**Calendar Thematic Plan for grade 4**

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

**2023-2024 academic year**

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| **№** | | **Units/ Changing**  **lessons** | **Theme** | **Learning objectives** | **Hours** | **Date** | **Notes** |
| **I term** | | | | | | | |
| 1 | 1.Kazakhstan in the World of Sport | | Kazakhstan in the World of Sport | 4.2.2.1 understand an increasing range of questions which ask for personal information  4.3.4.1 respond to questions on an increasing range of general and some curricular topics  4.5.4.1 write with support a sequence short sentences in a paragraph to give basic personal information | 1 | 07.09 |  |
| 2 | Children’s games  / Diagnostic test/ | 4.6.17.1 use me, too\ and I don’t to give short answers, use when clauses to describe simple present and past actions on personal and familiar topics  4.5.4.1 write with support a sequence short sentences in a paragraph to give basic personal information | 1 | 07.09 |  |
| 3 | Adverbs of time. Frequency and manner | 4.6.12.1 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, use common ly manner adverbs to describe actions e.g. slowly, quietly  4.4.2.1 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics | 1 | 14.09 |  |
| 4 | Olympic Games | 4.2.4.1 understand an increasing range of short supported  questions on general and some curricular topics  4.3.4.1 respond to questions on an increasing range of general and some curricular topics  4.6.5.1 use interrogative pronouns who, what, where, how many, how much, how often, how big, what kind of … to ask questions on growing range of familiar topics | 1 | 14.09 |  |
| 5 | A sport events | 4.2.8.1 understand short, supported narratives on an increasing range of general and some curricular topics  4.3.4.1 respond to questions on an increasing range of general and some curricular topics  4.6.5.1 use interrogative pronouns who, what, where, how many, how much, how often, how big, what kind of … to ask questions on growing range of familiar topics | 1 | 21.09 |  |
| 6 | Aesor’sFubles 1 | 4.2.3.1 understand the main points of short, supported talk on an increasing range of general and some curricular topics  3.3.8.1 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics  4.6.8.1 use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics | 1 | 21.09 |  |
| 7 | The Hare and the Tortoise | 4.3.5.1 pronounce an increasing range of words, short phrases and simple sentences intelligibly | 1 | 28.09 |  |
| 8 | Our world  **SAU 1** | 4.1.4.1 Understand an increasing range of short supported  questions on general and some curricular topics  4.2.4.1 Respond to questions on an increasing range of general  and some curricular topics | 1 | 28.09 |  |
| 9 | 2. **Values in Myths and Legends** | | Traditional stories | 4.2.4.1 understand an increasing range of short supported  questions on general and some curricular topics  4.2.2.1 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics | 1 | 05.10 |  |
| 10 | The Vikings | 4.1.8.1 understand short, supported narratives on an increasing range of general and some curricular topics  4.3.4.1 respond to questions on an increasing range of general and some curricular topics | 1 | 05.10 |  |
| 11 | The legends of Korkyt Ata | 4.3.3.1 give short, basic description of people and objects on a limited range of general and some curricular topics begin to describe past experiences on an increasing range of general and some curricular topics  4.6.1.1 use singular nouns, plural nouns – including some common irregular plural and uncountable nouns,  possessive forms ‘s/s’ to name, describe and label things | 1 | 12.10 |  |
| 12 | People and places  **SAU 2** | 4.1.4.1 Understand an increasing range of short supported  questions on general and some curricular topics  4.4.1.1 Plan, write and check sentences with support on a range of basic personal, general and some curricular topics  4.3.5.1 Understand the main points of short simple texts on a growing range of general and some curricular topics by using contextual clues | 1 | 12.10 |  |
| 13 | Dragons and creatures 1 | 4.6.15.1 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, begin use infinitive of purpose to describe simple actions and verbs want, start + infinitive, usae declarative what + adjective+ noun to show feellings | 1 | 19.10 |  |
| 14 | **SAT 1** | 4.1.8.1 Understand short, supportednarratives on an increasing range of generaland some curricular topics  4.3.3.1 Recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics  4.4.4.1 Write with support a sequence of short sentences in a paragraph to give basic personal information  4.5.12.1 Use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often begin to use simpleadverbs of manner e.g. well, badly; use common –ly manner adverbs to describe  actions e.g. slowly, quickly  4.2.8.1 Express basic likes and dislikes; recount short, basic stories and events on a limited range of general and some | 1 | 19.10 |  |
