КГУ «Велиховская основная школа»

Утверждаю:
И.о. директора Костырина Е.С.
_____
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Рассмотрено на заседании МО учителей инклюзивного образования
Протокол №_____ от «21» 08 2021
Руководитель МО _____

Адаптированная рабочая программа для обучающихся с задержкой психического развития по английскому языку

учителя Ковалевой Ю.Н.
4 класс

Пояснительная записка

Адаптированная рабочая программа по предмету «Английский язык» для 4 класса, специально для детей с особыми образовательными потребностями (ЗПР), предназначена для того, чтобы:

· предоставить возможности обучающимся развиваться в своем персональном темпе, исходя из собственных образовательных способностей и интересов;

· реализовать цели и задачи образования обучающихся с ОВЗ, независимо от состояния здоровья, наличия физических недостатков;

· предоставить возможность социализации в процессе изучения иностранного языка.

Рабочая программа направлена на:

- формирование универсальных учебных действий (личностные, метапредметные, предметные результаты) для основного общего образования, преемственность с программой начального общего образования

- реализацию системно - деятельностного подхода в организации образовательного процесса, который обеспечивает:

· формирование готовности к саморазвитию и непрерывному образованию;

· проектирование и конструирование социальной среды развития обучающихся в системе образования;

· активную учебно-познавательную деятельность обучающихся;

· построение образовательного процесса с учётом индивидуальных возрастных, психологических и физиологических особенностей обучающихся.

Коммуникативные умения по видам речевой деятельности

•Чтение

Нормативные дети

Уметь:

На чтение и перевод прочитанного отводится больше учебного времени. Особое внимание следует уделить переводу, поскольку при этом дети осознают смысл прочитанного и таким образом у них исчезает боязнь перед незнакомым текстом.

Объем домашнего чтения, предлагаемого во II полугодии IV класса, значительно сокращен. Оно проходит на посвященных ему уроках, для домашней работы задания даются выборочно. Особое внимание следует уделить подбору текстов для чтения, с учетом лексики и грамматического материала, интереса детей данного возраста. Необходимо обучать применять речевые образцы не только с глаголом to be, но и со смысловыми глаголами. Тексты для чтения желательно соотносить с картинками, задания к ним составлять на отгадывание, подстановку слов, выбор фактов из текста, сравнение.

•Аудирование

Аудирование текстов рекомендуется значительно сократить.

•Говорение

Объем диалога – до3 реплик со стороны каждого учащегося. Продолжительность диалога –1,5минут.

2. Монологическая речь

Уметь пользоваться:

-основными коммуникативными типами речи: описание, сообщение, рассказ (включающий эмоционально-оценочные суждения), рассуждение (характеристика) с высказыванием своего мнения и краткой аргументацией с опорой и без опоры на прочитанный или услышанный текст либо заданную коммуникативную ситуацию.Объем монологического высказывания – до 8. Продолжительность монолога – 1,5 минуты.

Дети совз:

При обучении детей с ЗПР в диалогической и монологической речи целесообразно использовать доступные для понимания речевые модели, обиходные ситуации, а также чтение по ролям. Драматизация-это один из самых эффективных способов при формировании данного вида речевой деятельности.

•**Письменная речь**

Письменные работы сокращены, так как базируются на грамматическом материале. Объем письменных упражнений, которые основаны на трудно усваиваемых детьми грамматических явлениях, сокращается, а оставшиеся необходимо тщательно разбирать или выполнять в классе.

Языковые средства и навыки пользования ими

•Лексическая сторона речи

Овладение не 550, а 350 лексическими единицами. Словообразование: словосложение.

- **Грамматическая сторона**

Структуры с глаголами в Past Indefinite, Future Indefinit e, Present Perfect , с инфинитивом типа I want to go to...

