**ЧАСТНОЕ ОБРАЗОВАТЕЛЬНОЕ УЧРЕЖДЕНИЕ ДОПОЛНИТЕЛЬНОГО ОБРАЗОВАНИЯ «ШКОЛА АНГЛИЙСКОГО ЯЗЫКА «ЕС»**

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**Дополнительная общеобразовательная программа-дополнительная общеразвивающая программа**

**УЧЕБНАЯ ПРОГРАММА**

**«Английский язык для школьников»**

Составлена методистами

ЧОУДО «Школа английского языка «Ес»

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**ПОЯСНИТЕЛЬНАЯ ЗАПИСКА**

Значение английского языка в современном мире невозможно переоценить. На сегодняшний день именно английский стал наиболее востребованным иностранным языком. Он по праву считается языком международного общения, поскольку более миллиарда человек используют его в тех или иных целях, но лишь для половины из них английский является родным. Это служит убедительным доказательством того, что миллионы людей всех возрастов выбирают английский в качестве первого иностранного языка для изучения.

Знание английского языка позволяет уверенно чувствовать себя во время зарубежных поездок, открывает возможности обучения в лучших зарубежных вузах, является критерием для успешной карьеры. Этим определяется все возрастающий интерес к изучению английского языка.

Английский язык давно стал одним из важнейших компонентов подготовки учащихся к условиям постоянно меняющегося современного мира. Обучение иностранным языкам, начинающееся на ранних стадиях развития личности, вносит большую лепту в формирование ребенка как индивидуума. Английский язык не только приобщает учащихся к одному из основных средств межкультурного общения, важнейшему источнику информации о современном мире, но и помогает реализовывать основную цель образования – формирование всестороннее развитой личности.

**Направленность программы**

Программа нацелена на реализацию личностно-ориентированного, коммуникативно-когнитивного, социокультурного и деятельностного подходов к обучению английскому языку.

В качестве интегративной цели обучения рассматривается формирование иноязычной коммуникативной компетенции, то есть способности и реальной готовности детей дошкольного возраста (3-5 лет) осуществлять иноязычное общения и добиваться взаимопонимания с носителями иноязычной культуры, а также развитие и воспитание детей средствами учебного предмета «Английский язык».

Программа конкретизирует содержание предметных тем образовательного стандарта, дает распределение учебных часов по темам курса и рекомендует последовательность изучения тем и языкового материала с учетом логики построения учебного процесса, возрастных особенностей учащихся, межпредметных связей и навыков, необходимых успешной личности в 21 веке.

**Актуальность программы**

Стремительный рост популярности изучения английского продиктован потребностями детей и их родителей, которые осознают, что обучение английскому языку создает прекрасные возможности для того, чтобы вызвать интерес к языковому и культурному многообразию мира, уважение к языкам и культуре других народов, способствует развитию коммуникативно - речевого такта. Иностранный язык в общем, и английский язык, в частности, приобщает детей к одному из основных средств межкультурного общения и помогает реализовывать основную цель образования, как-то формирование всесторонне развитой личности. Проблема обучения английскому языку на начальной ступени обучения заключается в необходимости изыскивать резервы в организации обучения, чтобы не упустить и воспользоваться преимуществом сенситивного периода усвоения иностранного языка в этом возрасте.

Программа дополнительного образования направлена на воспитание интереса к овладению английским языком, формирование гармоничной личности, развитию познавательных и языковых способностей, что соответствует основному вектору образовательной системы в современном мире, который состоит в формировании коммуникативной компетенции, т.е. способности и готовности осуществлять иноязычное межличностное и межкультурное общение с носителями языка. Занятия по этой программе способствуют ускоренному совершенствованию образовательного пространства, где созданы все условия для достижения успешности всеми учащимися, с целью оптимизации общекультурного, личностного и познавательного развития каждого ребенка, учитывая возрастные особенности учащихся.