| 15 | Dragons and creatures 2 | 4.4.3.1 recognise basic opinions in short, simple texts on an increasing range of general and some curricular topics  4.1.4.1 Understand an increasing range of short supported  questions on general and some curricular topics | 1 | 26.10 |  |
| 16 | Reading time | 4.4.3.1recognise basic opinions in short, simple texts on an increasing range of general and some curricular topics  4.5.4.1 write with support a sequence short sentences in a paragraph to give basic personal information | 1 | 26.10 |  |
| **II term** | | | | | | | |  |  |  |  | **Term II** |
| 17 | **3. Treasure and heritage** | | Treasure maps1 | 4.3.3.1 give short, basic description of people and objects on a limited range of general and some curricular topics begin to describe past experiences on an increasing range of general and some curricular topics  4.3.6.1 take turns when speaking with others in a growing range of short, basic exchanges  4.6.1.1 use singular nouns, plural nouns – including some common irregular plural and uncountable nouns, possessive forms ‘s/s’ to name, describe and label things | 1 | 02.11 |  |
| 18 | Treasure maps 2 | 4.1.3.1 understand the main points of short, supported talk on an increasing range of general and some curricular topics  4.3.4.1 respond to questions on an increasing range of general and some curricular topics  4.5.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics  4.6.11.1 use has got / have got there is / are statement, negative question forms including short and full answers and contractions | 1 | 02.11 |  |
| 19 | Treasure and numbers | 4.3.4.1 respond to questions on an increasing range of general and some curricular topics  4.4.3.1recognise basic opinions in short, simple texts on an increasing range of general and some curricular topics  4.6.2.1 use cardinal numbers 1 -1000 and ordinal numbers 1 - 100 | 1 | 09.11 |  |
| 20 | A school expedition | 4.3.5.1 pronounce an increasing range of words, short phrases and simple sentences intelligibly  4.4.3.1recognise basic opinions in short, simple texts on an increasing range of general and some curricular topics  4.6.5.1 use interrogative pronouns who, what, where, how many, how much, how often, how big, what kind of … to ask questions on growing range of familiar topics | 1 | 09.11 |  |
| 21 | Our planet’s treasure | 4.3.3.1 give short, basic description of people and objects on a limited range of general and some curricular topics begin to describe past experiences on an increasing range of general and some curricular topics  4.4.4.1 write with support a sequence short sentences in a paragraph to give basic personal information | 1 | 16.11 |  |
| 22 | My holiday | 4.2.8.1 understand short, supported narratives on an increasing range of general and some curricular topics  4.3.8.1 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics | 1 | 16.11 |  |
| 23 | Seven natural wonders of the World  **SAU 3** | 4.1.3.1 Understand the main points of short supported talk on an  increasing range of general and some curricular topics  4.2.3.1 Give short, basic description of people and objects on a limited range of general and some curricular topics; begin to describe past experiences on an increasing range of general and some curricular topics | 1 | 23.11 |  |
| 24 | 4. Professions and ways of Communica-tion | | Professions and ways of Communication | 4.3.1.1 make basic statements which provide personal information on an increasing range of general and some curricular topics  4.4.1.1recognise, identify and sound with support a growing range of language at text level  4.5.2.1 begin to use joined up handwriting in a limited range of written work | 1 | 23.11 |  |
| 25 | Body language | 4.6.6.1 use demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and responses  4.2.1.1 understand an increasing range of classroom instructions | 1 | 30.11 |  |
| 26 | Terrific Transport | 4.2.3.1 understand the main points of short, supported talk on an increasing range of general and some curricular topics  4.3.1.1 make basic statements which provide personal information on an increasing range of general and some curricular topics | 1 | 30.11 |  |
| 27 | My neighbours  **SAU 4** | 4.4.4.1 Write with support a sequence of short sentences in a paragraph to give basic personal information  4.3.1.1 Recognise, identify and sound with support a growing range of language at text level | 1 | 07.12 |  |
