**Long-term plan**

**Grade 2 “Smiles 2” (68 hours)**

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| **Units** | **№** | **Theme** | **Hours** | **Learning objectives** | **Date** | **Correction** |
| **Unit 1:****All about me****(8 hours)** | 1 | Hello again  | 1 | **2.L1** understand a range of short basic supported classroom instructions **2.L2** recognise with considerable support an increasing range of common personal questions **2.L3** understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number **2.S1** make basic statements related to personal information, people and objects on familiar topics and classroom routines **2.S2** ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines **2.S4** respond to basic supported questions giving personal and factual information **2.S6** use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges **2.S8** give simple instructions for others to follow **2.R2** identify, remember and sound out high-frequency sound and letter patterns **2.R3** read and follow with considerable support simple, words, phrases and sentences on familiar topics **2.W5** write letters and familiar high frequency words when read aloud or spelt out for learners **2.W6** use with support upper and lower case letters accurately when writing familiar high frequency words **2.UE1** use singular nouns, plural nouns – including some common irregular plural forms in giving simple descriptions **2.UE3** use common adjectives in descriptions and to talk about simple feelings **2.UE13** use can to talk about ability and to make requests and offers; use can / can’t to talk about permission  |  |  |
| 2 | Shapes  | 1 |  |  |
| 3 | Goodbye, everyone!  | 1 |  |  |
| 4 | I can…  | 1 |  |  |
| 5 | My clothes and things | 1 |  |  |
| 6 | Shapes around us  | 1 |  |  |
| 7 | All about me. **Summative assessment 1** | 1 | **2.L2** recognise with considerable support an increasing range of common personal questions **2.S8** give simple instructions for others to follow  |  |  |
| 8 | Unit revision | 1 |  |  |
| **Unit 2:****My family and friends (8 hours)** | 9 | Who and what  | 1 | **2.L1** understand a range of short basic supported classroom instructions **2.L3** understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number **2.S1** make basic statements related to personal information, people and objects on familiar topics and classroom routines **2.S3** use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines **2.S5** begin to articulate clearly the difference between various sounds **2.S6** use short answers appropriately in short, basic exchanges and take turns when speaking with others in a limited range of short, basic exchanges **2.R1** read and spell out words for others **2.R3** read and follow with considerable support simple, words, phrases and sentences on familiar topics **2.W1** write with support short responses at phrase level to questions and other prompts **2.W2** write letters and familiar high frequency words when read aloud or spelt **2.UE3** use common adjectives in descriptions and to talk about simple feelings **2.UE6** use demonstrative pronouns this, these, that, those to make and respond to requests for information **2.UE13** use can to talk about ability and to make requests and offers; use can / can’t to talk about permission  |  |  |
| 10 | Friends’ names  | 1 |  |  |
| 11 | Helping hands  | 1 |  |  |
| 12 | People I know | 1 |  |  |
| 13 | My family and friends. **Summative assessment 2** | 1 | **2.R1** read and spell out words for others **2.UE13** use can to talk about ability and to make requests and offers; use can / can’t to talk about permission |  |  |
| 14 | Unit revision | 1 |  |  |
| 15 | **Summative assessment for term 1** | 1 | **2.L1** understand a range of short basic supported classroom instructions **2.R1** read and spell out words for others **2.S3** use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines **2.W5** write letters and familiar high frequency words when read aloud or spelt out for learners **2.UE1** use singular nouns, plural nouns – including some common irregular plural forms in giving simple descriptions  |  |  |
| 16 | Revision | 1 |  |  |  |
| **Unit 3:****My school** **(7hours)** | 17 | Ready for school  | 1 | **2.L1** understand a range of short basic supported classroom instructions **2.L2** recognise with considerable support an increasing range of common personal questions **2.L3** understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number **2.L4** recognise with support short basic questions relating to features such as colour and number **2.L5** identify missing phonemes in incomplete words **2.S2** ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines **2.S3** use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines **2.S4** respond to basic supported questions giving personal and factual information **2.R2** identify, remember and sound out high-frequency sound and letter patterns **2.R4** begin to use with support a simple picture dictionary **2.W3** write short phrases to identify people, places and objects **2.W7** spell some familiar high-frequency words accurately during guided writing activities **2.UE2** use cardinal numbers 1 -50 to count **2.UE7** use personal subject and object pronouns to describe people and things **2UE10** use common present continuous forms [positive, negative, question] **2.UE11** use *have got+noun* to describe and ask about possessions **2.UE14** 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  |  |  |
