**Long-term plan**

**Grade 1 “Smiles 1” (66 hours)**

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| **Units** | **№** | **Theme** | **Hours** | **Learning objectives** | **Date** | **Correction** |
| **Unit 1:****All about me****(8 hours)** | 1 | Let’s start.  | 1 | 1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly 1.L3 recognise with support common names and names of places; recognise the spoken form of a limited range of everyday and classroom words 1.L9 recognise the names of letters of the alphabet 1.S1 make basic personal statements about people, objects and classroom routines 1.S3 pronounce familiar words and expressions intelligibly 1.S6 make introductions and requests in basic interactions with others 1.UE2 use cardinal numbers 1 - 20 to count 1.UE3 use basic adjectives to describe people and things 1.UE6 use demonstrative pronouns this, these that, those to indicate things  |  |  |
| 2 | Greetings and names  | 1 |  |  |
| 3 | About myself. | 1 |  |  |
| 4 | My family  | 1 |  |  |
| 5 | Colours  | 1 |  |  |
| 6 | My favourite colour” (project)  | 1 |  |  |
| 7 | Story Time. The Queen Bee  | 1 |  |  |
| 8 | Numbers 1-10. Check Point 1.  | 1 |  |  |
| **Unit 2:****My school****(9 hours)** | 9 | My school  | 1 | 1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly 1.L3 recognise with support common names and names of places; recognise the spoken form of a limited range of everyday and classroom words 1.L9 recognise the names of letters of the alphabet 1.S1 make basic personal statements about people, objects and classroom routines 1.S3 pronounce familiar words and expressions intelligibly 1.UE1 use singular nouns, plural nouns – to talk about people and places 1.UE3 use basic adjectives to describe people and things 1.UE4 use determiners a, an, some, the, this, these to indicate what /where something is 1.UE6 use demonstrative pronouns this, these that, those to indicate things 1.UE8 use simple imperative forms [positive] for basic commands or instructions 1.UE13 use *can* / *can’t* to describe ability 1.UE14 use basic prepositions of location and position e.g. in, at, next to, near, on, to describe where people and things are; use basic prepositions of time: on, to talk about days  |  |  |
| 10 | Classroom objects  | 1 |  |  |
| 11 | Counting classroom objects  | 1 |  |  |
| 12 | My school things  | 1 |  |  |
| 13 | Classroom routines  | 1 |  |  |
| 14 | Describing things | 1 |  |  |
| 15 | Days of the week | 1 |  |  |
| 16 | Story time. Count to ten  | 1 |  |  |
| 17 | Check point  | 1 |  |  |
| **Unit 3:****My family and friends****(9 hours)** | 18 | Family and friends | 1 | 1.L3 recognise with support common names and names of places; recognise the spoken form of a limited range of everyday and classroom words 1.L9 recognise the names of letters of the alphabet 1.S1 make basic personal statements about people, objects and classroom routines 1.S3 pronounce familiar words and expressions intelligibly 1.S5 use words in short exchanges 1.R1 recognise sound and name the letters of the alphabet 1.R2 recognise initial letters in names and places 1.UE1 use singular nouns, plural nouns – to talk about people and places 1.UE3 use basic adjectives to describe people and things 1.UE4 use determiners a, an, some, the, this, these to indicate what /where something is 1.UE7 use personal subject and object pronouns to give basic personal information 1.UE11 use there is / there are to make short statements and ask questions 1.UE14 use basic prepositions of location and position e.g. in, at, next to, near, on, to describe where people and things are; use basic prepositions of time: on to talk about days  |  |  |
| 19 | My friend’s family  | 1 |  |  |
| 20 | Commands  | 1 |  |  |
| 21 | In my house  | 1 |  |  |
| 22 | Toys in my room | 1 |  |  |
| 23 | Toys in my house  | 1 |  |  |
| 24 | Our world “A picture of the transport” | 1 |  |  |
| 25 | Story time”The little engine that could…”  | 1 |  |  |
| 26 | Review  | 1 |  |  |
| **Unit 4:****The world around us****(6 hours)**  | 27 | Animals. My pets  | 1 | 1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly 1.L3 recognise with support common names and names of places; recognise the spoken form of a limited range of everyday and classroom words 1.L4 recognise with support short basic questions about what something is 1.S1 make basic personal statements about people, objects and classroom routines 1.S3 pronounce familiar words and expressions intelligibly 1.S5 use words in short exchanges 1.R1 recognise sound and name the letters of the alphabet 1.R2 recognise initial letters in names and places 1.R4 use the alphabet to place the first letters of word in alphabetical order 1.UE3 use basic adjectives to describe people and things 1.UE7 use personal subject and object pronouns to give basic personal information 1.UE11 use there is / there are to make short statements and ask questions 1.UE13 use *can* / *can’t* to describe ability 1.UE14 use basic prepositions of location and position e.g. in, at, next to, near, on, to describe where people and things are; use basic prepositions of time: on to talk about days  |  |  |
| 28 | Colours and size  | 1 |  |  |
| 29 | Pets and wild animals  | 1 |  |  |
| 30 | Our world “An animal from your country” | 1 |  |  |
| 31 | Story time. The mouse’s Garden  | 1 |  |  |
| 32 | Review  | 1 |  |  |
