

АНГЛИЙСКИЙ ЯЗЫК

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(в рамках обновления содержания среднего образования)

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Explanatory note

The subject programme is an educational normative document determining the content and the scope of knowledge and skills in each academic subject/discipline in accordance with the age-specific needs and cognitive abilities of learners.

The subject programme focuses the teaching and learning process on the use of the methodological potential of each subject to ensure the conscious acquisition of knowledge and skills by the learners in each subject area, development of learner independence through learning, project work, research work, social and cultural environment awareness.

The subject programme harmoniously combines the traditional functions an educational normative document and innovative trends in the organization of the educational process in the modern school. The novelty relates to the approaches used as the main reference points to build a fundamentally new structure and content of an academic subject. Value-oriented, activity-based, learner-centred, and communicative approaches as classical foundations of education – are used to strengthen the priority of the system of learning objectives and outcomes of the educational process, which is reflected in the new structure of the subject programme.

The subject programme suggests expected outcomes stated in the system of learning objectives, which form the basis for determining the content of a subject. The system of learning objectives is based on the following core values: Kazakhstani patriotism and civil responsibility; respect; cooperation; work and creativity; transparency; lifelong learning. These values are designed to become constant personal reference points for each learner, motivating his/her behaviour and daily activities. At the same time, these values underpin the development of a wide range of the following skills: functional and creative application of knowledge, critical thinking, research, use of information and communication technologies, application of different methods of communication, ability to work in a group and individually, problem solving and decision making.

In terms of the content, the subject programmes describe the contribution of a particular academic subject to educating a learner as a subject of his/her own learning and a subject of interpersonal communication. Thus, the subject programmes ensure the implementation of the principle of unity of education and training, based on the interconnectedness and interdependence of the education values and learning outcomes and the system of learning objectives of a particular subject.

The distinctive feature of the subject programmes is that they are focused on forming not only subject knowledge, but also a wide range of skills. A wide range of skills is a key to a learners' success in school educational experience, as well as in the future, after graduating from

school. The modern economic innovations and changes in the labour market imply the necessity to possess skills, which, in combination, would enable learners to analyse and evaluate situations, ideas, and information in order to solve complex problems or develop new ways of solving them, creatively use the acquired knowledge and experience in synthesising new ideas and information. Such personal qualities as persistence, initiative, curiosity, willingness to change, interpersonal skills are becoming relevant. Personal qualities combined with a wide range of skills enable learners not only to work as a team in their everyday educational practice, but also to apply social, cultural literacy and leadership skills throughout their whole lives.

One of the main tools used to develop a wide range of skills based on the values is the content of the subjects. The content of the educational process in a particular subject builds on the learning objectives and focuses on achieving the expected outcomes stated in the subject programme. Each subject programme provides opportunities for possible integration of a number of subject contents into STEM modules on the basis of interdisciplinary and cross-curricular links. These modules in the form of a research project should be focused on understanding and solving real-life problems, and on predicting the consequences of integrating different science domains. All this creates the willingness of learners to apply creatively the acquired knowledge and skills in any educational and real-life situation, develops commitment to success, and encourages lifelong learning.

One of the main requirements for the learning process at the present stage is to organise active work of a learner in independent “acquisition” of knowledge. This approach contributes not only to the acquisition of subject knowledge, social and communication skills, but also to the development of personal qualities, which will help them to recognize their own interests, perspectives and make constructive decisions. The active cognitive activity of a learner becomes more sustainable in terms of co-creation and support of the teacher as a partner and consultant.

Such strengthening of the learner-centred education is possible with the use of interactive teaching methods, various combinations of which provide the basis for the cooperation of all participants of the educational process, avoiding authoritarianism in the relationships. The use of interactive and reflective technologies is combined with the organization of the project and research activities of learners. All the innovative approaches to the organization of the educational process transform the learning into a model of learners’ communication in a real-life creative process, which involves active exchange of knowledge, ideas, and methods of work. The programme of a particular subject allows developing the learner’s cognitive and social activity through organisation of learning project work focused on the use of regional materials (objects, enterprises, information sources). Educational project work, carried out within the framework of the learning objectives of this particular subject, can be organized in cooperation with parents

and representatives of the local community.

Each subject programme provides for the implementation of trilingual education, which involves not only learning three languages, but also studying individual subjects, as well as the organization of extracurricular activities in the three languages (Kazakh, Russian, and English). The collective contribution of each subject to the creation of a multilingual learning environment ensures the implementation of the trilingual education policy. Communicative approach, being the basis of language learning, is seen as a leading principle in the development of learners' speaking skills by means of each academic subject – exchange of knowledge and skills in a variety of educational contexts, proper use of the system of language and speech norms.

Another requirement of the subject programme is the necessity to use information and communication technologies in the learning process of each subject. In the process of acquisition of the subject content and achievement of the learning objectives, it is necessary to create conditions/environment for the development of learners' skills of ICT use, including searching, processing, retrieving, creating, and presenting necessary information, cooperation to exchange information and ideas, evaluation and improvement of their work through the use of a wide range of equipment and applications.

The conceptual provisions and ideas used as a basis for the development of the subject programmes are presented visually and consistently in the following image (appendix 1). In the centre, there are values as the main reference points for determining the content and procedures of education in schools, and then there is a wide range of skills as the outcomes of school education. The next circle represents educational domains indicating functional comprehensiveness of the education content. And the outer circle contains all the innovations introduced to the educational process. *Appendix 1. Visual representation of conceptual ideas on updating the content of secondary education.*

1. The aim and objectives of the English language programme

The study of English offers attitudinal, cultural, social and educational advantages for the individual and for society. Learning English can help learners to develop positive attitudes to other cultures as well as increase awareness of their own culture.

Learning English through modern, communicative methods provides opportunities for learners to develop interactive skills and to learn through interaction with others thus becoming good communicators. The learners who emerge proficient in English and with good communication skills will contribute positively to Kazakhstani society.

An ability to communicate in English is crucial in the modern world of mass global communication. Young people should be able to read, write and communicate in English as well as understand their teachers and peers at the high level. English is the language frequently used in communication, science, business, entertainment, travel and sport. A good knowledge of English provides young people with access to these areas and enables them to continue their educational, economic, social and cultural development.

English is the international language of business and one of the main languages of the OSCE and UN, so as Kazakhstan becomes more connected with the Western world, English becomes increasingly important. As routes become more travelled, Kazakhstan's historical and natural sites will attract more visitors and more foreign investment and, as the tourist industry grows in Kazakhstan, English will be the medium through which Kazakhstanis will communicate with visitors from overseas in both formal and informal settings. Kazakhstanis are also travelling more and as they travel around the world, they will be able to acquaint English speakers with Kazakhstan and its culture. As members of this more international global community it is vital that Kazakhstanis and Kazakhstani learners are able to communicate proficiently in English.

A knowledge of English can:

- increase learners' confidence in communicating in different situations
- give learners access to higher education in Kazakhstan and abroad
- enable learners to progress professionally and to access advanced training
- broaden learners' access to news and information currently distributed in English
- allow learners to access English language literary works in their original form
- help learners to contribute to Kazakhstan's continuing development
- enable learners to represent Kazakhstan in both Kazakhstan and overseas
- encourage learners to learn about different cultures and so foster international relations
- become lifelong learners, building on skills, learning strategies and knowledge learned in

school.

Learning English in primary school awakens children's interest in the world. Children are able to acquire language in a variety of ways such as active games, songs, poems, project works etc. English teachers at primary level can help children in their early years to develop an awareness of language and encourage an enjoyment for language learning. This will also increase children's confidence and lay the foundation for continued development in later years.

The English curriculum aims to develop learners who gain the A 1 level of language skills through the following:

- varied tasks which foster analysis, evaluation and creative thinking
- exposure to a wide variety of spoken and written sources
- stimulating and challenging subject matter.

The English curriculum aims to provide opportunities for learners to communicate effectively with different audiences. It will achieve this aim through frequent opportunities in the school environment for interaction with peers, teachers and visitors, and through interactive tasks which involve informal and formal spoken and written presentations. There will also be a focus on out-of-school interaction with learners communicating online and face-to face with speakers of English from other cultures.

Learners should become innovative, critical and creative thinkers by actively participating in a learning environment which encourages objective analysis of subject matter and language content to support arguments with evidence and examples, to use language imaginatively, and to develop strong 'learning to learn' skills. The study of English using the methods described in the English subject programme should enable learners to articulate their ideas with confidence and clarity to different audiences and enable them to reflect on how they can make a positive contribution to Kazakhstani society.

In the primary school years, the content of the programme is aimed at developing learners' ability to use English in daily exchanges and providing a sound basis for further study. The primary English language programme aims to develop learners' English language skills, develop learners' interest and self-confidence, and instil a positive attitude towards learning English.

Through the study of English learners will understand:

- instructions enabling them to play games in English
- common daily expressions in short dialogues
- simple spoken English or recorded English
- simple stories
- simple English cartoons, films or programmes

Learners will be able to:

- tell simple stories and short texts
- write sentences based on given models
- perform stories, short plays, songs, rhymes
- use common daily expressions in short dialogues

Learners will have a vocabulary based on topics such as numbers, colours, time, weather, food, clothes, animals, plants, parts of the body, personal information, family, school, friends, entertainment, sport, holidays, traditions and customs, time, buildings, art , music, explorers and inventors, myths and legends, treasure and heritage, health, space, machines.

2. Pedagogic approaches for English language programme

Educational Organisations (schools, lyceums, gymnasiums, etc.) in the Republic of Kazakhstan are committed to the principle that learners need to *learn how to learn* as part of the process of education and become independent, self-motivated, engaged, confident, responsible and reflective learners.

Teachers are expected to nurture and develop these qualities through using a wide variety of teaching and learning strategies that include:

- listening to the voice of the individual learner and recognising that it is essential to engage with their prior knowledge and understanding in order to develop it;
- challenging and extending learners through carefully scaffolding assignments and activities;
- challenging and extending learners by providing meaningful contexts, tasks and activities;
- modelling and exemplifying problem solving strategies in a way that is understandable to the learner;
- supporting learning through assessment for learning;
- encouraging active enquiry based learning and learner research;
- developing learners' critical thinking skills;
- employing a mixture of whole class, individual and collaborative activities;
- facilitating research projects where learners can apply a variety of skills which will help them not only in their English language lessons but also in other subjects studied at primary school.

Teachers at State Schools will use a variety of approaches to create a safe and comfortable learning environment for all of the learners in the classroom. The different approaches and strategies employed are both inductive and deductive approaches. Traditional teaching approaches such as the Audio-Lingual Method and PPP (Presentation, Practice, Production) can be used to deliver lessons alongside more modern communicative approaches such as Task-Based Learning, Test-Teach-Test and the Lexical Approach. Teachers also use methods which are particularly suitable for young learners such as TPR (Total Physical Response) and Natural Approach. Using a variety of approaches in a principled way, by considering the aim of the activity or lesson, learners' ages, previous knowledge and learning style, as well as considering practicalities such as available supplementary or course book material, time and class size, is preferable to adopting any one approach dogmatically.