Работая по этой программе, учащиеся имеют возможность овладеть иноязычной коммуникацией через совершенствование всех четырех языковых навыков. Работа над уровнем владения языка ведётся через уроки, насыщенные играми и увлекательными заданиями по чтению и подготовке к чтению, письму и подготовке к письму, аудированию и говорению. Формирование навыков осуществляется за счет посильности заданий и логично выстроенных упражнений. Дети совершенствуют навык письма, начиная с рисования простых линий и заканчивая обведением и прописью букв в целых словах; Навык чтения совершенствуется благодаря постепенному увеличению сложности упражнений от прослушивания аудиозаписей и просмотра картинок к совместному чтению историй с простым текстом. Обучение проходит естественно, в игровой форме, с учетом возрастных особенностей учащихся. Помимо прочего программа насыщена метапредметными связями, дети знакомятся с окружающим миром через иностранный язык. По окончанию курса дети имеют достаточные знания и достаточно сформированные языковые навыки, соответствующие уровню необходимого для комфортного перехода в новую среду обучения, а именно, начальную школу. Этим, в частности, и определяется актуальность данной программы. Содержание программы тесно связано с основными содержательными линиями, предметным содержанием речи, содержанием и объемом коммуникативных умений во всех видах речевой деятельности, навыков пользования языковыми средствами в программах дошкольного образования. Это обеспечивает взаимосвязь и преемственность занятий по программе My Little Island с предстоящими уроками английского языка по основной школьной или дополнительной программах начальной школы.

**Новизна программы**

Новизна программы состоит в том, что в процессе обучения учащиеся постепенно погружаются в мир англоязычной культуры, учатся видеть связь английской культуры с культурой России и с жизнью человека. Каждое занятие –это новый шаг в познании*.*

Развитие творческих и коммуникативных способностей обучающихся на основе их собственной деятельности также является отличительной чертой данной программы. Такой подход, направленный на социализацию и активизацию собственных знаний, актуален в условиях необходимости осознания себя в качестве личности, способной к самореализации именно в уязвимом детском возрасте, что даёт ребенку ощущение успеха и важности его деятельности.

Данная образовательная программа педагогически целесообразна, т. к. при ее реализации занятия иностранным языком воспринимаются учащимися не только как игра или занятие, но и как жизненная необходимость, для озвучания своих желаний, потребностей и взаимодействия со взрослыми и сверстниками.

Реализация программы опирается на коммуникативную методику обучения иностранному языку, которая направлена на обучение разговорной речи. Данный подход в обучении позволит учащимся эффективно использовать свои знания и умения в условиях современного общества. При реализации программы происходит дальнейшее развитие языковых навыков, систематизация ранее изученного материала, а также увеличение объема знаний.

**Описание учебного пособия и его особенностей**

My Little Island – это трехуровневый курс английского языка для учащихся дошкольных учреждений в возрасте от 3 до 6 лет.

Учебное пособие содержит современные интересные материалы и актуальные темы, соответствующие возрасту и социальным потребностям учащихся. Английский язык используется в реальных жизненных ситуациях, с которыми дети сталкиваются каждый день. Материалы учебного пособия позволяют сбалансированно развивать все языковые навыки и умения. На каждом уроке учащиеся чувствуют вовлеченность в образовательный процесс, так как множество разнообразных игр и медиа материалов делают обучение веселым и увлекательным, а интерактивные упражнения на онлайн Digital Tools, входящие в состав УМК, дают возможность практиковать полученные знания дома в увлекательном формате.

My Little Island уделяет особое внимание 4-м принципам обучения:

1. Реальность, с которой ребенок сталкивается каждый день, должна быть в центре изучения и являться основой для выбранного материала.
2. Учащийся, который вовлечен – учится лучше.
3. Каждый ребенок является уникальной личностью, со своими интересами, особенностями и стилями обучения. Учебные материалы должны соответствовать этим потребностям.
4. Успешное обучение гарантировано тогда, когда процессы формирования языковых навыков связанны друг с другом и находятся в постоянной рециркуляции на протяжении всего процесса обучения.

Предметно-языковое интегрированное обучение (CLIL) представленное в программе повышает интерес к предмету, поможет расширить кругозор и пополнить словарный запас учащихся. Через иностранный язык дети знакомятся с математикой, музыкой, искусством, окружающим миром, а также правилами поведения в обществе и этикетом.

**Цели программы**

Изучение английского языка в рамках данной программы предполагает развитие иноязычной коммуникативной компетенции в совокупности ее составляющих: речевой, языковой, социокультурной, компенсаторной, учебно-познавательной и преследует следующие цели:

* формирование и развитие языковой коммуникативной компетенции в устных и письменных видах речевой деятельности;
* развитие интеллектуальных функций и повышение речевых возможностей учащихся;
* удовлетворение познавательных интересов и развитие познавательных способностей дошкольников;
* формирование общеучебных умений и навыком и воспитание ответственного отношения к учебе;
* формирование страноведческой мотивации с помощью доступной для этого возраста аутентичной информации о странах изучаемого языка и их культуре;
* повышение общего уровня владения английским языком.