| **Unit 5:****Travel****(9 hours)** | 33 | Hot and cold | 1 | 1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly 1.L2 recognise with support a limited range of basic common personal questions spoken slowly and distinctly 1.L3 recognise with support common names and names of places; recognise the spoken form of a limited range of everyday and classroom words 1.L4 recognise with support short basic questions about what something is 1.L5 recognise the sounds of phonemes and phoneme blends 1.S1 make basic personal statements about people, objects and classroom routines 1.S3 pronounce familiar words and expressions intelligibly 1.S5 use words in short exchanges 1.R4 use the alphabet to place the first letters of word in alphabetical order 1.UE5 use interrogative pronouns which, what, where, how to ask basic questions 1.UE8 use simple imperative forms [positive] for basic commands or instructions 1.UE9 use common present simple forms [positive, negative and question] to give basic personal information 1.UE13 use *can* / *can’t* to describe ability 1.UE14 use basic prepositions of location and position e.g. in, at, next to, near, on, to describe where people and things are; use basic prepositions of time: on, in to talk about days and time; use with to indicate accompaniment  |  |  |
| 34 | In Kazakhstan  | 1 |  |  |
| 35 | Getting to school  | 1 |  |  |
| 36 | Let’s travel  | 1 |  |  |
| 37 | My favourite place  | 1 |  |  |
| 38 | This is the way… | 1 |  |  |
| 39 | Where is it? | 1 |  |  |
| 40 | The big red bus | 1 |  |  |
| 41 | I like travelling **Summative Assessment 1** | 1 |  |  |
| **Unit 6:****Traditions and folklore****(10 hours)** | 42 | Musical instruments.  | 1 | 1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly 1.L3 recognise with support common names and names of places; recognise the spoken form of a limited range of everyday and classroom words 1.S1 make basic personal statements about people, objects and classroom routines 1.S3 pronounce familiar words and expressions intelligibly 1.S4 respond to basic supported questions about people, objects and classroom routines 1.S5 use words in short exchanges 1.S6 make introductions and requests in basic interactions with others 1.R3 recognise and identify some familiar sight words from local environment 1.UE2 use cardinal numbers 1 - 20 to count 1.UE5 use interrogative pronouns which, what, where, how to ask basic questions 1.UE11 use there is / there are to make short statements and ask questions  |  |  |
| 43 | I can dance  | 1 |  |  |
| 44 | Parts of the face  | 1 |  |  |
| 45 | I can play…  | 1 |  |  |
| 46 | My music**Summative Assessment 2** | 1 |  |  |
| 47 | Story time “The Three Princesses!”  | 1 |  |  |
| 48 | Music. Review  | 1 |  |  |
| 49 | Happy birthday | 1 |  |  |
| 50 | Springtime in Kazakhstan **Summative Assessment for term 3** | 1 |  |  |
| 51 | Hats and masks | 1 | 1.L2 recognise with support a limited range of basic common personal questions spoken slowly and distinctly 1.L3 recognise with support common names and names of places; recognise the spoken form of a limited range of everyday and classroom words 1.L4 recognise with support short basic questions about what something is 1.S1 make basic personal statements about people, objects and classroom routines 1.S2 ask questions in basic exchanges about people, objects and classroom routines 1.S3 pronounce familiar words and expressions intelligibly 1.S4 respond to basic supported questions about people, objects and classroom routines 1.S5 use words in short exchanges 1.R1 recognise sound and name the letters of the alphabet 1.R4 use the alphabet to place the first letters of word in alphabetical order 1.UE5 use interrogative pronouns which, what, where, how to ask basic questions 1.UE7 use personal subject and object pronouns to give basic personal information 1.UE9 use common present simple forms [positive, negative and question] to give basic personal information  |  |  |
| **Unit 7:****Food and drink****(9 hours)** | 52 | My food  | 1 |  |  |
| 53 | Fruit and vegetables  | 1 |  |  |
| 54 | Food and drinks consolidation  | 1 |  |  |
| 55 | Things I like  | 1 |  |  |
| 56 | My favourite food  | 1 |  |  |
| 57 | Hot or cold | 1 |  |  |
| 58 | Animals like  | 1 |  |  |
| 59 | Nice or nasty**Summative Assessment 3** | 1 |  |  |
| 60 | My food. Review  | 1 |  |  |
| **Unit 8:****Health and body****(6 hours)** | 61 | Hands and head | 1 | 1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly 1.L2 recognise with support a limited range of basic common personal questions spoken slowly and distinctly 1.L3 recognise with support common names and names of places; recognise the spoken form of a limited range of everyday and classroom words 1.L4 recognise with support short basic questions about what something is 1.L5 recognise the sounds of phonemes and phoneme blends 1.S1 make basic personal statements about people, objects and classroom routines 1.S2 ask questions in basic exchanges about people, objects and classroom routines 1.S3 pronounce familiar words and expressions intelligibly 1.S4 respond to basic supported questions about people, objects and classroom routines 1.S5 use words in short exchanges 1.UE1 use singular nouns, plural nouns – to talk about people and places 1.UE8 use simple imperative forms [positive] for basic commands or instructions 1.UE9 use common present simple forms [positive, negative and question] to give basic personal information  |  |  |
| 62 | Let’s move | 1 |  |  |
| 63 | Making a puppet | 1 |  |  |
| 64 | A special dance | 1 |  |  |
| 65 | My body**Summative Assessment 4** | 1 |  |  |
| 66 | Health and body. Review**Summative Assessment for term 4** | 1 |  |  |