

БЕКТЕМИН
УТВЕРЖДАЮ:
И.о. директора
Коваленко Т.Н.

«31» августа 2022

КЕЛКЕМИН
СОГЛАСОВАНО:
Оқу ісінң меңгерушісі
зам.директора УВР
Коваленко Т.Н.

«31» августа 2022

ӘБ ОТЫРЫСЫНДА
ҚАРАЛДЫ:
РАССМОТРЕНО
НА ЗАСЕДАНИИ МО

Хаттама №

Протокол № 1

«31» августа 2022

ТАҚЫРЫПТЫҚ КҮНТІЗБЕ ЖОСПАРЫ КАЛЕНДАРНО-ТЕМАТИЧЕСКОЕ ПЛАНИРОВАНИЕ

САБАҚТАР
УРОКОВ: ағылшын тілі

СЫНЫП
КЛАСС 4

МУҒАЛІМ
УЧИТЕЛЬ: Петренко А.Н.

САҒАТ САНЫ
КОЛИЧЕСТВО ЧАСОВ: 72

АПТАСЫНА
В НЕДЕЛЮ: 2

ЛИЦА С ОСОБЫМИ ОБРАЗОВАТЕЛЬНЫМИ ПОТРЕБНОСТЯМИ: Зинина Александра Владимировна

Календарно-тематическое планирование по английскому языку 4 класс

Пояснительная записка

Индивидуальный план сопровождения учащихся: **Занина Александра Владымирвна, испытывающая трудности в освоении основной образовательной программы**

Настоящее планирование составлено на основе Государственного стандарта среднего общего образования Республики Казахстан по предмету «Английский язык» и представляет собой целостный курс, направленный на изучение основ современной английской лексики и построения на основе принципов развивающего и личностного обучения, систематичности, предметности.

Учебной программой предусмотрено тематический контроль. В 4 классе – 72 часа (2 ч. в неделю).

Список используемой литературы

№	Литература	Автор	Издательство, год издания
1	Smilas for Kazakhstan Grade 4 Pupil's Book	Dooley Jenny, Bob Obce, N. Mukhamedjanova	Express Publishing 2019
2	English Smiles Teacher's Book	Dooley Jenny, Bob Obce, N. Mukhamedjanova	Express Publishing 2019
3	English Smiles Activity Book	N. Mukhamedjanova	Express Publishing 2019

Характеристика особых образовательных потребностей

Характерны следующие специфические образовательные потребности:

1. обеспечение особой пространственной и временной организации образовательной среды с учетом функционального состояния центральной нервной системы (ЦНС) и нейродинамики психических процессов обучающихся с ЗПР (быстрой истощаемости, ширкой работоспособности, пониженного общего тонуса и др.);
1. улучшение системы учебно-познавательных задач, решаемых в процессе образования;
1. организация процесса обучения с учетом специфики усвоения знаний, умений и навыков обучающимся с ЗПР ("ленивого" представления).

1. обеспечение максимальной дозировки вербальной, аудиальной, зрительной информации (включая использование аудиовизуальных средств обучения);

1. обеспечение максимальной дозировки аудиальной информации (включая использование аудиовизуальных средств обучения);

□ специальное обучение «переносу» сформированных знаний и умений в новые ситуации взаимодополняя с действительностью;

Для учащегося с задержкой психического развития

упрощается содержание учебного задания
уменьшается количество заданий, предлагаемых ученику
уменьшается объем учебного задания
к заданиями формулируются конкретные инструкции, задаются конкретные вопросы
учебное задание предлагается ученику по частям с поэтапным контролем учителя
уменьшается количество информации, которую надо выучить наизусть
для объяснения заданий либо нового материала используются иллюстрации, конкретные предметы, специальные дидактические материалы

дополнительно объясняются таблицы, графические рисунки,

используются специально подготовленные учителем задания

отмечаются места, где ученик может допустить ошибки (чтобы ученик был внимательнее)