| 18 | Around school  | 1 |  |  |
| 19 | Counting and measuring  | 1 |  |  |
| 20 | Class photos  | 1 |  |  |
| 21 | School days  | 1 |  |  |
| 22 | My school. **Summative assessment 3** | 1 | **2.L3** understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number **2.W7** spell some familiar high-frequency words accurately during guided writing activities  |  |  |
| 23 | Unit revision | 1 |  |  |
|  **Unit 4:****The world around us (9 hours)**   | 24 | Different places  | 1 | **2.L3** understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number **2.L5** identify missing phonemes in incomplete words **2.S1** make basic statements related to personal information, people and objects on familiar topics and classroom routines **2.S2** ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines **2.S3** use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines **2.S4** respond to basic supported questions giving personal and factual information **2.R3** read and follow with considerable support simple, words, phrases and sentences on familiar topics **2.UE4** use determiners a, an, the, some, any, this, these, that, those to identify things **2.UE5** use interrogative pronouns including which, what, where, whose to ask who people are and what they are doing **2.UE8** use simple imperative forms [positive and negative] for basic commands and instructions **2.UE12** use basic adverbs of place here / there to say where things are **2.UE13** use can to talk about ability and to make requests and offers; use can / can’t to talk about permission  |  |  |
| 25 | Where’s it from?  | 1 |  |  |
| 26 | Reading signs  | 1 |  |  |
| 27 | Be careful on road | 1 |  |  |
| 28 | Days out | 1 |  |  |
| 29 | The world around us. **Summative assessment 4** | 1 | **2.S3** use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines **2.UE13** use can to talk about ability and to make requests and offers; use can / can’t to talk about permission |  |  |
| 30 | Unit revision | 1 |  |  |
| 31 | **Summative assessment for term 2** | 1 | **2.L1** understand a range of short basic supported classroom instructions **2.R3** read and follow with considerable support simple, words, phrases and sentences on familiar topics **2.W7** spell some familiar high-frequency words accurately during guided writing activities **2.UE2** use cardinal numbers 1 -50 to count **2.S3** use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines  |  |  |
| 32 | Revision | 1 |  |  |
| **Unit 5:****Health and body** **(9 hours)** | 33 | Our body  | 1 | **2.L1** understand a range of short basic supported classroom instructions **2.L3** understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number **2.L4** recognise with support short basic questions relating to features such as colour and number **2.L5** identify missing phonemes in incomplete words **2.S3** use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines **2.S4** respond to basic supported questions giving personal and factual information **2.S8** give simple instructions for others to follow **2.R1** read and spell out words for others **2.R3** read and follow with considerable support simple, words, phrases and sentences on familiar topics **2.R4** begin to use with support a simple picture dictionary **2.W3** write short phrases to identify people, places and objects **2.UE2** use cardinal numbers 1 -50 to count **2.UE6** use demonstrative pronouns this, these, that, those to make and respond to requests for information **2.UE13** use can to talk about ability and to make requests and offers; use can / can’t to talk about permission  |  |  |
| 34 | This/that/these/those | 1 |  |  |
| 35 | Let’s measure  | 1 |  |  |
| 36 | Hats and bats. | 1 |  |  |
| 37 | Which food is good or bad?  | 1 |  |  |
| 38 | Big or small  | 1 |  |  |
| 39 | My favourite dish | 1 |  |  |
| 40 | Health and body. **Summative assessment 5.**  | 1 | **2.S3** use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines **2.R3** read and follow with considerable support simple, words, phrases and sentences on familiar topics  |  |  |
| 41 | Unit revision | 1 |  |  |
