

«Утверждаю»

И.О. директора школы  
Костырина Е.С.



Календарные планы  
по английскому языку  
для учащегося 5 класса  
Белова Юрия  
на 2021-2022 учебный год

Учитель: Ковалева Ю.Н.



## Памятка

Базовое содержание учебной программы по учебному предмету "Английский язык" организовано по разделам обучения. Разделы состоят из подразделов, которые содержат цели обучения в виде ожидаемых результатов по классам.

Цели обучения, обозначенные в каждом подразделе, позволяют учителю системно планировать работу по развитию всех видов речевой деятельности (содержание, аудирование, говорение, чтение, письмо, использование английского языка), оценивать достижения обучающихся, информировать их о следующих этапах обучения.

По разделу "Содержание" обучающийся развивает навыки для успешного их применения в разных учебных предметах: использует навыки говорения и аудирования для решения проблемных задач, выстраивает понятную и четкую информацию, развивает межкультурное понимание через чтение и обсуждение.

По разделу "Аудирование" обучающийся понимает основную идею текста по темам учебной программы, определяет факты и мнения, понимает детали в рамках знакомой темы, формулирует сложные вопросы, основанные на прослушанном материале с целью получения дополнительной информации, делает выводы из прослушанного материала с помощью контекстных подсказок, определяет специфичную информацию по знакомой теме, распознает несоответствия в аргументах на знакомую тему.

По разделу "Говорение" обучающийся передает основную идею текста на основе логически организованных событий на знакомую тему, использует формальные и неформальные стили речи, предугадывает содержание текста с помощью заголовков, фотографий, ключевых слов, выдержек на знакомую тему, задает простые и сложные вопросы для получения конкретной информации, взаимодействует с учениками (в паре, в группе) для выполнения заданий, сравнивает и противопоставляет тексты на знакомую тему, выражает мнение, предоставляя аргументы.

По разделу "Чтение" обучающийся понимает основную идею, а также детали текста разнообразных стилей и жанров на общие и знакомые темы, использует разнообразные источники информации (справочные материалы, словари, интернет), распознает специфичную информацию из текстов разнообразных стилей и жанров на знакомую тему, предугадывает содержание текста с помощью заголовков, фотографий, ключевых слов, выдержек, определяет отношение и мнение автора, оценивает информацию из различных текстов.

По рекомендации ОблПМПК, ученик 5 класса, с диагнозом ЗПР, занимается по общеобразовательной программе с индивидуальным подходом, что отражается в поурочном планировании



**Класс: 5 1 четверть**

**Предмет: Иностранный язык**

**ФИО учителя: Юлия Николаевна Ковалева**

Дата	Тема урока	Домашнее задание к следующему уроку
01.09.2021	Unit 1: Home and away. Diagnostic test	revision
02.09.2021	Homes 1	new words
06.09.2021	Homes 2	dialogue
08.09.2021	Homes 2	revision
09.09.2021	Cities and countries 1	new words
13.09.2021	Cities and countries 1	dialogue
15.09.2021	Cities and countries 2	ex3
16.09.2021	Cities and countries 2	ex4
20.09.2021	Weather and climate 1	ex6
22.09.2021	Weather and climate 1	new words
23.09.2021	Weather and climate 2	revision
27.09.2021	Unit Revision	revision
29.09.2021	Unit 2: Living things. Plants1	dialogue
30.09.2021	Plants1	ex1
04.10.2021	Plants1	ex4
06.10.2021	Plants2	new words
07.10.2021	Plants2	ex6
11.10.2021	Animals1	new words
13.10.2021	Animals1	dialogue
14.10.2021	Animals2	revision
18.10.2021	Human Beings1	ex8
20.10.2021	Human Beings1	ex10
21.10.2021	Human Beings2	dialogue
25.10.2021	Human Beings2	new words
27.10.2021	Summarive Assessment	revision
28.10.2021	Revision	



**Класс: 5 2 четверть**

**Предмет: Иностранный язык**

**ФИО учителя: Юлия Николаевна Ковалева**

Дата	Тема урока	Домашнее задание к следующему уроку
08.11.2021	Unit 3: Values. Family relationships1	revision
10.11.2021	Family relationships2	new words
11.11.2021	Family relationships2	grammar
15.11.2021	Friendship 1	text
17.11.2021	Friendship 1	dialogue
18.11.2021	Friendship 2	ex.1
22.11.2021	Friendship 2	ex.3
24.11.2021	What we value 1	ex.5
25.11.2021	What we value 1	ex.7
29.11.2021	What we value 2	ex.8
02.12.2021	What we value 2	text
06.12.2021	Unit revision. Control work	revision
08.12.2021	Unit 4: The world of work. Professions 1	new words
09.12.2021	Professions 2	grammar
13.12.2021	Outdoor, factory and service jobs 1	text
15.12.2021	Outdoor, factory and service jobs 1	dialogue
20.12.2021	Outdoor, factory and service jobs 2	ex.2
22.12.2021	Work past and future 1	ex.4
23.12.2021	Work past and future 2	ex.6
27.12.2021	Summarive Assessment	revision
29.12.2021	Unit revision	