In English, examples of these teaching and learning strategies are:

- carrying out surveys as part of a topic or project

- practising and reviewing lexics on a regular basis and encouraging the use of language journals to record new vocabulary
- using conversational posters
- making presentations to the class
- using sets of reading books for guided reading, graded according to challenge and difficulty
- oral and written comprehension exercises
- acting out dialogues
- encouraging a process of drafting and redrafting, including the use of ICT
- providing opportunities for individual and collaborative writing
- regular teaching of spelling strategies
- patterns and sight vocabulary
- encouraging dictionary/thesaurus use
- predicting exercises or activities

Developing respect for diversity of culture and opinion in English language programme

Being citizens of a multinational Kazakhstan state learners respect diversity of cultures and opinion which requires personal, interpersonal and intercultural competences. Developing positive attitude to multicultural diversity will lead learners to effective and constructive participation in social and working life in various societies worldwide.

In the English programme this will include:

- learning, comparing and sharing prior knowledge about Kazakhstani, the traditional English-speaking countries' and other cultural contexts worldwide. This is important as English is used globally as a lingua franca by hundreds of millions of people in increasingly diverse settings
- maintaining, respecting and supporting national and Kazakh cultural identity
- ideas of patriotism, respect and tolerance of the representatives of diverse nations and cultures and traditions
- drawing concepts and conclusions from a range of spoken and written genres which reflect the Kazakh culture and the cultures of the English speaking world
- developing the ability and language to summarise different points of view on emotive topics without being biased or intolerant
- developing language skills in Kazakh, Russian and English

Developing communication skills in English language programme

The Programme aims to enable Kazakhstani citizens to communicate effectively with different audiences. Developing the skills which are needed to achieve this should be accompanied by the fostering and promoting an environment in which communication in a range of forms is encouraged and valued and where learners feel confident in expressing themselves.

Throughout the curriculum, learners will be encouraged to communicate with their fellow learners, teachers and wider audiences, using a range of media in oral and written form. Examples of listening activities in the English programme:

- listening to a description and labelling a picture
- following classroom instructions
- drawing objects in a picture in the appropriate position by listening to a description of where they are
- Examples of speaking activities in the English programme:
 - making statements giving personal information about a member of family or favourite character in course book
 - describing a picture in order to spot the difference between two similar pictures when working in pairs
 - expressing likes and dislikes in order to take part in a class survey
- Examples of reading activities in the English programme:
 - remembering sound and letter patterns
 - predicting activities using a picture accompanying a short text and then checking the texts in order to confirm predictions
 - using a simple dictionary
- Examples of writing activities in the English programme:
 - forming higher and lower case letters
 - labelling a diagram/picture with familiar words
 - ordering jumbled up words in a sentence
- Examples of use of English in English:
 - using basic nouns, modals, adjectives, connectors, adverbs, pronouns, determiners, prepositions and conjunctions
 - using present simple forms to describe a character's daily routines
 - using verbs followed by *-ing* to talk about likes and dislikes

3. Assessment in the English language programme

Assessment of the results of studying English is carried out with the use of Criteria-based assessment system.

Criteria-based assessment is based on the principle that teaching, learning and assessment are interrelated. Criteria-based assessment results are used to plan and organize the learning process effectively.

Criteria-based assessment includes formative assessment and summative assessment.

Formative assessment is carried out in an ongoing way, it provides feedback between students and teacher, and allows timely adjustments to the learning process.

Summative assessment is carried out on the completion of the educational information unit study in a certain learning period; it is used to provide feedback to students, and to award termly and yearly grades on the subject.

4. Description of the organisational requirements for English language programme

4.1. Distribution of annual number of teaching hours per grades:

Grades	Sessions/min	Weeks	Hours per week	Hours per year
1	35	33	2	66
2	45	34	3	102
3	45	34	3	102
4	45	34	3	102
Total hours				372

Facilities and resources required for the subject programme for English:

- visual aids and realia – story/conversational/memory posters, grammar charts, games, songs, phonics cards, word flashcards, toys and Cuisenaire rods;
- reference resources - picture dictionaries, mono and multilingual dictionaries;
- sets of textbooks which include a cultural and historical background of Kazakhstan;
- additional English practice books on grammar, vocabulary, listening, speaking, reading and writing skills, authentic reading material - books, magazines, newspapers, the Internet;
- mobile/flexible furniture - individual desks for each student which can be moved and reorganised. This can allow learners to more easily participate in a wider range of activities such as role plays, board games, debates, surveys, presentations and other pair and group work. It can also help to facilitate classroom management;
- traditional display facilities to display learners' work - corkboards, wall space, flip charts, exhibition boards;
- computers with the Internet access, ICT displays* - smart/interactive white boards or screens, projectors;
- teacher's forum www.moodle.nis.edu.kz (all the demo online lessons are available)

**With regard to health and safety, the use of ICT should be kept under careful control by the teacher, who should manage the time allocated to its use.*

Competence in the use of digital technologies in English language programme

Competence in the use of digital technologies involves confident and critical use of technology for work, leisure and communication. It is underpinned by basic skills in ICT (Information and Communication Technology).

Learners develop their ICT skills across the curriculum by finding, creating and manipulating information, collaborating and communicating information and ideas, evaluating and then refining their work, and by using a wide range of equipment and applications.

In the English programme, this will include:

- developing research skills, such as finding, classifying, selecting, analysing, designing, referencing, presenting, assessing and/or evaluating information from digital and online sources, making judgments about accuracy and reliability
- developing competence in collaborating, communicating and sharing information which includes participating in online projects, conferencing, e-mailing with the teacher and pen pals and learners from Kazakhstani and foreign countries' schools, creating and exploring web-sites, blogging and using social networks
- creating, manipulating and processing information using technology to capture and organise data including using different applications such as text, graphic, video and online survey software
- evaluating, refining and improving work, making full use of the nature and pliability of digital information to explore opinions and improve outcomes
- using presentation graphics software to allow learners to critique, evaluate, refine and present their work to their peers
- using interactive whiteboards to support active learning approaches

4.2. The English language programme content

This is the substantive knowledge of the programme and comprises what we know in the subject and how we gain that knowledge. Knowledge in the subject is organised into strands of learning. Strands are further broken down into sub-strands, which will be at the level of a skill or topic, knowledge or understanding. Sub-strands, when expressed as grade-related expectations, form the learning objectives for a subject. The learning objectives demonstrate the progression within each sub-strand allowing teachers to plan and assess, sharing with learners the next steps they should take.

Strand 1: Listening
A learner understands the main ideas of a short talk on familiar topics; recognizes familiar words and phrases; understands short questions about colours and numbers; uses contextual clues to predict the content and meaning of a short talk on familiar topics; understands the general meaning of short stories pronounced slowly and clearly.
Strand 2: Speaking
A learner formulates basic utterances about themselves; formulates questions; responds to questions; pronounces basic words and phrases describing things and events demonstrating correct intonation and stress; expresses what he/she likes and dislikes.
Strand 3: Reading
A learner uses an illustrated dictionary; reads and understands short fiction and non-fiction texts about social and everyday-life matters; determines the main idea of short texts; identifies specific information and details in short texts; identifies universal human values in works of Kazakh and world literature.
Strand 4: Writing
A learner writes frequently used words correctly demonstrating their knowledge of the differences between their spelling and pronunciation; writes short dictated sentences; uses end-of-sentence punctuation marks correctly.
Strand 5: Use of English
A learner expresses themselves using basic modals and common present and past simple and continuous forms to describe events and give personal information.

Primary: List of Topics

The table below lists common topics in an English language primary curriculum. As is expected, all are revisited at later grades in more depth.

Grade 1	Grade 2	Grade 3	Grade 4
All about me	All about me	Animals	Kazakhstan in the World of Sport
My school	My family and friends	Light & Dark	Human Values in Myths and Legends
My family and friends	My school	Time	Treasure and Heritage
The world around us	The world around us	Buildings	Professions and Ways of Communication
Travel	Health and body	Art & Music	Hot and Cold
Traditions and folklore	Traditions and customs	Explorers & Inventors	Healthy World
Food and drink	The natural environment	Water, water everywhere	Journey into Space
Health and body	Travel	Having fun	Machines

4.3 The English language learning objectives system

Strand 1: Listening

Learners should be able to			
Grade 1	Grade 2	Grade 3	Grade 4
working towards A1	Low A1	Mid A1	High A1
1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly	2.L1 understand a range of short basic supported classroom instructions	3.L1 understand short supported classroom instructions in an increasing range of classroom routines	4.L1 understand an increasing range of classroom instructions
1.L2 recognise with support a limited range of basic common personal questions spoken slowly and distinctly	2.L2 recognise with considerable support an increasing range of common personal questions	3.L2 understand a limited range of short supported questions which ask for personal information	4.L2 understand an increasing range of supported questions which ask for personal information
1.L3 recognise with support common names and names of places; recognise the spoken form of a limited range of everyday and classroom words	2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number	3.L3 understand the main points of short, slow, carefully articulated talk on a limited range of general and some curricular topics	4.L3 understand the main points of short supported talk on an increasing range of general and some curricular topics
1.L4 recognise with support short basic questions about what	2.L4 recognise with support short basic questions relating to features	3.L4 understand a limited range of short supported questions on general	4.L4 understand an increasing range of short supported

something is	such as colour and number	and some curricular topics	questions on general and some curricular topics
1.L5 recognise the sounds of phonemes and phoneme blends	2.L5 identify missing phonemes in incomplete words	3.L5 distinguish between phonemically distinct words	4.L5 identify initial, middle and final phonemes and blends
	2.L6 understand some specific information in short, slow, carefully articulated talk on routine and familiar topics	3.L6 understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics	4.L6 understand some specific information and detail of short, supported talk on an increasing range of general and some curricular topics
	2.L7 use contextual clues to predict content in short, supported talk on routine and familiar topics	3.L7 use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics	4.L7 use contextual clues to predict content and meaning in short supported talk on an increasing range of general and some curricular topics
	2.L8 understand short narratives spoken slowly and distinctly on routine and familiar topics	3.L8 understand short, narratives on a limited range of general and some curricular topics	4.L8 understand short, supported narratives on an increasing range of general and some curricular topics
1.L9 recognise the names of letters of the alphabet	2.L9 recognise the spoken form of familiar words and expressions	3.L9 recognise short basic words that are spelt out	4.L9 recognise words that are spelt out from a limited range of general and curriculum topics

			4.L10 recognise words similar to words in student native language
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Strand 2: Speaking

Grade 1	Grade 2	Grade 3	Grade 4
working towards A1	Low A1	Mid A1	High A1
1.S1 make basic personal statements about people, objects and classroom routines	2.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines	3.S1 make basic statements which provide personal information on a limited range of general topics	4.S1 make basic statements which provide information on an increasing range of general and some curricular topics
1.S2 ask questions in basic exchanges about people, objects and classroom routines	2.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines	3.S2 ask questions to find out about present experiences on a limited 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
1.S3 pronounce familiar words and expressions intelligibly	2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines	3.S3 give short, basic description of people and objects on a limited 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

1.S4 respond to basic supported questions about people, objects and classroom routines	2.S4 respond to basic supported questions giving personal and factual information	3.S4 respond to questions on a limited range of general and some curricular topics	4.S4 respond to questions on an increasing range of general and some curricular topics
1.S5 use words in short exchanges	2.S5 begin to articulate clearly the difference between various sounds	3.S5 pronounce familiar words and short phrases intelligibly when reading aloud	4.S5 pronounce an increasing range of words, short phrases and simple sentences intelligibly
1.S6 make introductions and requests in basic interactions with others	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	3.S6 take turns when speaking with others in a limited range of short, basic exchanges	4.S6 take turns when speaking with others in a growing range of short, basic exchanges
	2.S7 place stress correctly on familiar polysyllabic words	3.S7 contribute a limited range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges	4.S7 contribute a growing range of suitable words, phrases, and sentences during short pair, group and whole class exchanges
	2.S8 give simple instructions for others to follow	3.S8 recount very short, basic stories and events on a limited range of general and some curricular topics	4.S8 express basic likes and dislikes; recount short, basic stories and events on a limited range of general and some curricular topics