ВО ВСЕЯ УРОКОВ РАЗРЕШАЕТСЯ ИСПОЛЬЗОВАТЬ:

правила, образы

алгоритмическое предписание, память

ДЛЯ КОНЦЕНТРАЦИИ ВНИМАНИЯ

периодически обращается внимание на цель выполняемого задания периодически обрабатывается внимание на этапы выполнения задания

отмечаются успехи

используются разные методы измерения

КОНТРОЛЬНУЮ РАБОТУ ПИШЕТ

с минимальной помощью;

разрешается использовать любые вспомогательные дополнительные материалы

Оценка достижений лиц с особыми образовательными потребностями

Контрольными заданиями являются задания и упражнения с помощью которых формировались умения и навыки, соответствующие учебным целям.

Формативная работа

Суммативная работа за раздел

Суммативная работа за четверть

№ п/п	Раздел/сквозные темы	Тема урока	Цель обучения	Количество часов	Сроки	примечание
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Mid-term plan
Календарно-тематическое планирование по английскому языку
для 4 класса по обновленной программе
2022 - 2023 учебный год

№	№	Units	Topics	Learning objectives	Hours	Date	Notes
I term – 16 hours							
1	1	Kazakhstan in the World of Sport	Children's games	4.I.2 understand an increasing range of questions which ask for personal information 4.S4 respond to questions on an increasing range of general and some curricular topics 4.W4 write with support a sequence short sentences in a paragraph to give basic personal information 4.UF12 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.UF14 use prepositions of location position and direction at, behind, between, in, in front of, near, next to, opposite, above, up, down, 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 to indicate recipient 4.UF17 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	1	06.09	
2	2		Children's games 1 Entering test		1	07.09	
3	3		Children's games 2	4.S4 respond to questions on an increasing range of general and some curricular topics 4.R2 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics 4.W4 write with support a sequence short sentences in a paragraph to give basic personal information 4.UF5 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 4.UF8 use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics	1	12.09	

4	4	Olympic Games	4.L4 understand an increasing range of short supported questions on general and some curricular topics 4.S4 respond to questions on an increasing range of general and some curricular topics 4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics 4.W4 write with support a sequence short sentences in a paragraph to give basic personal information 4.UE5 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	5	Aesop's Fables 1	4.L8 understand short, supported narratives on an increasing range of general and some curricular topics 4.S4 respond to questions on an increasing range of general and some curricular topics 4.S5 pronounce an increasing range of words, short phrases and simple sentences intelligibly 4.R3 recognise basic opinions in short, simple texts on an increasing range of general and some curricular topics 4.UE12 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 commonly manner adverbs to describe actions e.g. slowly, quietly	1	19.09	
6	6	Aesop's Fables 2 Summative Assessment	4.L3 understand the main points of short, supported talk on an increasing range of general and some curricular topics 4.L8 understand short, supported narratives on an increasing range of general and some curricular topics 3.S8 express basic likes and dislikes, recount short, basic stories and events on a limited range of general and some curricular topics 4.UE3 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.UE12 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 commonly manner adverbs to describe actions e.g. slowly, quietly	1	21.09	
7	7	Revision lesson		1	26.09	

8	1	Values in Myths and Legends	Values in Myths	4.L4 understand an increasing range of short supported questions on general and some curricular topics 4.L8 understand short, supported narratives on an increasing range of general and some curricular topics 4.S2 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics 4.W7 spell most familiar high-frequency words accurately when writing independently 4.U15 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 + adjective + noun to show feelings	28.09	1
9	2		Traditional stories 1	4.L8 understand short, supported narratives on an increasing range of general and some curricular topics 4.S3 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.S4 respond to questions on an increasing range of general and some curricular topics 4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics 4.U11 use singular nouns, plural nouns – including some common irregular plural and uncountable nouns, possessive forms 's/s' to name, describe and label things 4.U15 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 + adjective + noun to show feelings	03.10	1
10	3		Traditional stories 2	4.L5 identify initial, middle and final phonemes and blends 4.L8 understand short, supported narratives on an increasing range of general and some curricular topics	05.10	1
11	4		People and places	4.R5 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues 4.W2 begin to use joined up handwriting in a limited range of written work	10.10	1