**Задачи программы**

Общеучебные задачи

* формирование представления об английском языке как о средстве общения с людьми, говорящими на нем, и как на источнике информации;
* расширение лингвистического кругозора учащихся, приобретение навыков говорения, аудирования, чтения и письма;
* формирование повышенной мотивации к дальнейшему изучению английского языка;
* развитие личностных качеств дошкольников, таких как критическое мышление, оперативная память, способность принимать самостоятельные ответственные решения, внимание, воображение, неординарный подход к решению проблем;
* формирование и развитие навыков самоконтроля и самооценки;
* формирование навыка социально-психологической адаптации к таким новым ситуациям, как общение на иностранном языке.

Развивающие задачи:

* развитие общих и специальных учебных умений, позволяющих совершенствовать учебную деятельность по овладению иностранным языком, удовлетворять с его помощью познавательные интересы в других областях знания.
* развитие и воспитание способности и готовности к самостоятельному и непрерывному изучению иностранного языка, дальнейшему самообразованию с его помощью, использованию иностранного языка в других областях знаний; способности к самооценке через наблюдение за собственной речью на родном и иностранном языках; социальная адаптация;
* дальнейшее развитие умений выходить из положения в условиях дефицита языковых средств при получении и передаче иноязычной информации.

Обучающие задачи:

* совершенствование коммуникативных умений в четырех основных видах речевой деятельности (говорении, аудировании, чтении и письме); умений планировать свое речевое и неречевое поведение;
* систематизация ранее изученного материала; овладение новыми языковыми средствами в соответствии с отобранными темами и сферами общения: увеличение объема используемых лексических единиц; развитие навыков оперирования языковыми единицами в коммуникативных целях;
* увеличение объема знаний о мире, совершенствование умений строить свое речевое и неречевое поведение.

**Целевая аудитория программы**

Возраст учащихся, участвующих в реализации данной образовательной программы - от 3 до 6 лет.

**Условия набора учащихся в группы**

Набор в группу, работающую по данной программе, осуществляется на основании входного тестирования (Placement test), в котором проверяется как знание лексико-грамматических аспектов языка, так и уровень сформированности умений во всех видах речевой деятельности (аудирование, чтение, письмо). Входное тестирование включает в себя похождение устного собеседования (интервью) с преподавателем с целью определения уровня сформированности умений в устной речи.

**Сроки реализации программы**

Программа рассчитана на 3 года обучения. Количество занятий, предусмотренное к посещению за один академический год, варьируется от 73 до 103 занятий длительностью 1 академический час каждое в зависимости от выбора уровня углубленности программы. На полное «углубленное» освоение всех уровней программы требуется 279 занятий.

**Форма обучения:** очная, включающая элементы смешанного обучения (blended learning), так как работа по учебному пособию My Little Island предполагает закрепление изученного материала дома с помощью игр на СD-ROM, входящего в состав УМК.

**Форма организации образовательного процесса** происходит в соответствии с индивидуальными учебными планами

**Режим занятий**

Занятия проводятся два раза в неделю по 1 астрономическому часу (60 минут).

**Планируемые результаты**

К концу **первого** года обучения учащиеся будут знать:

- *основную лексику по темам:*

* Числа от 1 до 5
* Геометрические фигуры
* Базовые цвета
* Семья и члены семьи
* Глаголы движения
* Еда и Напитки
* Любимые игрушки
* Школьные предметы (канцелярия и мебель)
* Моя комната (мебель)
* Части лица
* Домашние животные (питомцы)
* В саду (природа)

- *основные грамматические структуры:*

* Императивные побуждающие предложения
* Предлоги: in, on, under
* Указательная конструкция «It is» в утвердительных, отрицательных и вопросительных предложениях, а также в конструкциях краткого ответа
* Выражение своих предпочтений с использованием глагола «like» в настоящем времени
* Использование глагола «can» в утвердительных предложениях
* Конструкция «have got» для обозначения принадлежности в утвердительных предложениях
* Глагол «to be» в настоящем времени в утвердительных и отрицательных предложениях

К концу первого года обучения учащиеся будет уметь:

* приветствовать и отвечать на приветствие;
* познакомиться, представиться, попрощаться;
* поздравить и поблагодарить за поздравление, извиниться;
* участвовать в диалоге- побуждению к действию, соблюдая нормы вежливости;
* воспринимать и понимать речь преподавателя и собеседников в процессе диалогического общения на уроке, небольших простых сообщений.