Strand 3: Reading

<i>Learners should be able to...</i>			
Grade 1	Grade 2	Grade 3	Grade 4
working towards A1	Low A1	Mid A1	High A1
1.R1 recognise sound and name the letters of the alphabet	2.R1 read and spell out words for others	3.R1 recognise, identify and sound with support a limited range of familiar words in simple sentences	4.R1 recognise, identify and sound with support a growing range of language at text level
1.R2 recognise initial letters in names and places	2.R2 identify, remember and sound out high-frequency sound and letter patterns	3.R2 read and follow with limited support familiar instructions for classroom activities	4.R2 read and understand with some support short simple fiction and non-fiction texts
1.R3 recognise and identify some familiar sight words from local environment	2.R3 read and follow with considerable support simple, words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities	3.R3 begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics	4.R3 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics
1.R4 use the alphabet to place the first letters of word in alphabetical order	2.R4 begin to use with support a simple picture dictionary	3.R4 use with some support a simple picture dictionary	4.R4 find with support books, worksheets and other print materials in a class or school library according to classification

	2.R5 understand the main points of simple sentences on familiar topics by using contextual clues	3.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.R5 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues
	2.R6 understand with considerable and particularly visual support, some specific information in short, simple texts on familiar topics	3.R6 understand with considerable support, some specific information and detail in short, simple texts on a limited 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

Strand 4: Writing

<i>Learners should be able to...</i>			
Grade 1	Grade 2	Grade 3	Grade 4
working towards A1	Low A1	Mid A1	High A1
	2.W1 write with support short responses at phrase level to questions and other prompts	3.W1 plan, write and check short sentences with considerable support on a limited range of personal, 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
	2.W2 write letters and familiar high frequency words when read aloud or spelt	3.W2 write words and phrases of regular size and shape	4.W2 begin to use joined-up handwriting in a limited range of written work
	2.W3 write short phrases to identify people, places and objects	3.W3 write short phrases to identify people, places and objects	4.W3 write with support short sentences which describe people, places and objects
		3.W4 write with support short basic sentences with appropriate spaces between words	4.W4 write with support a sequence of short sentences in a paragraph to give basic personal information
	2.W5 write letters and familiar high frequency words when read aloud or spelt out for learners	3.W5 link with support words or phrases using basic coordinating connectors	4.W5 link with some support sentences using basic coordinating connectors

	2.W6 use with support upper and lower case letters accurately when writing names and address	3.W6 use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities	4.W6 use upper and lower case letters accurately when writing names, places and short sentences when writing independently
	2.W7 spell some familiar high-frequency words accurately during guided writing activities	3.W7 spell a growing number of familiar high-frequency words accurately during guided writing activities	4.W7 spell most familiar high-frequency words accurately when writing independently
	2.W8 include a full stop when writing very high-frequency short sentences in guided writing activity	3.W8 include appropriate use of a full stop during guided writing of short, familiar sentences	4.W8 to include appropriate use of full stops and question marks, at sentence level with some accuracy when writing independently

Strand 5: Use of English

<i>Learners should be able to...</i>			
Grade 1	Grade 2	Grade 3	Grade 4
working towards A1	Low A1	Mid A1	High A1
1.UE1 use singular nouns, plural nouns – to talk about people and places	2.UE1 use singular nouns, plural nouns – including some common irregular plural forms in giving	3.UE1 use singular nouns, plural nouns – including some common irregular plural forms	4.7UE1 use singular nouns, plural nouns – including some common irregular plural – and uncountable

	simple descriptions	use possessive forms 's/s' with proper names and nouns to talk about ownership	nouns, possessive 's/s' to name, describe and label things
1.UE2 use cardinal numbers 1 - 50 to count	2.UE2 use cardinal numbers 1 - 50 to count	3.UE2 use cardinal numbers 1 -100 to count and ordinal numbers 1 - 10	4. UE2 use cardinal numbers 1 – 1000 and ordinal numbers 1 - 100.
1.UE3 use basic adjectives to describe people and things	2.UE3 use common adjectives in descriptions and to talk about simple feelings	3.UE3 use adjectives, including possessive adjectives, on a limited 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.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 and superlative] to make comparisons
1.UE4 use determiners <i>a, an, some, the, this, these</i> to indicate what /where something is	2.UE4 use determiners <i>a, an, the, some, any, this, these, that, those</i> to identify things	3.UE4 use determiners <i>a, an, the, some, any, this, these, that, those</i> to refer to things on a limited range general and some curricular topics	4.UE4 use determiners <i>a, an, the, zero article, some, any, this, these, that, those</i> to refer to things on a growing range of general and some curricular topics
1.UE5 use interrogative pronouns <i>which, what, where, how</i> to ask basic questions	2.UE5 use interrogative pronouns including <i>which, what, where, whose</i> to ask who people are and	3.UE5 use interrogative pronouns including: <i>which, what, where, whose, how many, what kind of ...</i>	4.UE5 use interrogative pronouns <i>who, what</i> and <i>where, how many, how much, how often, how big,</i>

	what they are doing	on a limited range of familiar topics	<i>what kind of</i> to ask questions on growing range of familiar topics
1.UE6 use demonstrative pronouns <i>this, these that, those</i> to indicate things	2.UE6 use demonstrative pronouns <i>this, these, that, those</i> to make and respond to requests for information	3.UE6 use demonstrative pronouns <i>this, these, that, those</i> in open and closed questions	4.UE6 use demonstrative pronouns <i>this, these, that, those</i> and object pronouns in short statements, questions and responses
1.UE7 use personal subject and object pronouns to give basic personal information	2.UE7 use personal subject and object pronouns to describe people and things	3.UE7 use personal object pronouns [indirect] in conjunction with direct object nouns to describe actions and events	4.UE7 use personal subject and object pronouns, including indirect object pronouns and use possessive pronouns <i>mine, yours</i> to give personal information and describe actions and events
1.UE8 use simple imperative forms [positive] for basic commands or instructions	2.UE8 use simple imperative forms [positive and negative] for basic commands and instructions	3.UE8 use imperative forms [positive and negative] to give short instructions on limited range of familiar topics	4.UE8 use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics
1.UE9 use common present simple forms [positive, negative and question] to give basic personal information	2.UE9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts	3.UE9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like ,habits and facts, simple future timetabled events	4.UE9 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
	2.UE10 use common present continuous forms [positive, negative, question]	3.UE10 use common present continuous forms, including short answers and contractions, to talk about what is happening now	4.UE10 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 <i>swimming</i> , <i>spelling</i> as nouns to describe familiar and classroom activities
1.UE11 use there is / there are to make short statements and ask questions	2.UE11 use have got + noun to describe and ask about possessions use how many are there? question form	3.UE11 use <i>has got / have got there is / are</i> statement and question forms including short answers and contractions	4.UE11 use has got/ have got there is/ are statement, negative, question forms including short and full answers and contractions
	2.UE12 use basic adverbs of place here / there to say where	3.UE12 use adverbs of time and frequency: <i>sometimes, often,</i>	4.UE12 use adverbs of time and frequency: <i>sometimes, often,</i>

	things are	<i>always, never</i> to indicate when and how often begin to use simple adverbs of manner e.g. <i>well, badly</i>	<i>always, never</i> to indicate when and how often; begin to use simple adverbs of manner e.g. <i>well, badly</i> ; use common –ly manner adverbs to describe actions e.g. <i>slowly, quickly</i>
1.UE13 use <i>can / can't</i> to describe ability	2.UE13 use <i>can</i> to talk about ability and to make requests and offers; use <i>can / can't</i> to talk about permission	3.UE13 use <i>can</i> to make requests and ask permission use <i>must / mustn't / have to</i> to talk about obligation	4.UE13 use <i>can</i> to make requests and ask permission use <i>must / mustn't / have to</i> to talk about obligation; use <i>have + object + infinitive</i> to talk about obligations
1.UE14 use basic prepositions of location and position e.g. <i>in, at, next to, near, on</i> , to describe where people and things are; use basic prepositions of time: <i>on</i> to talk about days	2.UE14 use basic prepositions of location and position: <i>at, behind, between, in, in front of, near, next to, on, to</i> to describe where people and things are; use prepositions of time: <i>on, in, at</i> to talk about days and times	3.UE14 use prepositions of location and position: <i>at, behind, between, in, in front of, near, next to, on, under, above</i> to describe where people and things are use prepositions of time: <i>on, in, at</i> to talk about days and times and no preposition <i>next / last week</i> etc.	4.UE14 use prepositions of location, position and direction: <i>at, in, on, behind, between, in front of, near, next to, opposite, above, up, down, on the right, on the left</i> ; use prepositions of time : <i>in, on, at, before, after</i> use <i>with / without</i> to indicate; <i>accompaniment with for</i> instrument and <i>for</i> to indicate

			recipient
	2.UE15 use <i>would you like</i> + noun, to enquire; use <i>like</i> + verb +ing to express likes and dislikes	3.UE15 use <i>would you like to</i> to invite and use appropriate responses <i>yes please, no thanks</i> ; use let's + verb verbs go enjoy like + verb + ing	4.UE15 use <i>would you like to</i> to invite and use appropriate responses <i>yes please, no thanks</i> ; use let's + verb; verbs go enjoy like + verb + ing; begin use infinitive of purpose to describe simple actions and verbs <i>want, start</i> + infinitive; use declarative <i>what [a/an] + adjective + noun</i> to show feelings
1.UE16 use conjunctions <i>and, or</i> to link words and phrases	2.UE16 use conjunctions <i>and, or, but</i> to link words and phrases	3.UE16 use conjunctions <i>and, or, but</i> to link words and phrases	4.UE16 use conjunctions <i>and, or, but, because</i> to link words and phrases
	2.UE17 use <i>me, too</i> to give short answers	3.UE17 use <i>me, too</i> and <i>I don't</i> to give short answers	4.UE17 use <i>me, too</i> and <i>I don't</i> to give short answers; use <i>when</i> clauses to describe simple present and past actions on personal and familiar topics

4.4 Long-term plans

Grade 1

Cross curricular units	Topics	Learning objectives
Term 1		
All about me	Greetings and names	<p>1.L3 recognise with support common names and names of places; recognise the spoken form of a limited range of everyday and classroom words</p> <p>1.S1 make basic personal statements about people, objects and classroom routines</p> <p>1.S3 pronounce familiar words and expressions intelligibly</p> <p>1.S6 make introductions and requests in basic interactions with others</p> <p>1.U6 use demonstrative pronouns <i>this, these that, those</i> to indicate things</p>
	Colours	<p>1.L3 recognise with support common names and names of places; recognise the spoken form of a limited range of everyday and classroom words</p> <p>1.L9 recognise the names of letters of the alphabet</p> <p>1.S1 make basic personal statements about people, objects and classroom routines</p> <p>1.S3 pronounce familiar words and expressions intelligibly</p> <p>1.U3 use basic adjectives to describe people and things</p> <p>1.U6 use demonstrative pronouns <i>this, these that, those</i> to indicate things</p>
	1 - 20	<p>1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly</p> <p>1.L3 recognise with support common names and names of places; recognise the spoken form of a limited range of everyday and classroom words</p> <p>1.S3 pronounce familiar words and expressions intelligibly</p> <p>1.U2 use cardinal numbers 1 - 20 to count</p>
My school	Classroom objects	<p>1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly</p>