12	5	People and places Summative Assessment	4.U.3 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		12.10	
13	6	Dragon and creatures 1	4.S4 respond to questions on an increasing range of general and some curricular topics 4.W7 spell most familiar high- frequency words accurately when writing independently 4.U.15 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 + adjective + noun to show feelings 4.U.16 use conjunctions and, or, but, because to link words and phrases	1	14.10	
14	7	Dragons and creatures 2	4.S4 respond to questions on an increasing range of general and some curricular topics 4.S6 take turns when speaking with others in a growing range of short, basic exchanges 4.R3 recognise basic opinions in short, simple texts on an increasing range of general and some curricular topics 4.W4 write with support a sequence short sentences in a paragraph to give basic personal information 4.U.12 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 commonly manner adverbs to describe actions e.g. slowly, quietly 4.U.15 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 + adjective + noun to show feelings	1	19.10	
15	8	Summative assessment for the first term		1	22.10	
16	9	Revision lesson		1	26.10	

II term – 16 hours

17	1	Treasure and heritage	Treasure maps 1	4.S3 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.S6 take turns when speaking with others in a growing range of short, basic exchanges 4.R4 find with support books, worksheets and other print materials in a class or school library according to classification 4.UE1 use singular nouns, plural nouns – including some common irregular plural and uncountable nouns, possessive forms 's/s' to name, describe and label things 4.UE8 use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics 4.L4 understand an increasing range of short supported questions on general and some curricular topics 4.S5 pronounce an increasing range of words, short phrases and simple sentences intelligibly 4.R3 recognise basic opinions in short, simple texts on an increasing range of general and some curricular topics 4.W2 begin to use joined up handwriting in a limited range of written work 4.UE3 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		04.11
18	2		Treasure maps 2		1		09.11
19	3		Treasure and numbers 1		1		14.11
20	4		Treasure and numbers 2		1		16.11
21	5		Our planet's treasure 1		1		21.11
22	6		Our planet's treasure 2		1		23.11
23	7		Summative Assessment Unit revision		1		28.11

24	1	Professions and ways of Communication	Body language 1	4.L1 understand an increasing range of classroom instructions 4.S1 make basic statements which provide personal information on an increasing range of general and some curricular topics 4.R1 recognise, identify and sound with support a growing range of language at text level 4.W2 begin to use joined up handwriting in a limited range of written work 4.UE1 use singular nouns, plural nouns – including some common irregular plural and uncountable nouns, possessive forms 's/s' to name, describe and label things 4.UE6 use demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and responses	1	30.11	
25	2		Body language 2		1	05.12	
26	3		Communicating around the world 1	4.L1 understand an increasing range of classroom instructions 4.L3 understand the main points of short, supported talk on an increasing range of general and some curricular topics 4.S1 make basic statements which provide personal information on an increasing range of general and some curricular topics 4.R1 recognise, identify and sound with support a growing range of language at text level 4.W6 use upper and lower case letters accurately when writing names, places and short sentences when writing independently	1	07.12	
27	4		Communicating around the world 2		1	12.12	
28	5		Communicating around the world Summative Assessment	4.L2 understand an increasing range of questions which ask for personal information 4.S3 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.W4 write with support a sequence short sentences in a paragraph to give basic personal information	1	14.12	
29	6		Technology 1		1	19.12	
30	7		Technology 2		1	21.12	
31	8		Summative assessment for the second term		1	26.12	