К концу **второго** года обучения учащиеся будут знать:

*-основную лексику по темам:*

* Школьные предметы (канцелярия и мебель)
* Семья
* Игрушки
* Комнаты
* Части тела
* Еда(блюда)
* Домашние животные (на ферме)
* Погода
* Числа от 1 до 10

*-основные грамматические структуры:*

* Выражение своих предпочтений с использованием глагола «like» в настоящем времени в утвердительных, отрицательных и вопросительных предложениях
* Указательная конструкция «It is» в утвердительных, отрицательных и вопросительных предложениях, а также в конструкциях краткого ответа
* Использование глагола «can» в утвердительных, отрицательных и вопросительных предложениях, а также в конструкциях краткого ответа
* Конструкции «This is», «These are» в утвердительных предложениях

К концу второго года обучения учащиеся будет уметь:

* приветствовать и отвечать на приветствие;
* познакомиться, представиться, попрощаться;
* поздравить и поблагодарить за поздравление, извиниться;
* участвовать в диалоге- побуждению к действию, соблюдая нормы вежливости;
* просить о помощи и предлагать помощь, соблюдая нормы вежливости;
* участвовать в диалоге-расспросе (уметь задавать вопросы: кто? что? где?);
* воспринимать и понимать речь преподавателя и собеседников в процессе диалогического общения на уроке, небольших простых сообщений.

К концу **третьего** года обучения учащиеся будут знать:

*-основную лексику по темам:*

* Школа (места и дейтсвия)
* Профессии
* Цифры от 1 до 20
* Город, здания в нём, транспорт
* Одежда
* Эмоции
* Посуда
* Фрукты и овощи
* Дикие животные
* Места в городе и на природе

-*основные грамматические структуры:*

* Грамматическое время «Present Continuous» в утвердительной, вопросительной и отрицательной форме для обозначения действий, происходящих в момент речи
* Личные местоимения
* Конструкции «This is», «These are» в утвердительных предложениях
* Выражение своих предпочтений с использованием глагола «like» в настоящем времени в утвердительных, отрицательных и вопросительных предложениях
* Использование глагола «want» в утвердительных и вопросительных предложениях
* Настоящее время Present Simple для описания ежедневных привычных действий в утвердительной, вопросительной и отрицательной форме

К концу третьего года обучения учащиеся будет уметь:

* приветствовать и отвечать на приветствие;
* познакомиться, представиться, попрощаться;
* поздравить и поблагодарить за поздравление, извиниться;
* участвовать в диалоге- побуждению к действию, соблюдая нормы вежливости;
* просить о помощи и предлагать помощь, соблюдая нормы вежливости;
* участвовать в диалоге-расспросе (уметь задавать вопросы: кто? что? где?);
* составлять монологические высказывания по пройденной тематике;
* понимать основное содержание несложных рассказов, комиксов (с опорой на иллюстрацию, языковую догадку);
* участвовать в простой дискуссии и побуждать собеседника к коммуникации;
* воспринимать и понимать речь преподавателя и собеседников в процессе диалогического общения на уроке, небольших простых сообщений.

**Формы подведение итогов** реализации дополнительной образовательной программы

* ежемесячное участие в проектах по изучаемым темам;
* тестирование после изученной темы;
* итоговое тестирование в конце учебного года.

Тестирование включает в себя прохождение устного собеседования (интервью) с преподавателем с целью определения уровня сформированности умений в устной речи.

**Форма отслеживания результатов** происходит во внутришкольном журнале посещаемости.

**Материально-техническое обеспечение** результатов

* удобное, комфортное помещение площадью минимум 8 кв. м. при индивидуальном обучении и 25 кв. м. при мини-групповом;
* необходимая мебель для преподавателя и учащихся;
* шкафы и стеллажи для хранения учебной литературы и наглядных пособий;
* магнитно-маркерная доска;
* интерактивная доска;
* игрушки (из мягких и твердых материалов);
* компьютер;
* интернет;
* канцелярские принадлежности.

**Приёмы и методы организации учебно-воспитательного процесса**

Основными видами деятельности являются информационно-рецептивная, репродуктивная и творческая.

Информационно-рецептивная деятельность учащихся предусматривает освоение учебной информации через рассказ преподавателя, совместную работу с учебной литературой, игры или через аудио/видео материалы.

