
| 65 |  | **Summative assessment for the**  **4th term** | 3.1.4.1 Understand a limited range of short supported questions on 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  3.4.8.1 Include appropriate use of a full stop during guided writing of short, familiar sentences  3.2.4.1 Respond to questions 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 | 1 | 11.05 |  |
| 66 |  | The Portsmouth International kite festivals | 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;  3.4.7.1 spell a growing number of familiar high-frequency words accurately during guided writing activities; | 1 | 11.05 |  |
| 67 |  | Pennies from the sky | 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  3.5.9.1 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 | 1 | 18.05 |  |
| 68 |  | Revision lesson | 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;  3.4.7.1 spell a growing number of familiar high-frequency words accurately during guided writing activities; | 1 | 18.05 |  |
| **Total** | |  |  | **68** |  |  |