Исключить: употребление структур с оборотом to be going to..., с инфинитивом типа I want you to help me, употребление числительных свыше 100, употребление наречий, неопределенных местоимений some, any, no и их производных. Если детей затрудняет усвоение перфектных форм, можно перенести изучение этого материала в VII класс, однако не следует исключать его полностью.

Контроль и оценка деятельности учащихся

Необходимо оценивать обучающихся не столько по достигнутым результатам, а за старание и усилия обучающихся. В тестировании и контрольных срезах знаний классы коррекции и ЗПР не принимают участие. Ошибки - желательно не исправлять.

Оценка – выставляется с позитивным уклоном. Необходимо поддерживать интерес к иностранному языку

Calendar Thematic Plan for grade 4
2021-2022 оқу жылы/учебный год/academic year

Cross curricular units	Topics	Learning objectives
Term 1		
Kazakhstan in the World of Sport	Children's games 1	4.1.2.1 understand an increasing range of supported questions which ask for personal information; 4.2.4.1 respond to questions on an increasing 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 simple adverbs of manner example given well, badly, use common -ly manner adverbs to describe actions example given slowly, quickly; 4.5.17.1 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
	Children's games 2	4.2.4.1 respond to questions on an increasing range of general and some curricular topics; 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; 4.4.3.1 write with support short sentences which describe people, places and objects; 4.5.5.1 use interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of to ask questions on growing range of familiar topics; 4.5.8.1 use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics
	Olympic Games	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; 4.4.1.1 plan, write and check sentences with support on a range of basic personal, 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; 4.5.5.1 use interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of to ask questions on growing range of familiar topics
	Aesop's Fables 1	4.1.8.1 understand short, supported narratives on an increasing range of general and some curricular topics; 4.2.5.1 pronounce an increasing range of words, short phrases and simple sentences intelligibly; 4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics; 4.5.12.1 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, use common -ly manner adverbs to describe actions example given slowly, quickly
	Aesop's Fables 2	4.1.3.1 understand the main points of short supported talk on an increasing range of general and some curricular topics; 4.1.8.1 understand short, supported narratives on an increasing range of general and some curricular topics; 4.2.8.1 express basic likes and dislikes, recount short, basic stories and events on a limited 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; 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 example given well, badly, use common -ly manner adverbs to describe actions example given slowly, quickly
Values in Myths and Legends	Traditional stories 1	4.1.4.1 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; 4.4.7.1 spell most familiar high-frequency words accurately when writing independently; 4.5.15.1 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, begin use infinitive of purpose to describe simple actions and verbs want, start + infinitive, use declarative what [a/an] + adjective + noun to show feelings
	Traditional stories 2	4.1.8.1 understand short, supported narratives on an increasing range of general and some curricular topics; 4.2.3.1 give short, basic description of people and objects, begin to describe past experiences 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; 4.4.1.1 plan, write and check sentences with support on a range of basic personal, 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; 4.5.7.1 use personal subject and object pronouns, including indirect object pronouns and use possessive pronouns mine, yours to give personal information and describe actions and events
	People and	4.1.5.1 identify initial, middle and final phonemes and

	places	blends; 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; 4.4.2.1 begin to use joined-up handwriting in a limited range of written work; 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
	Dragons and creatures 1	4.4.7.1 spell most familiar high-frequency words accurately when writing independently; 4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive 's/s' to name, describe and label things; 4.5.15.1 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, begin use infinitive of purpose to describe simple actions and verbs want, start + infinitive, use declarative what [a/an] + adjective + noun to show feelings; 4.5.16.1 use conjunctions and, or, but, because to link words and phrases
	Dragons and creatures 2 Control work	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; 4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics; 4.4.3.1 write with support short sentences which describe people, places and objects; 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 example given well, badly, use common -ly manner adverbs to describe actions example given slowly, quickly; 4.5.15.1 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, begin use infinitive of purpose to describe simple actions and verbs want, start + infinitive, use declarative what [a/an] + adjective + noun to show feelings
Term 2		
Treasure and Heritage	Treasure maps1	4.2.3.1 give short, basic description of people and objects, begin to describe past experiences 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; 4.3.4.1 find with support books, worksheets and other print materials in a class or school library according to classification; 4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns,