		<p>1.L3 recognise with support common names and names of places; recognise the spoken form of a limited range of everyday and classroom words</p> <p>1.L9 recognise the names of letters of the alphabet</p> <p>1.S1 make basic personal statements about people, objects and classroom routines</p> <p>1.S3 pronounce familiar words and expressions intelligibly</p> <p>1.U1 use singular nouns, plural nouns – to talk about people and places</p> <p>1.U4 use determiners a, an, some, the, this, these to indicate what /where something is</p> <p>1.U6 use demonstrative pronouns this, these that, those to indicate things</p> <p>1.U14 use basic prepositions of location and position e.g. in, at, next to, near, on, to describe where people and things are; use basic prepositions of time: on, in to talk about days and time; use <i>with</i> to indicate accompaniment</p>
	Classroom routines	<p>1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly</p> <p>1.L3 recognise with support common names and names of places; recognise the spoken form of a limited range of everyday and classroom words</p> <p>1.S3 pronounce familiar words and expressions intelligibly</p> <p>1.U3 use basic adjectives to describe people and things</p> <p>1.U8 use simple imperative forms [positive] for basic commands or instructions</p> <p>1.U13 use can / can't to describe ability</p>
	Describing things	<p>1.S1 make basic personal statements about people, objects and classroom routines</p> <p>1.U3 use basic adjectives to describe people and things</p>
Term 2		
My family and friends	Family and friends	<p>1.L3 recognise with support common names and names of places recognise the spoken form of a limited range of everyday and classroom words</p>

		<p>1.S1 make basic personal statements about people, objects and classroom routines</p> <p>1.S3 pronounce familiar words and expressions intelligibly</p> <p>1.S5 use words in short exchanges</p> <p>1.U1 use singular nouns, plural nouns – to talk about people and places</p> <p>1.U4 use determiners a, an, some, the, this, these to indicate what /where something is</p> <p>1.U7 use personal subject and object pronouns to give basic personal information</p>
	In my house	<p>1.L3 recognise with support common names and names of places recognise the spoken form of a limited range of everyday and classroom words</p> <p>1.L9 recognise the names of letters of the alphabet</p> <p>1.S1 make basic personal statements about people, objects and classroom routines</p> <p>1.S3 pronounce familiar words and expressions intelligibly</p> <p>1.U3 use basic adjectives to describe people and things</p> <p>1.U11 use there is / there are to make short statements and ask questions</p> <p>1.U14 use basic prepositions of location and position e.g. in, at, next to, near, on, to describe where people and things are; use basic prepositions of time: on to talk about days</p>
	Days of the week	<p>1.L3 recognise with support common names and names of places recognise the spoken form of a limited range of everyday and classroom words</p> <p>1.S1 make basic personal statements about people, objects and classroom routines</p> <p>1.S3 pronounce familiar words and expressions intelligibly</p> <p>1.R1 recognise sound and name the letters of the alphabet</p> <p>1.R2 recognise initial letters in names and places</p> <p>1.U14 use basic prepositions of location and position e.g. in, at, next to, near, on, to describe where people and things are; use basic prepositions of time: on to talk about days</p>

The world around us	Animals	<p>1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly</p> <p>1.L3 recognise with support common names and names of places recognise the spoken form of a limited range of everyday and classroom words</p> <p>1.S3 pronounce familiar words and expressions intelligibly</p> <p>1.S5 use words in short exchanges</p> <p>1.R1 recognise sound and name the letters of the alphabet</p> <p>1.U13 use can / can't to describe ability</p>
	Hot and cold	<p>1.L3 recognise with support common names and names of places recognise the spoken form of a limited range of everyday and classroom words</p> <p>1.S3 pronounce familiar words and expressions intelligibly</p> <p>1.S5 use words in short exchanges</p> <p>1.U3 use basic adjectives to describe people and things</p> <p>1.U7 use personal subject and object pronouns to give basic personal information</p>
	In Kazakhstan	<p>1.L4 recognise with support short basic questions about what something is</p> <p>1.S1 make basic personal statements about people, objects and classroom routines</p> <p>1.S3 pronounce familiar words and expressions intelligibly</p> <p>1.R1 recognise sound and name the letters of the alphabet</p> <p>1.R2 recognise initial letters in names and places</p> <p>1.R4 use the alphabet to place the first letters of word in alphabetical order</p> <p>1.U11 use there is / there are to make short statements and ask questions</p> <p>1.U14 use basic prepositions of location and position e.g. in, at, next to, near, on, to describe where people and things are; use basic prepositions of time: on to talk about days</p>
Term 3		
Travel	Getting to	1.L1 recognise short basic instructions for a limited range of

	school	<p>classroom routines spoken slowly and distinctly</p> <p>1.L2 recognise with support a limited range of basic common personal questions spoken slowly and distinctly</p> <p>1.L4 recognise with support short basic questions about what something is</p> <p>1.S1 make basic personal statements about people, objects and classroom routines</p> <p>1.S3 pronounce familiar words and expressions intelligibly</p> <p>1.S5 use words in short exchanges</p> <p>1.U5 use interrogative pronouns which, what, where, how to ask basic questions</p> <p>1.U9 use common present simple forms [positive, negative and question] to give basic personal information</p>
	This is the way...	<p>1.L2 recognise with support a limited range of basic common personal questions spoken slowly and distinctly</p> <p>1.S3 pronounce familiar words and expressions intelligibly</p> <p>1.S5 use words in short exchanges</p> <p>1.U9 use common present simple forms [positive, negative and question] to give basic personal information</p> <p>1.U13 use can / can't to describe ability</p> <p>1.R4 use the alphabet to place the first letters of word in alphabetical order</p>
	Where is it?	<p>1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly</p> <p>1.L3 recognise with support common names and names of places recognise the spoken form of a limited range of everyday and classroom words</p> <p>1.S3 pronounce familiar words and expressions intelligibly</p> <p>1.U5 use interrogative pronouns which, what, where, how to ask basic questions</p> <p>1.U8 use simple imperative forms [positive] for basic commands or instructions</p> <p>1.U14 use basic prepositions of location and position e.g. in, at, next to, near, on, to describe where people and things are;</p>

		use basic prepositions of time: on to talk about days
	The big red bus	<p>1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly</p> <p>1.L3 recognise with support common names and names of places recognise the spoken form of a limited range of everyday and classroom words</p> <p>1.L4 recognise with support short basic questions about what something is</p> <p>1.L5 recognise the sounds of phonemes and phoneme blends</p> <p>1.S3 pronounce familiar words and expressions intelligibly</p> <p>1.S5 use words in short exchanges</p>
Traditions and folklore	Happy Birthday	<p>1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly</p> <p>1.S1 make basic personal statements about people, objects and classroom routines</p> <p>1.S3 pronounce familiar words and expressions intelligibly</p> <p>1.S5 use words in short exchanges</p> <p>1.S6 make introductions and requests in basic interactions with others</p> <p>1.R3 recognise and identify some familiar sight words from local environment</p> <p>1.U2 use cardinal numbers 1 - 20 to count</p> <p>1.U5 use interrogative pronouns which, what, where, how to ask basic questions</p>
	Springtime in Kazakhstan	<p>1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly</p> <p>1.L3 recognise with support common names and names of places recognise the spoken form of a limited range of everyday and classroom words</p> <p>1.S3 pronounce familiar words and expressions intelligibly</p>
	Hats and masks	<p>1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly</p> <p>1.S1 make basic personal statements about people, objects and classroom routines</p>

		<p>1.S3 pronounce familiar words and expressions intelligibly</p> <p>1.S6 make introductions and requests in basic interactions with others</p> <p>1.U11 use there is / there are to make short statements and ask questions</p>
	Story time	<p>1.L3 recognise with support common names and names of places recognise the spoken form of a limited range of everyday and classroom words</p> <p>1.S5 use words in short exchanges</p> <p>1.S4 respond to basic supported questions about people, objects and classroom routines</p>
Term 4		
Food and drink	Things I like	<p>1.L4 recognise with support short basic questions about what something is</p> <p>1.S1 make basic personal statements about people, objects and classroom routines</p> <p>1.S2 ask questions in basic exchanges about people, objects and classroom routines</p> <p>1.S3 pronounce familiar words and expressions intelligibly</p> <p>1.S5 use words in short exchanges</p> <p>1.R1 recognise sound and name the letters of the alphabet</p> <p>1.R4 use the alphabet to place the first letters of word in alphabetical order</p> <p>1.U9 use common present simple forms [positive, negative and question] to give basic personal information</p>
	Hot or cold	<p>1.L3 recognise with support common names and names of places recognise the spoken form of a limited range of everyday and classroom words</p> <p>1.S1 make basic personal statements about people, objects and classroom routines</p> <p>1.S5 use words in short exchanges</p> <p>1.U7 use personal subject and object pronouns to give basic personal information</p> <p>1.U9 use common present simple forms [positive, negative</p>

		and question] to give basic personal information
	Animals like	<p>1.L3 recognise with support common names and names of places recognise the spoken form of a limited range of everyday and classroom words</p> <p>1.S1 make basic personal statements about people, objects and classroom routines</p> <p>1.S3 pronounce familiar words and expressions intelligibly</p> <p>1.S5 use words in short exchanges</p> <p>1.U9 use common present simple forms [positive, negative and question] to give basic personal information</p>
	Nice or nasty	<p>1.L2 recognise with support a limited range of basic common personal questions spoken slowly and distinctly</p> <p>1.S1 make basic personal statements about people, objects and classroom routines</p> <p>1.S2 ask questions in basic exchanges about people, objects and classroom routines</p> <p>1.S3 pronounce familiar words and expressions intelligibly</p> <p>1.S4 respond to basic supported questions about people, objects and classroom routines</p> <p>1.U5 use interrogative pronouns which, what, where, how to ask basic questions</p>
Health and body	Hands and Head	<p>1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly</p> <p>1.L2 recognise with support a limited range of basic common personal questions spoken slowly and distinctly</p> <p>1.L3 recognise with support common names and names of places recognise the spoken form of a limited range of everyday and classroom words</p> <p>1.S1 make basic personal statements about people, objects and classroom routines</p> <p>1.U1 use singular nouns, plural nouns – to talk about people and places</p> <p>1.U9 use common present simple forms [positive, negative and question] to give basic personal information</p>