Репродуктивная деятельность учащихся направлена на овладение ими умениями и навыками через построение монологических высказываний, диалогов на заданную тему, описанию изображений, предметов или ситуаций по заданному описанию. Эта деятельность способствует развитию внимательности, аккуратности и аналитического мышления у обучающихся.

Творческая деятельность предполагает самостоятельную работу учащихся.

Взаимосвязь этих видов деятельности дает учащимся возможность научиться использовать иностранный язык в разных сферах жизни, овладеть новыми лексически и грамматическими структурами, а также проявить свои творческие способности.

При обучении используются основные методы организации и осуществления учебно-познавательной работы, такие как словесные, наглядные, практические, индуктивные и проблемно-поисковые. Выбор методов (способов) обучения зависит о психофизиологических, возрастных особенностей детей, темы и формы занятий. При этом в процессе обучения все методы реализуются в теснейшей взаимосвязи.

Методика проведения занятий предполагает постоянное создание ситуаций успешности, радости от преодоления трудностей в освоении изучаемого материала и при выполнении различных заданий. Этому способствуют совместные обсуждения технологии выполнения заданий, а также поощрение, создание положительной мотивации, актуализация интереса, конкурсы и игровая деятельность.

Важными условиями творческого самовыражения воспитанников выступают реализуемые в педагогических технологиях идеи свободы выбора. Учащимся предоставляется право выбора творческих работ, материалов и технологий изготовления.

**Методическое обеспечение программы**

Pupil’s Book - Учебник для студента – разбит на 8 юнитов, что позволяет учащимся легче и глубже изучать язык и усваивать информацию. Каждый юнит состоит из 8 уроков и заканчивается разделом повторения. Каждый юнит включает в себя набор лексики, простые интересные истории для презентации этой лексики, CLIL, раздел «Values», который знакомит детей с нормами вежливости в мире, различные упражнения и задания, а также каждый раздел оснащен красочными изображениями. Учебник дополнен набором наклеек для использования в процессе обучения.

Activity Book with Audio CD – Рабочая тетрадь с аудиодиском – содержит дополнительные упражнения и задания для самостоятельной работы и предполагает закрепление пройденного на уроке материала. Помимо закрепления материала, в рабочей тетради содержаться задания для развития навыков письма и мелкой моторики. На аудиодиске содержаться песни и чанты.

Class Audio CD – Аудиодиск для работе в классе – содержит песни, чанты, истории и задания на аудирование.

Teacher’s Book with ActiveTeach – Книга для учителя с электронным ресурсом для компьютера или интерактивной доски – содержит полный учебник с планами уроков и подсказками учителю, а также электронный компонент с интерактивными учебником.

Posters – Постеры – 3 постера с ярким изображением для мотивации детей к обучению.

Flash-Cards – Карточки – 48 цветных картонных карточек с изображениями изучаемой лексики для презентации, повторения или игр.

CD-ROM – содержит озвученные истории из учебника, flash-игры на отработку и повторение лексики и грамматических конструкций.

Поурочное тематическое планирование курса «My Little Island» (Level 1, 68 часов)