| **Unit 6:****Tradition and custom****(10 hours)** | 42 | Special Days  | 1 | **2.L1** understand a range of short basic supported classroom instructions **2.L3** understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number **2.L9** recognise the spoken form of familiar words and expressions **2.S3** use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines **2.S4** respond to basic supported questions giving personal and factual information **2.R1** read and spell out words for others **2.W7** spell some familiar high-frequency words accurately during guided writing activities **2.UE8** use simple imperative forms [positive and negative] for basic commands and instructions **2.UE9** use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts  |  |  |
| 43 | I like/don`t like  | 1 |  |  |
| 44 | Numbers. Before and after.  | 1 |  |  |
| 45 | What`s your favourite food?  | 1 |  |  |
| 46 | Traditional dance.  | 1 |  |  |
| 47 | Home cooking | 1 |  |  |
| 48 | Tradition and customs.**Summative assessment 6.**  | 1 | **2.L9** recognise the spoken form of familiar words and expressions **2.UE8** use simple imperative forms [positive and negative] for basic commands and instructions  |  |  |
| 49 | Unit revision | 1 |  |  |
| 50 | **Summative assessment for term 3** | 1 | **2.L5** identify missing phonemes in incomplete words **2.R1** read and spell out words for others **2.UE13** use can to talk about ability and to make requests and offers; use can / can’t to talk about permission**2.W7** spell some familiar high-frequency words accurately during guided writing activities **2.S8** give simple instructions for others to follow   |  |  |
| 51 | Revision | 1 |  |  |
| **Unit 7:****The natural environment** **(8 hours)** | 52 | The Weather | 1 | **2.L1** understand a range of short basic supported classroom instructions **2.L3** understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number **2.L4** recognise with support short basic questions relating to features such as colour and number **2.S3** use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines **2.R1** read and spell out words for others **2.R3** read and follow with considerable support simple, words, phrases and sentences on familiar topics **2.W5** write letters and familiar high frequency words when read aloud or spelt out for learners **2.UE3** use common adjectives in descriptions and to talk about simple feelings **2.UE9** use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts **2.UE10** use common present continuous forms [positive, negative, question] **2.UE13** use can to talk about ability and to make requests and offers; use can / can’t to talk about permission **2.UE17** use me, too to give short answers  |  |  |
| 53 | What can animals do? | 1 |  |  |
| 54 | can and cannot  | 1 |  |  |
| 55 | Changing Seasons  | 1 |  |  |
| 56 | My favourite season  | 1 |  |  |
| 57 | Sea Adventures | 1 |  |  |
| 58 | The natural environment. **Summative assessment 7.**  | 1 | **2.L4** recognise with support short basic questions relating to features such as colour and number **2.UE13** use can to talk about ability and to make requests and offers; use can / can’t to talk about permission  |  |  |
| 59 | Unit revision | 1 |  |  |
| **Unit 8:****Travel (9 hours)** | 60 | A to B. I`m wearing… | 1 | **2.L1** understand a range of short basic supported classroom instructions **2.L3** understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number **2.L5** identify missing phonemes in incomplete words **2.S1** make basic statements related to personal information, people and objects on familiar topics and classroom routines **2.S3** use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines **2.S4** respond to basic supported questions giving personal and factual information **2.R3** read and follow with considerable support simple, words, phrases and sentences on familiar topics **2.W3** write short phrases to identify people, places and objects **2.UE9** use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts **2.UE10** use common present continuous forms [positive, negative, question] **2.UE11** use *have got+noun* to describe and ask about possessions **2.UE13** use can to talk about ability and to make requests and offers; use can / can’t to talk about permission **2.UE14** 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  |  |  |
| 61 | Types of vehicle | 1 |  |  |
| 62 | Weather  | 1 |  |  |
| 63 | My plane  | 1 |  |  |
| 64 | Bike Story  | 1 |  |  |
| 65 | Travel. **Summative assessment 8.**  | 1 | **2.R3** read and follow with considerable support simple, words, phrases and sentences on familiar topics **2.S4** respond to basic supported questions giving personal and factual information  |  |  |
| 66 | Unit revision | 1 |  |  |
| 67 | **Summative assessment for term 4** | 1 | **2.L3** understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number**2.R3** read and follow with considerable support simple, words, phrases and sentences on familiar topics **2.UE10** use common present continuous forms [positive, negative, question] **2.W5** write letters and familiar high frequency words when read aloud or spelt out for learners **2.S3** use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines  |  |  |
| 68 | Revision | 1 |  |  |  |
|  | **Total** | **68** |  |  |  |