	Let's move	<p>1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly</p> <p>1.L2 recognise with support a limited range of basic common personal questions spoken slowly and distinctly</p> <p>1.S1 make basic personal statements about people, objects and classroom routines</p> <p>1.S4 respond to basic supported questions about people, objects and classroom routines</p> <p>1.S5 use words in short exchanges</p> <p>1.R1 recognise sound and name the letters of the alphabet</p> <p>1.U8 use simple imperative forms [positive] for basic commands or instructions</p> <p>1.U14 use basic prepositions of location and position e.g. in, at, next to, near, on, to describe where people and things are; use basic prepositions of time: on to talk about days</p>
	Making a puppet	<p>1.L3 recognise with support common names and names of places recognise the spoken form of a limited range of everyday and classroom words</p> <p>1.L5 recognise the sounds of phonemes and phoneme blends</p> <p>1.S2 ask questions in basic exchanges about people, objects and classroom routines</p> <p>1.U8 use simple imperative forms [positive] for basic commands or instructions</p>
	A special dance	<p>1.L1 recognise short basic instructions for a limited range of classroom routines spoken slowly and distinctly</p> <p>1.L3 recognise with support common names and names of places recognise the spoken form of a limited range of everyday and classroom words</p> <p>1.L4 recognise with support short basic questions about what something is</p> <p>1.S3 pronounce familiar words and expressions intelligibly</p> <p>1.S5 use words in short exchanges</p>

Cross curricular units	Topics	Learning objectives
Term 1		
All about me	Hello again	<p>2.L2 recognise with considerable support an increasing range of common personal questions</p> <p>2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number</p> <p>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</p> <p>2.R2 identify, remember and sound out high-frequency sound and letter patterns</p> <p>2.R3 read and follow with considerable support simple, words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities</p> <p>2.W5 write letters and familiar high frequency words when read aloud or spelt out for learners</p> <p>2.W6 use with support upper and lower case letters accurately when writing names and address</p>
	I can...	<p>2.L1 understand a range of short basic supported classroom instructions</p> <p>2.L2 recognise with considerable support an increasing range of common personal questions</p> <p>2.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines</p> <p>2.S4 respond to basic supported questions giving personal and factual information</p> <p>2.S8 give simple instructions for others to follow</p> <p>2.U13 use can to talk about ability and to make requests and offers; use can / can't to talk about permission</p>
	My clothes and things	<p>2.L1 understand a range of short basic supported classroom instructions</p> <p>2.S1 make basic statements related to personal information,</p>

		<p>people and objects on familiar topics and classroom routines</p> <p>2.U1 use singular nouns, plural nouns – including some common irregular plural forms in giving simple descriptions</p> <p>2.U3 use common adjectives in descriptions and to talk about simple feelings</p>
My family and friends	Friends' names	<p>2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number</p> <p>2.R1 read and spell out words for others</p> <p>2.R3 read and follow with considerable support simple, words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities</p> <p>2.W2 write letters and familiar high frequency words when read aloud or spelt</p>
	Helping hands	<p>2.L1 understand a range of short basic supported classroom instructions</p> <p>2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines</p> <p>2.S5 begin to articulate clearly the difference between various sounds</p> <p>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</p> <p>2.R1 read and spell out words for others</p> <p>2.W1 write with support short responses at phrase level to questions and other prompts</p> <p>2.U6 use demonstrative pronouns this, these, that, those to make and respond to requests for information</p> <p>2.U13 use can to talk about ability and to make requests and offers; use can / can't to talk about permission</p>
	People I know	<p>2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number</p>

		<p>2.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines</p> <p>2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines</p> <p>2.U3 use common adjectives in descriptions and to talk about simple feelings</p> <p>2.U13 use can to talk about ability and to make requests and offers; use can / can't to talk about permission</p>
Term 2		
My school	Counting and Measuring	<p>2.L1 understand a range of short basic supported classroom instructions</p> <p>2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number</p> <p>2.L5 identify missing phonemes in incomplete words</p> <p>2.S4 respond to basic supported questions giving personal and factual information</p> <p>2.R4 begin to use with support a simple picture dictionary</p> <p>2.U2 use cardinal numbers 1 -50 to count</p> <p>2.U11 use have got + noun to describe and ask about possessions use how many are there? question form</p>
	Around school	<p>2.L1 understand a range of short basic supported classroom instructions</p> <p>2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number</p> <p>2.L4 recognise with support short basic questions relating to features such as colour and number</p> <p>2.L5 identify missing phonemes in incomplete words</p> <p>2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines</p> <p>2.W3 write short phrases to identify people, places and objects</p>

		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
	School days	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.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines 2.R2 identify, remember and sound out high-frequency sound and letter patterns 2.W7 spell some familiar high-frequency words accurately during guided writing activities
	Class Photos	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.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.UE7 use personal subject and object pronouns to describe people and things 2UE10 use common present continuous forms [positive, negative, question]
The world around us	Different Places	2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as

		<p>colour and number</p> <p>2.L5 identify missing phonemes in incomplete words</p> <p>2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines</p> <p>2.S4 respond to basic supported questions giving personal and factual information</p> <p>2.U5 use interrogative pronouns including which, what, where, whose to ask who people are and what they are doing</p> <p>2.U12 use basic adverbs of place here / there to say where things are</p>
	Reading Signs	<p>2.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines</p> <p>2.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines</p> <p>2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines</p> <p>2.R3 read and follow with considerable support simple, words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities</p> <p>2.U8 use simple imperative forms [positive and negative] for basic commands and instructions</p> <p>2.U13 use can to talk about ability and to make requests and offers; use can / can't to talk about permission</p>
	Where's it from?	<p>2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number</p> <p>2.L5 identify missing phonemes in incomplete words</p> <p>2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines</p> <p>2.R3 read and follow with considerable support simple, words, phrases and sentences on familiar and general topics</p>

		and familiar instructions for classroom activities
	Days Out	<p>2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number</p> <p>2.L5 identify missing phonemes in incomplete words</p> <p>2.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines</p> <p>2.S2 ask questions in order to satisfy basic needs and find information on familiar topics and classroom routines</p> <p>2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines</p> <p>2.R3 read and follow with considerable support simple, words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities</p> <p>2.U4 use determiners a, an, the, some, any, this, these, that, those to identify things</p> <p>2.U13 use can to talk about ability and to make requests and offers; use can / can't to talk about permission</p>
Term 3		
Health and body	Our body	<p>2.L1 understand a range of short basic supported classroom instructions</p> <p>2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines</p> <p>2.R1 read and spell out words for others</p> <p>2.U6 use demonstrative pronouns this, these, that, those to make and respond to requests for information</p>
	Let's measure	<p>2.L1 understand a range of short basic supported classroom instructions</p> <p>2.L4 recognise with support short basic questions relating to features such as colour and number</p> <p>2.U2 use cardinal numbers 1 -50 to count</p>
	Hats and	2.L4 recognise with support short basic questions relating to

	Bats	<p>features such as colour and number</p> <p>2.S8 give simple instructions for others to follow</p> <p>2.R1 read and spell out words for others</p> <p>2.R4 begin to use with support a simple picture dictionary</p>
	Altogether Now	<p>2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number</p> <p>2.L5 identify missing phonemes in incomplete words</p> <p>2.S4 respond to basic supported questions giving personal and factual information</p> <p>2.R3 read and follow with considerable support simple, words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities</p> <p>2.W3 write short phrases to identify people, places and objects</p> <p>2.U13 use can to talk about ability and to make requests and offers; use can / can't to talk about permission</p>
Traditions and customs	Special Days	<p>2.L1 understand a range of short basic supported classroom instructions</p> <p>2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines</p> <p>2.S4 respond to basic supported questions giving personal and factual information</p> <p>2.U8 use simple imperative forms [positive and negative] for basic commands and instructions</p> <p>2.U9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts</p>
	Home cooking	<p>2.L9 recognise the spoken form of familiar words and expressions</p> <p>2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines</p> <p>2.S4 respond to basic supported questions giving personal and</p>

		<p>factual information</p> <p>2.R1 read and spell out words for others</p>
	What's it for?	<p>2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number</p> <p>2.S4 respond to basic supported questions giving personal and factual information</p> <p>2.W7 spell some familiar high-frequency words accurately during guided writing activities</p>
Term 4		
The natural environment	The weather	<p>2.L1 understand a range of short basic supported classroom instructions</p> <p>2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number</p> <p>2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines</p> <p>2.U3 use common adjectives in descriptions and to talk about simple feelings</p>
	Changing seasons	<p>2.L4 recognise with support short basic questions relating to features such as colour and number</p> <p>2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines</p> <p>2.R3 read and follow with considerable support simple, words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities</p> <p>2.U9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts</p>
	What can animals do?	<p>2.L4 recognise with support short basic questions relating to features such as colour and number</p> <p>2.U10 use common present continuous forms [positive,</p>

		<p>negative, question]</p> <p>2.UE13 use can to talk about ability and to make requests and offers; use can / can't to talk about permission</p> <p>2.UE17 use me, too to give short answers</p>
	Sea Adventures	<p>2.L1 understand a range of short basic supported classroom instructions</p> <p>2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number</p> <p>2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines</p> <p>2.R1 read and spell out words for others</p> <p>2.W5 write letters and familiar high frequency words when read aloud or spelt out for learners</p>
Travel	A to B	<p>2.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines</p> <p>2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines</p> <p>2.R3 read and follow with considerable support simple, words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities</p> <p>2.UE9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like and habits and facts</p> <p>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</p>
	Types of vehicle	<p>2.L1 understand a range of short basic supported classroom instructions</p> <p>2.S4 respond to basic supported questions giving personal and factual information</p>

		<p>2.R3 read and follow with considerable support simple, words, phrases and sentences on familiar and general topics and familiar instructions for classroom activities</p> <p>2.U13 use can to talk about ability and to make requests and offers; use can / can't to talk about permission</p>
	Numbers and shapes	<p>2.L1 understand a range of short basic supported classroom instructions</p> <p>2.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines</p> <p>2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines</p>
	My plane	<p>2.L1 understand a range of short basic supported classroom instructions</p> <p>2.S3 use a limited range of basic words, phrases and short sentences to describe objects, activities and classroom routines</p> <p>2.U11 use have got + noun to describe and ask about possessions</p> <p>use how many are there? question form</p>
	Bike Story	<p>2.L3 understand the main points of short, slow and carefully articulated talk on routine and familiar topics features such as colour and number</p> <p>2.S1 make basic statements related to personal information, people and objects on familiar topics and classroom routines</p> <p>2.U10 use common present continuous forms [positive, negative, question]</p>

Grade 3

Cross curricular units	Topics	Learning objectives
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Term 1		
Animals	Animal types	<p>3.L5 distinguish between phonemically distinct words</p> <p>3.S1 make basic statements which provide personal information on a limited range of general topics</p> <p>3.U5 use interrogative pronouns including: which, what, where, whose, how many, what kind of ... on a limited range of familiar topics</p> <p>3.U9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like ,habits and facts, simple future timetabled events</p> <p>3.U14 use prepositions of location and position: at, behind, between, in, in front of, near, next to, on, under, above to describe where people and things are use prepositions of time: on, in, at to talk about days and times and no preposition next / last week etc.</p>
	Body parts	<p>3.L6 understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics</p> <p>3.S1 make basic statements which provide personal information on a limited range of general topics</p> <p>3.S3 give short, basic description of people and objects on a limited range of general and some curricular topics</p> <p>3.R1 recognise, identify and sound with support a limited range of familiar words in simple sentences</p> <p>3.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues</p>
	Animal Song and Dance	<p>3.L2 understand a limited range of short supported questions which ask for personal information</p> <p>3.L9 recognise short basic words that are spelt out</p> <p>3. W1 plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics</p> <p>3.U4 use determiners a, an, the, some, any, this, these, that,</p>