| 28 | My Favourite Community helper | 4.2.2.1 understand an increasing range of questions which ask for personal information  4.3.3.1 give short, basic description of people and objects on a limited range of general and some curricular topics begin to describe past experiences on an increasing range of general and some curricular topics | 1 | 07.12 |  |
| 29 | Technology | 4.6.3.1 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things use simple one- syllable and some two-syllable adjectives [comparative form] to make comparisons  4.5.4.1 write with support a sequence short sentences in a paragraph to give basic personal information | 1 | 14.12 |  |
| 30 | **SAT2** | 4.1.2.1 Understand an increasing range of supported questions which ask for personal information  4.3.5.1 Understand the main points of short simple texts on a growing range general and some curricular topics byusing contextual clues  4.4.1.1 Plan, write and check sentences with support on a range of basic personal, general and some curricular topics  4.5.8.1 Use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics  4.2.1.1 Make basic statements which provide information on an increasing  range of general and some curricular topics | 1 | 14.12 |  |
| 31 | A popular Holiday Destination | 4.4.1.1recognise, identify and sound with support a growing range of language at text level  4.3.1.1 make basic statements which provide personal information on an increasing range of general and some curricular topics | 1 | 21.12 |  |
| 32 | The Tpumpeter of Krakow | 4.4.3.1recognise basic opinions in short, simple texts on an increasing range of general and some curricular topics  4.5.4.1 write with support a sequence short sentences in a paragraph to give basic personal information | 1 | 21.12 |  |
| **III term** | | | | | | | |  |  |  |  | **Term III** |
| 33 | **5. Hot and Cold** | | Hot and Cold | 4.2.9.1recognise words that are spelt out from a limited rung of general and curricular topics  4.3.1.1 make basic statements which provide information on an increasing range of general and some curricular topics  4.5.7.1 spell most familiar high-frequency words accurately when writing independently | 1 | 11.01 |  |
| 34 | Weather | 4.6.13.1 use can to make requests and ask permission, use must / mustn’t / have to to talk about obligation, use have to +object + infinitive to talk about  4.5.5.1 link with some support sentences using basic coordinating connectors  4.4.5.1 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues | 1 | 11.01 |  |
| 35 | Extreme Weather | 4.2.4.1 understand a limited range of short supported questions on general and some curricular topics  4.3.4.1 respond to questions on an increasing range of general and some curricular topics  4.5.4.1 write with support short basic sentences with appropriate spaces between words | 1 | 18.01 |  |
| 36 | Welcome to Camping Europe! | 4.3.2.1 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics  4.5.8.1 to include appropriate use of a full stops and question marks, as sentence level with some accuracy when writing independently | 1 | 18.01 |  |
| 37 | Volcanoes | 4.2.3.1 understand the main points of short supported talk on an increasing range of general and some curricular topics  4.5.7.1 spell most familiar high-frequency words accurately when writing independently | 1 | 25.01 |  |
| 38 | Snow and ice | 4.4.3.1recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics  4.4.5.1 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues  4.5.2.1 begin to use joined-up handwriting in a limited range of written work | 1 | 25.01 |  |
| 39 | Present continuous | 4.6.10.1 use common present continuous forms, including short answers and contractions, to talk about what is happening now and future arrangements on a limited range of personal and familiar topics/ using –ing forms swimming, spelling as nouns to describe familiar and classroom activities  4.5.7.1 spell most familiar high-frequency words accurately when writing independently | 1 | 01.02 |  |
| 40 | Winter carnivals | 4.6.14.1 use prepositions of location and position and direction: at, in, on, behind, between, in front of, near, next to, opposite, up, down, under, above, on the right, on the left, use prepositions of time: on, in, at, before, after, use with/ without to indicate, accompaniment with for instrument and for indicate recipient  4.5.7.1 spell most familiar high-frequency words accurately when writing independently | 1 | 01.02 |  |
| 41 | What do the people use  to sculptures?  **SAU 5** | 4.1.7.1 Use contextual clues to predict content and meaning in short  supported talk on an increasing range of general and some  curricular topics  4.2.7.1 Contribute a growing range of suitable words, phrases, and  sentences during short pair, group and whole class exchanges  4.5.16.1 Use conjunctions and, or, but, because to link words and  phrases | 1 | 08.02 |  |