32	9	Unit revision	4.UE3 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 comparison 4.UE1 use has got / have got there is / are statement, negative question forms including short and full answers and contractions	1	28.12
III term – 19 hours					
33	1	Hot and Cold	Weather 1	1	09.01
34	2		Weather 2	1	11.01
35	3		Weather 1-2	1	16.01
36	4		Weather 3	1	18.01

			some curricular topics			
37	5	Volcanoes	4.W.4 write with support short basic sentences with appropriate spaces between words	1		
38	6	Volcanoes 1	4.L.3 understand the main points of short supported talk on an increasing range of general and some curricular topics 4.L.6 understand some specific information and detail of short supported talk on an increasing range of general and some curricular topics 4.L.7 use contextual clues to predict content in short supported talk on an increasing range of general and some curricular topics 4.S.6 take turns when speaking with others in a growing range of short basic exchanges 4.R.3 recognise basic opinions in short simple texts on an increasing range of general range of general and some curricular topics 4.R.5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues 4.R.6 understand with some support some specific information and detail in short simple texts on a growing range of general and some curricular topics 4.U.E.13 use can to make requests and ask permission, use must / mustn't / have to to talk about obligation, use have to + infinitive to talk about obligations 4.U.E.14 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.U.E.16 use conjunctions and, or, but, because to link words and phrases	1	23.01	
39	7	Snow and ice		1	30.01	
40	8	Snow and ice 1		1	01.02	
41	9	Summative Assessment Grammar practice		1	06.02	
42	10	Unit revision		1	08.02	
43	1	Healthy world	4.S.5 pronounce an increasing range of words and short phrases and simple sentences intelligibly 4.W.7 spell most familiar high-frequency words accurately when writing independently 4.U.E.9 use common present simple forms including short answer forms and contraction, to give personal information and talk about habitual actions, facts and future timetable events continue to use common past simple forms [regular and irregular] to describe the actions and feelings and narrate simple events including short answer forms and contractions	1	13.02	
44	2	Healthy bodies 2	4.S.5 pronounce an increasing range of words and short phrases and simple sentences intelligibly 4.W.7 spell most familiar high-frequency words accurately when writing	1	15.02	

			independently 4.1.E.9 use common present simple forms including short answer forms and contraction, to give personal information and talk about habitual actions, facts and future timetable 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 4.1.E.12 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 commonly manner adverbs to describe actions e.g. slowly, quickly			
45	3	Save our animals 1	4.S.7 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges 4.W.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics 4.W.2 begin to use joined-up handwriting in a limited range of written work 4.U.E.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	20.02	
46	4	Save our animals 2	4.S.7 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges 4.W.1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics 4.W.2 begin to use joined-up handwriting in a limited range of written work 4.U.E.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 connectors	1	22.02	
47	5	Help the planet 1 Summative control work	4.L.3 understand the main points of short supported talk on an increasing range of general and some curricular topics 4.S.6 take turns when speaking with others in a growing range of short, basic exchanges 4.R.2 read and understand with some support short simple fiction and non-fiction texts 4.U.E.12 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 commonly manner adverbs to describe actions e.g. slowly, quickly	1	24.02	
48	6	Grammar practice.	4.L.3 understand the main points of short supported talk on an increasing range of general and some curricular topics	1	01.03	

49	7	Help the planet 2	4.1.A understand a limited range of short supported questions on general and some curricular topics	1	06.03	
50	8	Summative assessment for the third term	4.S6 take turns when speaking with others in a growing range of short, basic exchanges	1	13.03	
51	9	Revision lesson	4.R2 read and understand with some support short simple fiction and non-fiction texts 4.U.E12 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	1	15.03	

IV term – 16 hours

52	1	Journey into Space	Into Space 1	4.1.5 identify initial, middle and final phonemes and blends 4.R3 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics 4.W7 spell most familiar high-frequency words accurately when writing independently 4.U.E3 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.U.E13 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 obligations 4.S5 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.S6 take turns when speaking with others in a growing range of short, basic exchanges 4.R6 understand with some support, some specific information and detail in short, simple texts on a growing range of general and some curricular topics	1	24.03	29.03
53	2		Into Space 2	4.L6 understand some specific information and detail of short, supported talk on an increasing range of general and some curricular topics 4.R1 recognise, identify and sound with support a growing range of language at text level 4.R4 find with support books, worksheets and other print materials in a class or school library according to classification 4.W4 write with support short basic sentences with appropriate spaces between	1	29.03	
54	3		Planets 1		1	03.04	