		<p>those to refer to things on a limited range general and some curricular topics</p> <p>3.UE10 use common present continuous forms, including short answers and contractions, to talk about what is happening now</p>
	Craft project	<p>3.L1 understand short supported classroom instructions in an increasing range of classroom routines</p> <p>3.L4 understand a limited range of short supported questions on general and some curricular</p> <p>3.S2 ask questions to find out about present experiences on a limited range of general and some curricular topics</p> <p>3.S3 give short, basic description of people and objects on a limited range of general and some</p> <p>3.S6 take turns when speaking with others in a limited range of short, basic exchanges</p> <p>3.S8 express basic likes and dislikes</p> <p>3.R3 begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics</p> <p>3.UE8 use imperative forms [positive and negative] to give short instructions on limited range of familiar topics</p>
Light & Dark	Day & Night	<p>3.L1 understand short supported classroom instructions in an increasing range of classroom routines</p> <p>3.L2 understand a limited range of short supported questions which ask for personal information</p> <p>3.L3 understand the main points of short, slow, carefully articulated talk on a limited range of general and some curricular topics</p> <p>3.L5 distinguish between phonemically distinct words</p> <p>3.L6 understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics</p> <p>3.L7 use contextual clues to predict content in short, supported talk on a limited range of general and some</p>

		<p>curricular topics</p> <p>3.S4 respond to questions on a limited range of general and some curricular topics</p> <p>3.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues</p> <p>3.U9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like, habits and facts, simple future timetabled events</p>
	Sources of light	<p>3.L6 understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics</p> <p>3.S1 make basic statements which provide personal information on a limited range of general topics</p> <p>3.R3 begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics</p> <p>3.W7 spell a growing number of familiar high-frequency words accurately during guided writing activities</p> <p>3.U3 use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things; use simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons</p> <p>3.U13 use can to make requests and ask permission use must / mustn't / have to to talk about obligation</p>
	Out at night	<p>3.L5 distinguish between phonemically distinct words</p> <p>3.L7 use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics</p> <p>3.L8 understand short, narratives on a limited range of general and some curricular topics</p> <p>3.S3 give short, basic description of people and objects on a limited range of general and some curricular topics</p> <p>3.S6 take turns when speaking with others in a limited range</p>

		<p>of short, basic exchanges</p> <p>3.W7 spell a growing number of familiar high-frequency words accurately during guided writing activities</p>
Term 2		
Time	Times of my day	<p>3.L8 understand short, narratives on a limited range of general and some curricular topics</p> <p>3.S1 make basic statements which provide personal information on a limited range of general topics</p> <p>3.S2 ask questions to find out about present experiences on a limited range of general and some curricular topics</p> <p>3.S4 respond to questions on a limited range of general and some curricular topics</p> <p>3.W1 plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics</p> <p>3.U2 use cardinal numbers 1 -100 to count and ordinal numbers 1 - 10</p> <p>3.U14 use prepositions of location and position: at, behind, between, in, in front of, near, next to, on, under, above to describe where people and things are</p> <p>use prepositions of time: on, in, at to talk about days and times and no preposition next / last week etc.</p>
	Days of the week	<p>3.L7 use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics</p> <p>3.S2 ask questions to find out about present experiences on a limited range of general and some curricular topics</p> <p>3.S6 take turns when speaking with others in a limited range of short, basic exchanges</p> <p>3.R1 recognise, identify and sound with support a limited range of familiar words in simple sentences</p> <p>3.W6 use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities</p>

		<p>3.U2 use cardinal numbers 1 -100 to count and ordinal numbers 1 - 10</p> <p>3.U9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like ,habits and facts, simple future timetabled events</p> <p>3.U17 use me, too and I don't to give short answers</p>
	At the right time	<p>3.L5 distinguish between phonemically distinct words</p> <p>3.L7 use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics</p> <p>3.L8 understand short, narratives on a limited range of general and some curricular topics</p> <p>3.L9 recognise short basic words that are spelt out</p> <p>3.S6 take turns when speaking with others in a limited range of short, basic exchanges</p> <p>3.R3 begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics</p> <p>3.R6 understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics</p> <p>3.U2 use cardinal numbers 1 -100 to count and ordinal numbers 1 - 10</p> <p>3.U9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like ,habits and facts, simple future timetabled events</p> <p>3.U14 use prepositions of location and position: at, behind, between, in, in front of, near, next to, on, under, above to describe where people and things are use prepositions of time: on, in, at to talk about days and times and no preposition next / last week etc.</p>

Buildings	Four walls	<p>3.L1 understand short supported classroom instructions in an increasing range of classroom routines</p> <p>3.L6 understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics</p> <p>3.S3 give short, basic description of people and objects on a limited range of general and some curricular topics</p> <p>3.R4 use with some support a simple picture dictionary</p> <p>3.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues</p> <p>3.U11 use has got / have got there is / are statement and question forms including short answers and contractions</p>
	Our town	<p>3.S1 make basic statements which provide personal information on a limited range of general topics</p> <p>3.S4 respond to questions on a limited range of general and some curricular topics</p> <p>3.W7 spell a growing number of familiar high-frequency words accurately during guided writing activities</p> <p>3.U1 use singular nouns, plural nouns – including some common irregular plural forms</p> <p>use possessive forms ‘s/s’ with proper names and nouns to talk about ownership</p> <p>3.U3 use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things</p> <p>use simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons</p> <p>3.U9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like ,habits and facts, simple future timetabled events</p> <p>3.U11 use has got / have got there is / are statement and question forms including short answers and contractions</p> <p>3.U14 use prepositions of location and position: at, behind,</p>

		between, in, in front of, near, next to, on, under, above to describe where people and things are use prepositions of time: on, in, at to talk about days and times and no preposition next / last week etc.
	Around the house	<p>3.L1 understand short supported classroom instructions in an increasing range of classroom routines</p> <p>3.L4 understand a limited range of short supported questions on general and some curricular</p> <p>3.S2 ask questions to find out about present experiences on a limited range of general and some curricular topics</p> <p>3.S3 give short, basic description of people and objects on a limited range of general and some curricular topics</p> <p>3.S6 take turns when speaking with others in a limited range of short, basic exchanges</p> <p>3.R3 begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics</p> <p>3.W1 plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics</p> <p>3.U4 use determiners a, an, the, some, any, this, these, that, those to refer to things on a limited range general and some curricular topics</p> <p>3.U9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like ,habits and facts, simple future timetabled events</p>
Term 3		
Art & Music	Musical instruments	<p>3.L8 understand short, narratives on a limited range of general and some curricular topics</p> <p>3.S3 give short, basic description of people and objects on a limited range of general and some curricular topics</p> <p>3.S5 pronounce familiar words and short phrases intelligibly when reading aloud</p> <p>3.S8 express basic likes and dislikes</p>

		<p>3.R1 recognise, identify and sound with support a limited range of familiar words in simple sentences</p> <p>3.R2 read and follow with limited support familiar instructions for classroom activities</p>
	Drawing chairs	<p>3.L1 understand short supported classroom instructions in an increasing range of classroom routines</p> <p>3.L3 understand the main points of short, slow, carefully articulated talk on a limited range of general and some curricular topics</p> <p>3.S1 make basic statements which provide personal information on a limited range of general topics</p> <p>3.R4 use with some support a simple picture dictionary</p> <p>3.U11 use has got / have got there is / are statement and question forms including short answers and contractions</p>
	My music	<p>3.L5 distinguish between phonemically distinct words</p> <p>3.S4 respond to questions on a limited range of general and some curricular topics</p> <p>3.S8 express basic likes and dislikes</p> <p>3.W3 write short phrases to identify people, places and objects</p> <p>3.U17 use me, too and I don't to give short answers</p>
	Shadow puppet show	<p>3.L1 understand short supported classroom instructions in an increasing range of classroom routines</p> <p>3.L8 understand short, narratives on a limited range of general and some curricular topics</p> <p>3.S3 give short, basic description of people and objects on a limited range of general and some curricular topics</p> <p>3.S8 express basic likes and dislikes</p> <p>3.W1 plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics</p> <p>3.W6 use upper and lower case letters accurately when writing names, places and short sentences during guided writing activities</p> <p>3.W7 spell a growing number of familiar high-frequency</p>

		<p>words accurately during guided writing activities</p> <p>3.W8 include appropriate use of a full stop during guided writing of short, familiar sentences</p>
Explorers & Inventors	Exploring space	<p>3.L2 understand a limited range of short supported questions which ask for personal information</p> <p>3.L8 understand short, narratives on a limited range of general and some curricular topics</p> <p>3.S8 express basic likes and dislikes</p> <p>3.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues</p> <p>3.R6 understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics</p> <p>3.W1 plan, write and check short sentences with considerable support on a limited range of personal, general and some curricular topics</p> <p>3.W2 write words and phrases of regular size and shape</p>
	Marco Polo	<p>3.L6 understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics</p> <p>3.S3 give short, basic description of people and objects on a limited range of general and some curricular topics</p> <p>3.S4 respond to questions on a limited range of general and some curricular topics</p> <p>3.S5 pronounce familiar words and short phrases intelligibly when reading aloud</p> <p>3.R6 understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics</p> <p>3.W2 write words and phrases of regular size and shape</p> <p>3.W3 write short phrases to identify people, places and objects</p> <p>3.W6 use upper and lower case letters accurately when writing names, places and short sentences during guided</p>

		writing activities
	Nice ideas	<p>3.L9 recognise short basic words that are spelt out</p> <p>3.S2 ask questions to find out about present experiences on a limited range of general and some curricular topics</p> <p>3.U3 use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things</p> <p>use simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons</p> <p>3.U6 use demonstrative pronouns this, these, that, those in open and closed questions</p> <p>3.U7 use personal object pronouns [indirect] in conjunction with direct object nouns to describe actions and events</p>
	Inventions in Kazakhstan	<p>3.L6 understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics</p> <p>3.L7 use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics</p> <p>3.L8 understand short, narratives on a limited range of general and some curricular topics</p> <p>3.S2 ask questions to find out about present experiences on a limited range of general and some curricular topics</p>
Term 4		
Water, water everywhere	Rain, rain	<p>3.S3 give short, basic description of people and objects on a limited range of general and some curricular topics</p> <p>3.S5 pronounce familiar words and short phrases intelligibly when reading aloud</p> <p>3.R1 recognise, identify and sound with support a limited range of familiar words in simple sentences</p> <p>3.R2 read and follow with limited support familiar instructions for classroom activities</p>
	By the sea	3.L4 understand a limited range of short supported questions on general and some curricular

		<p>3.L5 distinguish between phonemically distinct words</p> <p>3.L8 understand short, narratives on a limited range of general and some curricular topics</p> <p>3.R1 recognise, identify and sound with support a limited range of familiar words in simple sentences</p> <p>3.W7 spell a growing number of familiar high-frequency words accurately during guided writing activities</p> <p>3.U10 use common present continuous forms, including short answers and contractions, to talk about what is happening now</p>
	A beach story	<p>3.L1 understand short supported classroom instructions in an increasing range of classroom routines</p> <p>3.R2 read and follow with limited support familiar instructions for classroom activities</p> <p>3.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues</p> <p>3.R6 understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics</p> <p>3.W8 include appropriate use of a full stop during guided writing of short, familiar sentences</p> <p>3.U14 use prepositions of location and position: at, behind, between, in, in front of, near, next to, on, under, above to describe where people and things are use prepositions of time: on, in, at to talk about days and times and no preposition next / last week etc.</p>
Having fun	Fun places	<p>3.L6 understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics</p> <p>3.L7 use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics</p> <p>3.L8 understand short, narratives on a limited range of general</p>