		possessive ‘s/s’ to name, describe and label things; 4.5.4.1 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; 4.5.8.1 use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics
	Treasure map 2	4.1.3.1 understand the main points of short supported talk 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; 4.4.1.1 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; 4.5.11.1 use has got/have got there is/are statement, negative, question forms including short and full answers and contractions; 4.5.14.1 use prepositions of location, position and direction, at, in, on, behind, between, in front of, near, next to, opposite, above, up, down, on the right, on the left, use prepositions of time, in, on, at, before, after , use with/without to indicate accompaniment with for instrument and for to indicate recipient
	Treasure and numbers1	4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics; 4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics; 4.5.2.1 use cardinal numbers 1 – 1000 and ordinal numbers 1 – 100
	Treasure and numbers 2	4.1.4.1 understand an increasing range of short supported questions on general and some curricular topics; 4.2.5.1 pronounce an increasing range of words, short phrases and simple sentences intelligibly; 4.4.2.1 begin to use joined-up handwriting in a limited range of written work; 4.5.5.1 use interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of to ask questions on growing range of familiar topics
	Our planet’s treasure 1	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, begin to describe past experiences on an increasing range of general and 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

	Our planet's treasure 2	4.1.8.1 understand short, supported narratives 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; 4.2.8.1 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics; 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
Professions and ways of Communication	Body language	4.1.1.1 understand an increasing range of classroom instructions; 4.2.1.1 make basic statements which provide information on an increasing range of general and some curricular topics; 4.3.1.1 recognise, identify and sound with support a growing range of language at text level; 4.4.2.1 begin to use joined-up handwriting in a limited range of written work; 4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive 's/s' to name, describe and label things; 4.5.6.1 use demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and responses
	Communicating around the world	4.1.1.1 understand an increasing range of classroom instructions; 4.1.3.1 understand the main points of short supported talk on an increasing range of general and some curricular topics; 4.1.10.1 recognise words similar to words in student native language; 4.2.1.1 make basic statements which provide information on an increasing range of general and some curricular topics; 4.3.1.1 recognise, identify and sound with support a growing range of language at text level; 4.4.6.1 use upper and lower case letters accurately when writing names, places and short sentences when writing independently
	Technology Control work	4.1.2.1 understand an increasing range of supported questions which ask for personal information; 4.2.3.1 give short, basic description of people and objects, begin to describe past experiences on an increasing 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; 4.5.3.1 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; 4.5.11.1 use has got/have got there is/are statement, negative, question forms including short and full answers and contractions

Term 3		
Hot and Cold	Weather 1	4.1.9.1 recognise words that are spelt out from a limited range of general and curriculum topics; 4.2.1.1 make basic statements which provide information on an increasing range of general and some curricular topics; 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; 4.4.5.1 link with some support sentences using basic coordinating connectors; 4.4.7.1 spell most familiar high-frequency words accurately when writing independently; 4.5.10.1 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, use -ing forms swimming, spelling as nouns to describe familiar and classroom activities; 4.5.16.1 use conjunctions and, or, but, because to link words and phrases
	Weather 2	4.1.4.1 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; 4.2.4.1 respond to questions 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; 4.3.6.1 understand with some support some specific information and detail in short, simple texts on a growing range of general and some curricular topics; 4.4.7.1 spell most familiar high-frequency words accurately when writing independently; 4.4.8.1 to include appropriate use of full stops and question marks, at sentence level with some accuracy when writing independently
	Volcanoes	4.1.3.1 understand the main points of short supported talk on an increasing range of general and some curricular topics; 4.1.6.1 understand some specific information and detail of short, supported talk on an increasing range of general and some curricular topics; 4.1.7.1 use contextual clues to predict content and meaning in short supported talk on an increasing range of general and some curricular topics; 4.2.6.1 take turns when speaking with others in a growing range of short, basic exchanges; 4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics; 4.3.5.1 understand the main points of short simple texts on a growing range general and some curricular topics by