**Класс: 5 3 четверть**

**Предмет: Иностранный язык**

**ФИО учителя: Юлия Николаевна Ковалева**

Дата	Тема урока	Домашнее задание к следующему уроку
17.01.2022	Unit 5: Creativity	revision
19.01.2022	Art 1	ex.2
20.01.2022	Art 2	ex.4
24.01.2022	Music 1	ex.6
26.01.2022	Music 2	text
27.01.2022	Stories and poems 1	ex.1
31.01.2022	Stories and poems 2	ex.3
02.02.2022	Unit revision. Control work	ex.5
03.02.2022	Unit 6: Reading for Pleasure	revision
07.02.2022	Learners read non-fiction books in Kazakh, English, Russian languages	new words
09.02.2022	Learners read non-fiction books in Kazakh, English, Russian languages	ex.2
10.02.2022	Learners read non-fiction books in Kazakh, English, Russian languages	ex.4
14.02.2022	Summarizing the chosen books Different activities, based on the content of the books	ex.6
16.02.2022	Summarizing the chosen books Different activities, based on the content of the books	grammar
17.02.2022	Summarizing the chosen books Different activities, based on the content of the books	grammar
21.02.2022	Unit revision. Control work	revision
23.02.2022	Unit 7: Fantasy world	dialogue
24.02.2022	Home and garden 1	ex.1
28.02.2022	Home and garden 2	ex.3
02.03.2022	City 1	ex.5
03.03.2022	City 2	ex.7
07.03.2022	World 1	text
09.03.2022	World 2	new words
10.03.2022	Revision. Control work	grammar
14.03.2022	World 1	revision
16.03.2022	Summative Assessment	revision
17.03.2022	Unit revision	



Unit 8: Sports				
6		<i>Sport for all 1</i> <ul style="list-style-type: none"> <li>Comparing different sports and talking and writing about them.</li> <li>Interviewing a well-known sports person.</li> <li>Talking about disabled children doing sport.</li> </ul>	1	5.L1 understand a sequence of supported classroom instructions 5.L2 understand an increasing range of unsupported basic questions which ask for personal information 5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.C2 use speaking and listening skills to provide sensitive feedback to peers 5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.U1 use appropriate countable and uncountable nouns, including common noun phrases describing times and location, on a limited range of familiar general and curricular topics 5.U3 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topics 5.U4 use determiners including <i>any, no each, every</i> on a limited range of familiar general and curricular topics 5.U6 use basic personal and demonstrative pronouns and quantitative pronouns <i>some, any, something, nothing anything</i> on a limited range of familiar general and curricular topics 5.U6 use conjunctions <i>so, if, when, where, before, after</i> to link parts of sentences on a limited range of familiar general and curricular topics
		<i>Sport for all 2</i> <ul style="list-style-type: none"> <li>Comparing different sports and talking and writing about them.</li> <li>Interviewing a well-known sports person.</li> <li>Talking about disabled children doing sport.</li> </ul>	2	5.L4 understand the main points of supported extended talk on a range of general and curricular topics 5.S2 ask simple questions to get information about a limited range of general topics 5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 5.S7 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics 5.R4 read with some support a limited range of short fiction and non-fiction texts 5.U6 use basic personal and demonstrative pronouns and quantitative pronouns <i>some, any, something, nothing anything</i> on a limited range of familiar general and curricular topics 5.C3 respect differing points of view



7		<i>Rules and respect 1</i> <ul style="list-style-type: none"> <li>Talking about and writing rules for sports.</li> </ul>	2	5.R1 understand the main points in a limited range of short simple texts on general and curricular topics 5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 5.UE8 use future forms <i>will</i> for predictions and <i>be going to</i> to talk about already decided plans on a limited range of familiar general and curricular topics 5.UE 12 use common regular and irregular adverbs, simple and comparative forms, adverbs of frequency and adverbs of definite time : <i>last week, yesterday</i> on a limited range of familiar general and curricular topics 5.UE 13 use <i>might may could</i> to express possibility on a limited range of familiar general and curricular topics
		<i>Rules and respect 2</i> <ul style="list-style-type: none"> <li>Talking and writing about following rules, showing respect and being a ‘good sport’.</li> </ul>	2	5.L3 understand an increasing range of unsupported basic questions on general and curricular topics 5.W1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topics 5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics 5.UE10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics 5.UE15 use common verbs followed by infinitive verb / verb + ing patterns on a limited range of familiar general and curricular topics  5.UE16 use conjunctions <i>so , if, when , where, before, after</i> to link parts of sentences on a limited range of familiar general and curricular topics 5.C6organise and present information clearly to others
8		<i>Human body and exercise 1</i> <ul style="list-style-type: none"> <li>Talking and writing about healthy bodies and finding out about heartbeats and body movements.</li> </ul>	2	5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics 5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information  5.UE2 use quantifiers <i>many , much , a lot of ,a few</i> on a limited range of familiar general and curricular topics 5.UE8 use future forms <i>will</i> for predictions and <i>be going to</i> to talk about already decided plans on a limited range of familiar general and curricular topics