| 42 | **6. Healthy world** | | Healthy bodies | 4.3.9.1 use common present simple forms including short answer forms and contraction, to give personal information and talk about habitual actions, facts and future timetabled events continue to use common past simple forms [regular and irregular]to describe actions and feelings and narrate simple events including short answer forms and contractions  4.3.6.1 take turns when speaking with others in a growing range of short, basic exchanges | 1 | 08.02 |  |
| 43 | Ways to a healthy body | 4.3.12.1 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, use common –ly manner adverbs to describe actions e/g/ slowly, quickly  4.4.2.1 begin to use joined-up handwriting in a limited range of written work | 1 | 15.02 |  |
| 44 | Snack attack | 4.3.5.1 Understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues  4.4.7.1 Spell most familiar high-frequency words accurately when writing independently  4.5.8.1 Use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics | 1 | 15.02 |  |
| 45 | Healthy snacks | 4.5.7.1 spell most familiar high-frequency words accurately when writing independently  4.3.7.1 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges  4.4.2.1 read and understand with some support short simple fiction and non-fiction texts | 1 | 22.02 |  |
| 46 | Save our animals  **SAU 6** | 4.3.5.1 Understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues  4.4.7.1 Spell most familiar high-frequency words accurately when writing independently  4.5.8.1 Use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics | 1 | 22.02 |  |
| 47 | Help the planet | 4.6.10.1 use common present continuous forms, including short answers and contractions, to talk about what is happening now and future arrangements on a limited range of personal and familiar topics/ using –ing forms swimming, spelling as nouns to describe familiar and classroom activities  4.5.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics  4.2.3.1 understand the main points of short supported talk on an increasing range of general and some curricular topics | 1 | 29.02 |  |
| 48 | Rainforest facts | 4.2.4.1 understand a limited range of short supported questions on general and some curricular topics  4.3.6.1 take turns when speaking with others in a growing range of short, basic exchanges  4.6.3.1 use adjectives, including possessive adjectives, on a growing 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 | 29.02 |  |
| 49 | **SAT3** | 4.1.9.1 Recognise words that are spelt out from a limited range of general and curriculum topics  4.3.5.1 Understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues.  4.4.5.1 Link with some support sentences using basic coordinating connectors  4.5.16.1 Use conjunctions and, or, but, because to link words and phrases | 1 | 07.03 |  |
| 50 | Endangered Animals | 4.4.5.1 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues  4.6.8.1 use imperative forms [positive and negative] to give  short instructions on growing range of familiar topics | 1 | 07.03 |  |
| 51 |  | | Asian elephants | 4.3.8.1 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics | 1 | 14.03 |  |
| 52 |  | | Storytime III | 4.6.8.1 use imperative forms [positive and negative] to give  short instructions on growing range of familiar topics | 1 | 14.03 |  |
| **IV term** | | | | | | | |  |  |  |  | **Term IV** |
| 53 | **7. Journey into Space** | | Into Space | 4.2.5.1 identify initial, middle and final phonemes and blends  4.4.3.1recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics  4.5.7.1 spell most familiar high-frequency words accurately when writing independently | 1 | 04.04 |  |
| 54 | Planets | 4.3.6.1 take turns when speaking with others in a growing range of short, basic exchanges  4.4.6.1 understand with some support, some specific  information and detail in short, simple texts on a growing range of general and some curricular topics  4.2.6.1 understand some specific information and detail of short,  supported talk on an increasing range of general and some curricular topics | 1 | 04.04 |  |
| 55 | I went to Mars | 4.4.1.1recognise, identify and sound with support a growing range of language at text level  4.4.4.1 find with support books, worksheets and other print materials in a class or school library according to classification  4.5.4.1 write with support short basic sentences with appropriate spaces between words | 1 | 11.04 |  |