		<p>and some curricular topics</p> <p>3.S3 give short, basic description of people and objects on a limited range of general and some curricular topics</p> <p>3.S8 express basic likes and dislikes</p> <p>3.R2 read and follow with limited support familiar instructions for classroom activities</p> <p>3.R3 begin to read with rereading and usual support very short simple fiction and non-fiction texts on a limited range of general and curricular topics</p> <p>3.R5 understand the main points of short simple texts on a limited range of familiar general and some curricular topics by using contextual clues</p> <p>3.R6 understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics</p> <p>3.W7 spell a growing number of familiar high-frequency words accurately during guided writing activities</p> <p>3.U9 use common present simple forms [positive, negative, question] and contractions to talk about what you want and like ,habits and facts, simple future timetabled events</p> <p>3.U17 use me, too and I don't to give short answers</p>
	Number games	<p>3.L1 understand short supported classroom instructions in an increasing range of classroom routines</p> <p>3.R6 understand with considerable support, some specific information and detail in short, simple texts on a limited range of general and some curricular topics</p> <p>3.U2 use cardinal numbers 1 -100 to count and ordinal numbers 1 - 10</p> <p>3.U8 use imperative forms [positive and negative] to give short instructions on limited range of familiar topics</p> <p>3.U11 use has got / have got there is / are statement and question forms including short answers and contractions</p>
	Flying kites	<p>3.L1 understand short supported classroom instructions in an increasing range of classroom routines</p>

		<p>3.L6 understand some specific information and detail of short, supported information or talk on a limited range of general and some curricular topics</p> <p>3.L7 use contextual clues to predict content in short, supported talk on a limited range of general and some curricular topics</p> <p>3.S4 respond to questions on a limited range of general and some curricular topics</p> <p>3.R4 use with some support a simple picture dictionary</p> <p>3.U3 use adjectives, including possessive adjectives, on a limited range of general and some curricular topics to describe things</p> <p>use simple one-syllable and some two-syllable adjectives [comparative form] to make comparisons</p> <p>3.U8 use imperative forms [positive and negative] to give short instructions on limited range of familiar topics</p> <p>3.U10 use common present continuous forms, including short answers and contractions, to talk about what is happening now</p> <p>3.U16 use conjunctions and, or, but to link words and phrases</p>
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Grade 4

Cross curricular units	Topics	Learning objectives
Term 1		
Kazakhstan in the World of Sport	Children's games 1	<p>4.L2 understand an increasing range of supported questions which ask for personal information</p> <p>4.S4 respond to questions on an increasing range of general and some curricular topics</p> <p>4.W4 write with support a sequence of short sentences in a paragraph to give basic personal information</p> <p>4.U12 use adverbs of time and frequency: sometimes,</p>

		<p>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</p> <p>4.U14 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</p> <p>use with / without to indicate; accompaniment with for instrument and for to indicate recipient</p> <p>4.U17 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</p>
	Children's games 2	<p>4.S4 respond to questions on an increasing range of general and some curricular topics</p> <p>4.R2 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics</p> <p>4.W4 write with support a sequence of short sentences in a paragraph to give basic personal information</p> <p>4.U5 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</p> <p>4.U8 use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics</p>
	Olympic Games	<p>4.L4 understand an increasing range of short supported questions on general and some curricular topics</p> <p>4.S4 respond to questions on an increasing range of general and some curricular topics</p> <p>4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics</p> <p>4.W4 write with support a sequence of short sentences in a paragraph to give basic personal information</p> <p>4.U5 use interrogative pronouns who, what and where,</p>

		how many, how much, how often, how big, what kind of to ask questions on growing range of familiar topics
	Aesop's Fables 1	<p>4.L8 understand short, supported narratives on an increasing range of general and some curricular topics</p> <p>4.S4 respond to questions on an increasing range of general and some curricular topics</p> <p>4.S5 pronounce an increasing range of words, short phrases and simple sentences intelligibly</p> <p>4.R3 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics</p> <p>4.U12 use adverbs of time and frequency: <i>sometimes, often, always, never</i> to indicate <i>when and how often</i>; begin to use simple adverbs of manner e.g. <i>well, badly</i>; use common -ly manner adverbs to describe actions e.g. <i>slowly, quickly</i></p>
	Aesop's Fables 2	<p>4.L3 understand the main points of short supported talk on an increasing range of general and some curricular topics</p> <p>4.L8 understand short, supported narratives on an increasing range of general and some curricular topics</p> <p>4.S8 express basic likes and dislikes; recount short, basic stories and events on a limited range of general and some curricular topics</p> <p>4.U3 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</p> <p>4.U12 use adverbs of time and frequency: <i>sometimes, often, always, never</i> to indicate <i>when and how often</i>; begin to use simple adverbs of manner e.g. <i>well, badly</i>; use common -ly manner adverbs to describe actions e.g. <i>slowly, quickly</i></p>
Values in Myths and	Traditional stories 1	4.L4 understand an increasing range of short supported questions on general and some curricular topics

Legends		<p>4.L8 understand short, supported narratives on an increasing range of general and some curricular topics</p> <p>4.S2 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics</p> <p>4.W7 spell most familiar high-frequency words accurately when writing independently</p> <p>4.U15 use <i>would you like to</i> to invite and use appropriate responses <i>yes please, no thanks</i>; use <i>let's + verb</i>; verbs go <i>enjoy like + verb + ing</i>; begin use infinitive of purpose to describe simple actions and verbs <i>want, start + infinitive</i>; use declarative <i>what [a/an] + adjective + noun</i> to show feelings</p>
	Traditional stories 2	<p>4.L8 understand short, supported narratives on an increasing range of general and some curricular topics</p> <p>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</p> <p>4.S4 respond to questions on an increasing range of general and some curricular topics</p> <p>4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics</p> <p>4.U3 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</p> <p>4.U7 use personal subject and object pronouns, including indirect object pronouns and use possessive pronouns <i>mine, yours</i> to give personal information and describe actions and events</p> <p>4.U15 use <i>would you like to</i> to invite and use appropriate responses <i>yes please, no thanks</i>; use <i>let's + verb</i>; verbs go</p>

		<p>enjoy <i>like + verb + ing</i>; begin use infinitive of purpose to describe simple actions and verbs <i>want, start + infinitive</i>; use declarative <i>what [a/an] + adjective + noun</i> to show feelings</p>
	People and places	<p>4.L5 identify initial, middle and final phonemes and blends</p> <p>4.L8 understand short, supported narratives on an increasing range of general and some curricular topics</p> <p>4.R5 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues</p> <p>4.W2 begin to use joined-up handwriting in a limited range of written work</p> <p>4.U3 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</p>
	Dragons and creatures 1	<p>4.S4 respond to questions on an increasing range of general and some curricular topics</p> <p>4.W7 spell most familiar high-frequency words accurately when writing independently</p> <p>4.U1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive ‘s/s’ to name, describe and label things</p> <p>4.U15 use <i>would you like to</i> to invite and use appropriate responses <i>yes please, no thanks</i>; use <i>let’s + verb</i>; verbs <i>go enjoy like + verb + ing</i>; begin use infinitive of purpose to describe simple actions and verbs <i>want, start + infinitive</i>; use declarative <i>what [a/an] + adjective + noun</i> to show feelings</p> <p>4.U16 use conjunctions <i>and, or, but, because</i> to link words and phrases</p>
	Dragons and creatures 2	<p>4.S4 respond to questions on an increasing range of general and some curricular topics</p>

		<p>4.S6 take turns when speaking with others in a growing range of short, basic exchanges</p> <p>4.R3 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics</p> <p>4.W4 write with support a sequence of short sentences in a paragraph to give basic personal information</p> <p>4.U12 use adverbs of time and frequency: sometimes, often, always, never to indicate when and how often</p> <p>begin to use simple adverbs of manner e.g. well, badly; use common –ly manner adverbs to describe actions e.g. slowly, quickly</p> <p>4.U15 use <i>would you like to</i> to invite and use appropriate responses <i>yes please, no thanks</i>; use <i>let's + verb</i>; verbs go enjoy <i>like + verb + ing</i>; begin use infinitive of purpose to describe simple actions and verbs <i>want, start + infinitive</i>; use declarative <i>what [a/an] + adjective + noun</i> to show feelings</p>
Term 2		
Treasure and Heritage	Treasure maps1	<p>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</p> <p>4.S6 take turns when speaking with others in a growing range of short, basic exchanges</p> <p>4.R4 find with support books, worksheets and other print materials in a class or school library according to classification</p> <p>4.U1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive ‘s/s’ to name, describe and label things</p> <p>4.U4 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</p>

		4.U8 use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics
	Treasure map2	<p>4.L3 understand the main points of short supported talk on an increasing range of general and some curricular topics</p> <p>4.S4 respond to questions on an increasing range of general and some curricular topics</p> <p>4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics</p> <p>4.U8 use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics</p> <p>4.U11 use has got/ have got there is/ are statement, negative, question forms including short and full answers and contractions</p> <p>4.U14 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</p>
	Treasure and numbers1	<p>3.S4 respond to questions on an increasing range of general and some curricular topics</p> <p>4.R3 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics</p> <p>4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics</p> <p>4.U2 use cardinal numbers 1 – 1000 and ordinal numbers 1 - 100.</p>
	Treasure and numbers 2	<p>4.L4 understand an increasing range of short supported questions on general and some curricular topics</p> <p>4.S5 pronounce an increasing range of words, short phrases and simple sentences intelligibly</p> <p>4.R3 recognise basic opinions in short, simple texts on an increasing range of general range of general and some</p>

		<p>curricular topics</p> <p>4.W2 begin to use joined-up handwriting in a limited range of written work</p> <p>4.U5 use interrogative pronouns <i>who, what and where, how many, how much, how often, how big, what kind of</i> to ask questions on growing range of familiar topics</p>
	Our planet's treasure 1	<p>4.L3 understand the main points of short supported talk on an increasing range of general and some curricular topics</p> <p>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</p> <p>4.S6 take turns when speaking with others in a growing range of short, basic exchanges</p> <p>4.R3 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics</p> <p>4.W4 write with support a sequence of short sentences in a paragraph to give basic personal information</p>
	Our planet's treasure 2	<p>4.L8 understand short, supported narratives on an increasing range of general and some curricular topics</p> <p>4.S6 take turns when speaking with others in a growing range of short, basic exchanges</p> <p>4.S8 express basic likes and dislikes; recount short, basic stories and events on a limited range of general and some curricular topics</p> <p>4.R5 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues</p>
Professions and ways of Communication	Body language	<p>4.L1 understand an increasing range of classroom instructions</p> <p>4.S1 make basic statements which provide information on an increasing range of general and some curricular topics</p> <p>4.R1 recognise, identify and sound with support a growing</p>