		using contextual clues; 4.4.2.1 begin to use joined-up handwriting in a limited range of written work
	Snow and ice	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; 4.5.13.1 use can to make requests and ask permission, use must/mustn't/have to to talk about obligation, use have + object + infinitive to talk about obligations; 4.5.14.1 use prepositions of location, position and direction: at, in, on, behind, between, in front of, near, next to, opposite, above, up, down, on the right, on the left, use prepositions of time : in, on, at, before, after, use with/without to indicate accompaniment with for instrument and for to indicate recipient; 4.5.16.1 use conjunctions and, or, but, because to link words and phrases
Healthy World	Healthy bodies 1	4.2.5.1 pronounce an increasing range of words, short phrases and simple sentences intelligibly; 4.4.7.1 spell most familiar high-frequency words accurately when writing independently; 4.5.9.1 use common simple present forms, including short answer forms and contractions, 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; 4.5.12.1 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, use common -ly manner adverbs to describe actions example given slowly, quickly
	Healthy bodies 2	4.1.10.1 recognise words similar to words in student native language; 4.2.6.1 take turns when speaking with others in a growing range of short, basic exchanges; 4.4.2.1 begin to use joined-up handwriting in a limited range of written work; 4.4.7.1 spell most familiar high-frequency words accurately when writing independently; 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; 4.5.10.1 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, use -ing forms swimming, spelling as nouns to describe familiar and classroom activities
	Save our animals 1	4.2.7.1 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges;

		4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics; 4.4.2.1 begin to use joined-up handwriting in a limited range of written work; 4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive 's/s' to name, describe and label things; 4.5.5.1 use interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of to ask questions on growing range of familiar topics
	Save our animals 2	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, begin to describe past experiences on an increasing range of general and some curricular topics; 4.3.2.1 read and understand with some support short simple fiction and non-fiction texts; 4.4.5.1 link with some support sentences using basic coordinating connectors
	Help the planet 1	4.1.3.1 understand the main points of short supported talk 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; 4.2.6.1 take turns when speaking with others in a growing range of short, basic exchanges; 4.3.2.1 read and understand with some support short simple fiction and non-fiction texts; 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 example given well, badly, use common -ly manner adverbs to describe actions example given slowly, quickly
	Help the planet 2 Control work	4.1.5.1 identify initial, middle and final phonemes and blends; 4.2.4.1 respond to questions on an increasing range of general and some curricular topics; 4.2.8.1 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics; 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; 4.5.8.1 use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics
Term 4		
Journey into Space	Into Space 1	4.1.5.1 identify initial, middle and final phonemes and blends; 4.3.3.1 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics; 4.4.7.1 spell most familiar high-frequency words