| 56 | Aliens | 4.2.4.1 understand a limited range of short supported questions on general and some curricular topics  4.6.4.1 use determiners a, an, the, zero article, some, any, this, these, that, those to refer to things on a growing range of general and some curricular topics  4.4.5.1 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues | 1 | 11.04 |  |
| 57 | Aliens’ name | 4.3.4.1 respond to questions on an increasing range of general and some curricular topics  4.6.2.1 begin to use joined-up handwriting in a limited range of written work  4.6.1.1 use singular nouns, plural nouns– including some common irregular plural forms and uncountable nouns, use possessive forms ‘s/s’ to name, describe and label things | 1 | 18.04 |  |
| 58 | Space Facts | 4.2.8.1 understand short, supported, narratives on an increasing range of general and some curricular topics  4.4.6.1 understand with some support, some specific  information and detail in short, simple texts on a growing range of general and some curricular topics | 1 | 18.04 |  |
| 59 | All about Mars  **SA** | 4.1.8.1 Understand short, supported narratives on an increasing range of general and some curricular topics  4.2.4.1 Respond to questions on an increasing range of general and some curricular topics  4.5.3.1 Use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things; use simple one-syllable and some two- syllable adjectives [comparative and superlative] to make comparisons | 1 | 25.04 |  |
| 60 | Check points | 4.2.8.1 understand short, supported, narratives on an increasing range of general and some curricular topics  4.4.6.1 understand with some support, some specific  information and detail in short, simple texts on a growing range of general and some curricular topics | 1 | 25.04 |  |
| 61 | **8. Machines** | | Slowmachines | 4.2.6.1 understand some specific information and detail of short,  supported talk on an increasing range of general and some curricular topics  4.3.3.1 give short, basic description of people and objects on a limited range of general and some curricular topics, begin to describe past experiences on an increasing range of general and some curricular topics | 1 | 28.04 |  |
| 62 | Fast Machines 1 | 4.1.6 .1 understand some specific information and detail of short, supported talk on an increasing range of general and some curricular topics  4.5.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics  4.3.2.1 read and understand with some support short simple fiction and non-fiction texts | 1 | 02.05 |  |
| 63 | Household objectives | 4.4.5.1 link with some support sentences using basic coordinating connectors  4.3.1.1 identify and sound with support a growing range of language at text level  4.1.5.1 identify initial, middle and final phonemes and blends | 1 | 02.05 |  |
| 64 | People in history  **SA** | 4.3.6.1 Understand with some support some specific information  and detail in short, simple texts on a growing range of  general and some curricular topics  4.4.4.1 Write with support a sequence of short sentences in a  paragraph to give basic personal information | 1 | 16.05 |  |
| 65 | Robots | 4.2.4.1 respond to questions on an increasing range of general and some curricular topics  4.2.6.1 take turns when speaking with others in a growing range of short, basic exchanges  4.4.4.1 write with support short basic sentences with appropriate spaces between words | 1 | 16.05 |  |
| 66 | **SAT4** | 4.1.6.1 Understand some specific information and detail of short supported talk on an increasing range of general and some curricular topic  4.3.2.1 Read and understand with some support short simple fiction and non-fiction texts  4.4.8.1 To include appropriate use of fullstops and question marks, at sentence level with some accuracy when writing independently  4.5.12.1 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; use common –ly manner adverbs to describe  actions e.g. slowly, quickly  4.2.1.1 Make basic statements which provide information on an increasing range of general and some curricular topics | 1 | 23.05 |  |
| 67 | Technology | 4.3.3.1recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics  4.4.8.1 to include appropriate use of a full stops and question marks, as sentence level with some accuracy when writing independently  4.1.8.1 understand short, supported, narratives on an increasing range of general and some curricular topics | 1 | 23.05 |  |
| 68 | Storytime  Daedalus’ and Icarus | 4.3.3.1recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics  4.4.8.1 to include appropriate use of a full stops and question marks, as sentence level with some accuracy when writing independently  4.1.8.1 understand short, supported, narratives on an increasing range of general and some curricular topics | 1 | 23.05 |  |
|  | Total | |  |  | 68 |  |  |