		<p>range of language at text level</p> <p>4.W2 begin to use joined-up handwriting in a limited range of written work</p> <p>4.U1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive ‘s/s’ to name, describe and label things</p> <p>4.U6 use demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and responses</p>
	Communicating around the world	<p>4.L1 understand an increasing range of classroom instructions</p> <p>4.L3 understand the main points of short supported talk on an increasing range of general and some curricular topics</p> <p>4.S1 make basic statements which provide information on an increasing range of general and some curricular topics</p> <p>4.R1 recognise, identify and sound with support a growing range of language at text level</p> <p>4.W6 use upper and lower case letters accurately when writing names, places and short sentences when writing independently</p>
	Technology	<p>4.L2 understand an increasing range of supported questions which ask for personal information</p> <p>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</p> <p>4.W4 write with support a sequence of short sentences in a paragraph to give basic personal information</p> <p>4.U3 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things</p> <p>use simple one-syllable and some two-syllable adjectives [comparative and superlative] to make comparisons</p> <p>4.U11 use has got/ have got there is/ are statement,</p>

		negative, question forms including short and full answers and contractions
Term 3		
Hot and Cold	Weather 1	<p>4.L9 recognise words that are spelt out from a limited range of general and curriculum topics</p> <p>4.S1 make basic statements which provide information on an increasing range of general and some curricular topics</p> <p>4.R5 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues</p> <p>4.W5 link with some support sentences using basic coordinating connectors</p> <p>4.W7 spell most familiar high-frequency words accurately when writing independently</p> <p>4.U10 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 <i>swimming</i>, <i>spelling</i> as nouns to describe familiar and classroom activities</p> <p>4.U16 use conjunctions and, or, but, because to link words and phrases</p>
	Weather 2	<p>4.L4 understand an increasing range of short supported questions on general and some curricular topics</p> <p>4.S2 ask questions to find out about present and possibly past experiences on an increasing range of general and some curricular topics</p> <p>4.S4 respond to questions on an increasing range of general and some curricular topics</p> <p>4.S7 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges</p> <p>4.R6 understand with some support some specific information and detail in short, simple texts on a growing</p>

		<p>range of general and some curricular topics</p> <p>4.W4 write with support a sequence of short sentences in a paragraph to give basic personal information</p> <p>4.W7 spell most familiar high-frequency words accurately when writing independently</p> <p>4.W8 to include appropriate use of full stops and question marks, at sentence level with some accuracy when writing independently</p>
	Volcanoes	<p>4.L3 understand the main points of short supported talk on an increasing range of general and some curricular topics</p> <p>4.L6 understand some specific information and detail of short, supported talk on an increasing range of general and some curricular topics</p> <p>4.L7 use contextual clues to predict content and meaning in short supported talk on an increasing range of general and some curricular topics</p> <p>4.S6 take turns when speaking with others in a growing range of short, basic exchanges</p> <p>4.R3 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics</p> <p>4.R5 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues</p> <p>4.W2 begin to use joined-up handwriting in a limited range of written work</p>
	Snow and ice	<p>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</p> <p>4.U13 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</p> <p>4.U14 use prepositions of location, position and direction: at, in, on, behind, between, in front of, near, next to,</p>

		<p>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</p> <p>4.UE16 use conjunctions and, or, but, because to link words and phrases</p>
Healthy World	Healthy bodies 1	<p>4.S5 pronounce an increasing range of words, short phrases and simple sentences intelligibly</p> <p>4.W7 spell most familiar high-frequency words accurately when writing independently</p> <p>4.UE9 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</p> <p>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 common -ly manner adverbs to describe actions e.g. slowly, quickly</p>
	Healthy bodies 2	<p>4.S6 take turns when speaking with others in a growing range of short, basic exchanges</p> <p>4.W2 begin to use joined-up handwriting in a limited range of written work</p> <p>4.W7 spell most familiar high-frequency words accurately when writing independently</p> <p>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 and superlative] to make comparisons</p> <p>4.UE10 use common present continuous forms, including short answers and contractions, to talk about what is</p>

		happening now and future arrangements on a limited range of personal and familiar topics; use –ing forms <i>swimming, spelling</i> as nouns to describe familiar and classroom activities
	Save our animals 1	<p>3.S7 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges</p> <p>4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics</p> <p>4.W2 begin to use joined-up handwriting in a limited range of written work</p> <p>4.U1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive ‘s/s’ to name, describe and label things</p> <p>4.U5 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</p>
	Save our animals 2	<p>4.L3 understand the main points of short supported talk on an increasing range of general and some curricular topics</p> <p>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</p> <p>4.R2 read and understand with some support short simple fiction and non-fiction texts</p> <p>4.W5 link with some support sentences using basic coordinating connectors</p>
	Help the planet 1	<p>4.L3 understand the main points of short supported talk on an increasing range of general and some curricular topics</p> <p>4.L4 understand an increasing range of short supported questions on general and some curricular topics</p> <p>4.S6 take turns when speaking with others in a growing range of short, basic exchanges</p> <p>4.R2 read and understand with some support short simple</p>

		<p>fiction and non-fiction texts</p> <p>4.U12 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</p>
	Help the planet 2	<p>4.L5 identify initial, middle and final phonemes and blends</p> <p>4.S4 respond to questions on an increasing range of general and some curricular topics</p> <p>4.S8 express basic likes and dislikes; recount short, basic stories and events on a limited range of general and some curricular topics</p> <p>4.R5 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues</p> <p>4.U8 use imperative forms [positive and negative] to give short instructions on a growing range of familiar topics</p>
Term 4		
Journey into Space	Into Space 1	<p>4.L5 identify initial, middle and final phonemes and blends</p> <p>4.R3 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics</p> <p>4.W7 spell most familiar high-frequency words accurately when writing independently</p> <p>4.U3 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things</p> <p>use simple one-syllable and some two-syllable adjectives [comparative and superlative] to make comparisons</p> <p>4.U5 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</p> <p>4.U13 use can to make requests and ask permission use must / mustn't / have to to talk about obligation; use have +</p>

		object + infinitive to talk about obligations
	Into Space 2	<p>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</p> <p>4.S6 take turns when speaking with others in a growing range of short, basic exchanges</p> <p>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</p> <p>4.W4 write with support a sequence of short sentences in a paragraph to give basic personal information</p>
	Planets 1	<p>4.L6 understand an increasing range of short supported questions on general and some curricular topics</p> <p>4.R1 recognise, identify and sound with support a growing range of language at text level</p> <p>4.R4 find with support books, worksheets and other print materials in a class or school library according to classification</p> <p>4.W4 write with support a sequence of short sentences in a paragraph to give basic personal information</p> <p>4. UE2 use cardinal numbers 1 – 1000 and ordinal numbers 1 - 100.</p> <p>4.U17 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</p>
	Planets 2	<p>4.L4 understand an increasing range of short supported questions on general and some curricular topics</p> <p>4.S4 respond to questions on an increasing range of general and some curricular topics</p> <p>4.R5 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues</p> <p>4.W2 begin to use joined-up handwriting in a limited range</p>

		<p>of written work</p> <p>4.UE1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive ‘s/s’ to name, describe and label things</p> <p>4. UE2 use cardinal numbers 1 – 1000 and ordinal numbers 1 - 100.</p> <p>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 and superlative] to make comparisons</p>
	Aliens 1	<p>4.L5 identify initial, middle and final phonemes and blends</p> <p>4.L8 understand short, supported narratives on an increasing range of general and some curricular topics</p> <p>4.S4 respond to questions on an increasing range of general and some curricular topics</p> <p>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</p> <p>4.W7 spell most familiar high-frequency words accurately when writing independently</p> <p>4.UE3 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things;</p> <p>use simple one-syllable and some two-syllable adjectives [comparative and superlative] to make comparisons</p> <p>4.UE4 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</p> <p>4.UE16 use conjunctions and, or, but, because to link words and phrases</p>
	Aliens 2	<p>4.R5 understand the main points of short simple texts on a growing range general and some curricular topics by using contextual clues</p>

		<p>4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics</p> <p>4.W5 link with some support sentences using basic coordinating connectors</p> <p>4.U9 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</p>
Machines	Slow machines 1	<p>4.L6 understand some specific information and detail of short, supported talk on an increasing range of general and some curricular topics</p> <p>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</p> <p>4.R3 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics</p> <p>4.W1 plan, write and check sentences with support on a range of basic personal, general and some curricular topics</p> <p>4.W7 spell most familiar high-frequency words accurately when writing independently</p> <p>4.U5 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</p> <p>4.U12 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</p>
	Slow machines 2	<p>4.L6 understand some specific information and detail of short, supported talk on an increasing range of general and</p>

		<p>some curricular topics</p> <p>4.S1 make basic statements which provide information on an increasing range of general and some curricular topics</p> <p>4.R2 read and understand with some support short simple fiction and non-fiction texts</p> <p>4.W5 link with some support sentences using basic coordinating connectors</p> <p>4.U1 use singular nouns, plural nouns – including some common irregular plural – and uncountable nouns, possessive ‘s/s’ to name, describe and label things</p> <p>4.U6 use demonstrative pronouns this, these, that, those and object pronouns in short statements, questions and responses</p>
	Fast machines 1	<p>4.L5 identify initial, middle and final phonemes and blends</p> <p>4.S4 respond to questions on an increasing range of general and some curricular topics</p> <p>4.S7 contribute a growing range of suitable words, phrases, and sentences including giving opinions during short pair, group and whole class exchanges</p> <p>4.R1 recognise, identify and sound with support a growing range of language at text level</p> <p>4.W2 begin to use joined-up handwriting in a limited range of written work</p> <p>4.U3 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</p> <p>4.U14 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</p>

	Fast machines 2	<p>4.S4 respond to questions on an increasing range of general and some curricular topics</p> <p>4.S6 take turns when speaking with others in a growing range of short, basic exchanges</p> <p>4.W4 write with support a sequence of short sentences in a paragraph to give basic personal information</p> <p>4.W7 spell most familiar high-frequency words accurately when writing independently</p> <p>4.U3 use adjectives, including possessive adjectives, on a growing range of general and some curricular topics to describe things;</p> <p>use simple one-syllable and some two-syllable adjectives [comparative and superlative] to make comparisons</p> <p>4.U13 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</p> <p>4.U16 use conjunctions and, or, but, because to link words and phrases</p>
	Robots 1	<p>4.L8 understand short, supported narratives on an increasing range of general and some curricular topics</p> <p>4.S4 respond to questions on an increasing range of general and some curricular topics</p> <p>4.R3 recognise basic opinions in short, simple texts on an increasing range of general range of general and some curricular topics</p> <p>4.W8 to include appropriate use of full stops and question marks, at sentence level with some accuracy when writing independently</p> <p>4.U4 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</p> <p>4.U11 use has got/ have got there is/ are statement, negative, question forms including short and full answers and contractions</p>

		<p>4.U14 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</p>
	Robots 2	<p>4.L8 understand short, supported narratives on an increasing range of general and some curricular topics</p> <p>4.R2 read and understand with some support short simple fiction and non-fiction texts</p> <p>4.R4 find with support books, worksheets and other print materials in a class or school library according to classification</p> <p>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</p> <p>4.W5 link with some support sentences using basic coordinating connectors</p> <p>4.U13 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</p> <p>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;</p> <p>begin use infinitive of purpose to describe simple actions and verbs want, start + infinitive;</p> <p>use declarative what [a/an] + adjective + noun to show feelings</p>

Appendix 1. Visual representation of conceptual ideas on updating the content of secondary education.