				words				
55	4		Planets 2	4.U.E2 use cardinal numbers 1-100 to count and ordinal numbers 1-100 4.L.4 understand a limited range of short supported questions on general and some curricular topics 4.S4 respond to questions on an increasing range of general and some curricular topics 4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues 4.W2 begin to use joined-up handwriting in a limited range of written work 4.UF1 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		05.04	10.04
56	5		Aliens 1	4.U.E2 use cardinal numbers 1-100 to count and ordinal numbers 1-100 4.L.5 identify initial, middle and final phonemes and blends 4.I.8 understand short, supported, narratives on an increasing range of general and some curricular topics 4.S4 respond to questions on an increasing range of general and some curricular topics 4.R6 understand with some support, some specific information and detail in short, simple texts on a growing range of general and some curricular topics 4.W7 spell most familiar high-frequency words accurately when writing independently 4.UF4 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.UF16 use conjunctions and, or, but, because to link words and phrases	1		12.04	
57	6		Aliens 2	4.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues	1		14.04	
58	7		Grammar reference Summative control work	4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics 4.W5 link with some support sentences using basic coordinating connectors	1		19.04	
59	8		Revision lesson	4.UF9 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	1		24.04	
60	1	Machines	Slow machines 1	4.L6 understand some specific information and detail of short, supported talk on an increasing range of general and some curricular topics	1		26.04	

61	2		4.S3 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.R2 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics 4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics 4.W7 spell most familiar high-frequency words accurately when writing independently 4.UF5 use interrogative pronouns including: who, what, which, where, whose, how many, how much, how often, how big, what kind of ... to ask questions on growing range of familiar topics	1	03.05	08.05
		Slow machines 2	4.L6 understand some specific information and detail of short, supported talk on an increasing range of general and some curricular topics 4.S4 make basic statements which provide information on an increasing range of general and some curricular topics 4.R2 read and understand with some support short simple fiction and non-fiction texts 4.W5 link with some support sentences using basic coordinating connectors 4.UF1 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 4.UF6 use demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and responses	1	10.05	
62	3	Fast machines 1	4.L5 identify initial, middle and final phonemes and blends 4.S4 respond to questions on an increasing range of general and some curricular topics 4.S7 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges 4.R1 recognise, identify and sound with support a growing range of language at text level 4.W2 begin to use joined-up handwriting in a limited range of written work 4.UF3 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	15.05	
63	4	Fast machines 2 SCV	4.S4 respond to questions on an increasing range of general and some curricular topics 4.S6 take turns when speaking with others in a growing range of short, basic	1		

64	5	Robots 1	exchanges 4.W4 write with support short basic sentences with appropriate spaces between words 4.W7 spell most familiar high-frequency words accurately when writing independently 4.U.E13 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 obligations 4.U.E16 use conjunctions and, or, but, because to link words and phrases 4.L8 understand short, supported, narratives on an increasing range of general and some curricular topics 4.S4 respond to questions on an increasing range of general and some curricular topics 4.R3 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics 4.W8 to include appropriate use of a full stops and question marks, as sentence level with some accuracy when writing independently 4.U.E4 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.L8 understand short, supported, narratives on an increasing range of general and some curricular topics 4.R2 read and understand with some support short simple fiction and non-fiction texts 4.R4 find with support books, worksheets and other print materials in a class or school library according to classification 4.R6 understand with some support, some specific information and detail in short, simple texts on a growing range of general and some curricular topics 4.W5 link with some support sentences using basic coordinating connectors 4.U.E13 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 obligations 4.U.E15 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	1	14.05
65	6	Robots 2 Summative Assessment		1	22.05
66	7	Grammar revision		1	24.05
67	8	Summative assessment for the fourth term		1	29.05
68		Unit 6 revision		1	31.05
Total 67 hours					

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