				5.UE 12 use common regular and irregular adverbs, simple and comparative forms, adverbs of frequency and adverbs of definite time : <i>last week, yesterday</i> on a limited range of familiar general and curricular topics
		<i>Human body and exercise 2</i> <ul style="list-style-type: none"> <li>Listening and watch about sports and marathons and planning a video about sports in Kazakhstan.</li> </ul>	2	5.L2 understand an increasing range of unsupported basic questions which ask for personal information 5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics 5.S1 provide basic information about themselves and others at sentence level on an increasing range of general topics 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics 5.UE2 use quantifiers <i>many, much, a lot of, a few</i> on a limited range of familiar general and curricular topics
12		Unit Revision	1	
<b>Unit 9: Holidays</b>				
13		<i>Destinations1</i> <ul style="list-style-type: none"> <li>Talking and writing about holidays and finding out about Kazakh holidays.</li> </ul>	1	5.L1 understand a sequence of supported classroom instructions 5.L2 understand an increasing range of unsupported basic questions which ask for personal information 5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges 5.W3 write with support factual descriptions at text level which describe people, places and objects 5.R4 read with some support a limited range of short fiction and non-fiction texts 5.UE9 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics 5.UE16 use conjunctions <i>so, if, when, where, before, after</i> to link parts of sentences on a limited range of familiar general and curricular topics
		<i>Destinations2</i> <ul style="list-style-type: none"> <li>Finding out about and writing a report of where learners in the class went on holiday the previous</li> </ul>	2	5.L3 understand an increasing range of unsupported basic questions on general and curricular topics 5.C3 respect differing points of view 5.S3 give an opinion at sentence level on a limited range of general and curricular topics 5.W4 write with support a sequence of extended sentences in a paragraph to give basic



		year.		<p>personal information</p> <p>5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics</p> <p>5.C8develop intercultural awareness through reading and discussion</p> <p>5.U9 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topics</p>
		<p><i>Holiday Activities 1</i></p> <ul style="list-style-type: none"> <li>Talking and writing about holiday activities and creating a brochure for a beach holiday.</li> </ul>	2	<p>5.L8 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics</p> <p>5.S4 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics</p> <p>5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges</p> <p>5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics</p> <p>5.W3 write with support factual descriptions at text level which describe people, places and objects</p> <p>5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics</p> <p>5.U10 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics</p>
		<p><i>Holiday Activities 2</i></p> <ul style="list-style-type: none"> <li>Reading about what some children did on holiday and exchanging information.</li> </ul>	2	<p>5.S6 communicate meaning clearly at sentence level during, pair, group and whole class exchanges</p> <p>5.R1 understand the main points in a limited range of short simple texts on general and curricular topics</p> <p>5.R2 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics</p> <p>5.R6 recognise the attitude or opinion of the writer in short texts on a limited range of general and curricular topics</p> <p>5.W4 write with support a sequence of extended sentences in a paragraph to give basic personal information</p> <p>5.W6 link, with some support, sentences into coherent paragraphs using basic connectors on a limited range of familiar general topics</p>



		<i>Transport</i> <ul style="list-style-type: none"> <li>Talking about ways of travelling around and planning and writing information for tourists.</li> <li>Playing two games which involve making questions to revise work done on holidays.</li> </ul>	2	<p>5.W3 write with support factual descriptions at text level which describe people, places and objects</p> <p>5.U14 use prepositions to talk about time and location; use prepositions <i>like</i> to describe things and <i>about</i> to denote topic</p> <p>use prepositions of direction to, into, out of, from, towards</p> <p>5.U16 use conjunctions <i>so</i> , <i>if</i>, <i>when</i> , <i>where</i>, <i>before</i>, <i>after</i> to link parts of sentences on a limited range of familiar general and curricular topics</p> <p>5.C1 use speaking and listening skills to solve problems creatively and cooperatively in groups</p> <p>5.U17 use <i>if</i> clauses (in zero conditionals); use <i>where</i> clauses ; use <i>before/after</i> clauses (with past reference)</p> <p>use defining relative clauses with <i>which who that where</i> to give details on a limited range of familiar general and curricular topics</p>
		<b>Unit Review</b>	1	<p>5.L1 understand a sequence of supported classroom instructions</p> <p>5.S2 ask simple questions to get information about a limited range of general topics</p> <p>5.S3 give an opinion at sentence level on a limited range of general and curricular topics</p> <p>5.R1 understand the main points in a limited range of short simple texts on general and curricular topics</p> <p>5.W7 use with some support appropriate layout at text level for a limited range of written genres on familiar general topics and some curricular topics</p>
18		Summative control work	1	
20		Revision	1	
<b>Total</b>			<b>102</b>	