		accurately when writing independently; 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; 4.5.5.1 use interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of to ask questions on growing range of familiar topics; 4.5.13.1 use can to make requests and ask permission, use must/mustn't/have to to talk about obligation, use have + object + infinitive to talk about obligations
	Into Space 2	4.2.6.1 take turns when speaking with others in a growing range of short, basic exchanges; 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
	Planets 1	4.1.6.1 understand an increasing range of short supported questions on general and some curricular topics; 4.3.1.1 recognise, identify and sound with support a growing range of language at text level; 4.3.4.1 find with support books, worksheets and other print materials in a class or school library according to classification; 4.4.4.1 write with support a sequence of short sentences in a paragraph to give basic personal information; 4.5.2.1 use cardinal numbers 1 – 1000 and ordinal numbers 1 – 100; 4.5.17.1 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
	Planets 2	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; 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; 4.4.2.1 begin to use joined-up handwriting in a limited range of written work; 4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive 's/s' to name, describe and label things 4.5.2.1 use cardinal numbers 1 – 1000 and ordinal numbers 1 – 100; 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
	Aliens 1	4.1.5.1 identify initial, middle and final phonemes and blends; 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; 4.3.6.1 understand with some support some specific information and detail in short, simple texts on a growing range of general and some curricular topics; 4.4.7.1 spell most familiar high-frequency words accurately when writing independently; 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; 4.5.4.1 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; 4.5.16.1 use conjunctions and, or, but, because to link words and phrases
	Aliens 2	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; 4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics; 4.4.5.1 link with some support sentences using basic coordinating connectors; 4.5.9.1 use common simple present forms, including short answer forms and contractions, 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
	Slow 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; 4.2.3.1 give short, basic description of people and objects, begin to describe past experiences on an increasing range of general and 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; 4.4.1.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics; 4.4.7.1 spell most familiar high-frequency words accurately when writing independently; 4.5.5.1 use interrogative pronouns who, what and where, how many, how much, how often, how big, what kind of to ask questions on growing range of familiar topics; 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 example given well, badly, use common -ly manner adverbs to describe actions example given slowly, quickly

	Slow machines 2	4.1.6.1 understand some specific information and detail of short, supported talk on an increasing range of general and some curricular topics; 4.2.1.1 make basic statements which provide information on an increasing range of general and some curricular topics; 4.3.2.1 read and understand with some support short simple fiction and non-fiction texts; 4.4.5.1 link with some support sentences using basic coordinating connectors; 4.5.1.1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive 's/s' to name, describe and label things; 4.5.6.1 use demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and responses
	Fast machines 1	4.1.5.1 identify initial, middle and final phonemes and blends; 4.2.4.1 respond to questions on an increasing range of general and some curricular topics; 4.2.7.1 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges; 4.3.1.1 recognise, identify and sound with support a growing range of language at text level; 4.4.2.1 begin to use joined-up handwriting in a limited range of written work; 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; 4.5.14.1 use prepositions of location, position and direction: at, in, on, behind, between, in front of, near, next to, opposite, above, up, down, on the right, on the left, use prepositions of time : in, on, at, before, after, use with/without to indicate accompaniment with for instrument and for to indicate recipient
	Fast machines 2	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 a sequence of short sentences in a paragraph to give basic personal information; 4.4.7.1 spell most familiar high-frequency words accurately when writing independently; 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; 4.5.13.1 use can to make requests and ask permission, use must/mustn't/have to to talk about obligation, use have + object + infinitive to talk about obligations; 4.5.16.1 use conjunctions and, or, but, because to link

		words and phrases
	Robots 1 Control work	4.1.8.1 understand short, supported narratives on an increasing range of general and some curricular topics; 4.4.8.1 to include appropriate use of full stops and question marks, at sentence level with some accuracy when writing independently; 4.5.4.1 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; 4.5.11.1 use has got/have got there is/are statement, negative, question forms including short and full answers and contractions; 4.5.14.1 use prepositions of location, position and direction: at, in, on, behind, between, in front of, near, next to, opposite, above, up, down, on the right, on the left, use prepositions of time: in, on, at, before, after, use with/without to indicate accompaniment with for instrument and for to indicate recipient
	Robots 2 Revision	4.1.8.1 understand short, supported narratives on an increasing range of general and some curricular topics; 4.3.2.1 read and understand with some support short simple fiction and non-fiction texts; 4.3.4.1 find with support books, worksheets and other print materials in a class or school library according to classification; 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; 4.4.5.1 link with some support sentences using basic coordinating connectors; 4.5.13.1 use can to make requests and ask permission, use must/mustn't/have to to talk about obligation, use have + object + infinitive to talk about obligations; 4.5.15.1 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, begin use infinitive of purpose to describe simple actions and verbs want, start + infinitive, use declarative what [a/an] + adjective + noun to show feelings