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| **№**  **п/п** | **Раздел (Unit)** | **Тема/ дата занятия** | **Цели занятия (Objectives)** | **Содержание учебного материала** | | | **Повторение (Review)** | **Опора на физические действия (TPR Actions)** | **Планируемые предметные результаты освоения**  **Материала (Preschool Learning Outcomes)** | **Методическое и техническое оснащение** |
| **Лексика** | **Грамматика/ структуры** | |
| **1** | **Unit 1. Welcome** | **Lesson 1 (Unit 1)**  **Welcome** | To introduce the book and the new characters, to sing a song, to say hello | hello, Kimmy, Timmy, welcome | I’m (Kimmy). | |  | Clap, look, open arms, wave; classroom instructions: colour, draw, listen, look, sing, speak; classroom actions: dance, hands down, hands up, jump, sit down, stand up, walk | Understand basic classroom instructions;  Understand a new language structure;  Listen to a story and look at pictures;  Use TPR to understand language;  Sing songs and chants with TPR;  Interact with other children;  Share information about themselves;  Develop a positive attitude towards the English language | Pupil’s Book (PB) p 4-11; Activity Book (AB) p 4-9; class Audio CD A: tracks 1-12; Course Posters: My Little Island Map, Meet Your New Friends!  **Optional**:  CD-ROM; Active Teach; Sammy the Squirrel puppet |
| 2 | Lesson 2 Story “First Day” | To understand a picture story, to learn new vocabulary and a new language structure, to role-play | Bye, goodbye, hello, hi |  |
| 3 | Lesson 3  Actions | To introduce and practice basic classroom instructions | Colour, draw, listen, look, sing, speak | Hello, look |
| 4 | Lesson 4  Actions | To learn new TPR commands, to learn a new song | Dance, hands down, hands up, jump, sit down, stand up, walk |  |
| **5** | **Unit 2. My Class** | **Lesson 5 (Unit 2)**  **My Class** | To identify classroom items in a scene, to sing a song and learn actions | Book, chair, crayon, pencil, table, teacher | I’ve got a  (pencil) | |  | Clap, empathic gesture, look action, make circles in the air, paint action, point to head, pretend to colour, pretend to draw, pretend to read, question action, shake arms, sit down, tap on table, trace a circle in the air | Listen to a story and look at pictures;  Use pictures to make predictions;  Sing songs and chants with TPR;  Interact with other children;  Share information about themselves;  Develop a positive attitude towards the English language. | PB p 12-19; AB p 10-15; Flashcards 1-6; Class Audio CD tracks 13-24; Course Posters: My Little Island Map, Meet Your New Friends!; stickers (back of PB)  **Optiona**l:  CD-ROM; Active Teach; Sammy the Squirrel puppet |
| 6 | Lesson 6 Vocabulary | To practice new vocabulary words |  |
| 7 | Lesson 7  Story  “Timmy’s Bag” | To understand a picture story, to learn a new language structure, to listen to and to recognize the intonation in a sentence |  |
| 8 | Lesson 8 Colours | To learn a new colour (red), to sing a song | Red |  |
| 9 | Lesson 9 CLIL | To learn a new shape (circle); to say a chant | Circle, in | Actions |
| 10 | Lesson 10 Phonics Time | To recognize and produce the sound that the letter P stands for | Pan, puppy | Pencil, pink, puzzle |
| 11 | Lesson 11 Values | To learn about the value of asking nicely, to role-play | Please, thank you |  |
| 12 | Lesson 12  Unit 2 Review | To review and assess unit vocabulary and language structures |  | Classrom vocabulary; circle, in, red; I’ve got a (pencil); please/ thank you |
| Project  Art: Pencil cup | To review the structures and vocabulary |  | Structures and vocabulary |
| **13** | **Unit 3. My Family** | **Lesson 13 (Unit 3)**  **My Family** | To identify family vocabulary in a scene  To sing a song | Baby, brother, dad, family, mum, sister | This is my (sister) | | Bye, hello, red | Clap, empathic gesture, make triangles in the air, paint action, question action, shake arms, trace a triangle in the air, wave | Respond to questions with short, simple answers.  Understand a new language structure and the preposition ON.  Listen to a story and look at pictures.  Use pictures to make predictions. | PB pages 20-27; Activity book pages 16-21;Flashcards 7-12;Class Audio CD A: Tracks 25-36; Course Posters: My Little Island Map, Shapes and Colours, Meet Your New Friends!; stickers (back of Pupil’s Book and shown on page T96) |
| 14 | Lesson 14  Vocabulary | To practice new vocabulary words | Bye, hello, red |
| 15 | Lesson 15  Story  “The Castle” | To understand a picture story, to learn a new language structure, to role-play |  | | This is my (mum) | Hello |

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| 16 | **Unit 3. My Family** | Lesson 16  Colours | To learn a new colour (blue), to sing a song | blue |  | Red |  | | Sing songs and chants with TPR.  Interact with other children.  Share information about themselves.  Develop a positive attitude towards the English language. | **Optiona**l:  CD-ROM, Active Teach, Sammy the Squirrel puppet |
| 17 | Lesson 17  CLIL | To learn a new shape (triangle); to say a chant |  |  |
| 18 | Lesson 18  Phonics Time | To recognize and produce the sound that the letter M stands for | music | Me, milk, mum | Practise phonemic awareness: initial M  Complete phonics pages 78-79  Listen to the audio  Sing songs | |
| 19 | Lesson 19  Values | To learn about the value of saying ‘sorry’, to role-play | I’m sorry |  |  | |
| 20 | Lesson 20  Unit 3 Review | To review and assess unit vocabulary and language structures |  | Family words; blue, triangle; This is my (sister); I’m sorry |  |  | |
| Project Social Studies  Picture frame | To learn to use the vocabulary and structures of the unit |  | Classroom structures and vocabulary |
| 21 | **Unit 4 My Room** | **Lesson 21 (Unit 4)**  **My Room** | To identify room vocabulary in a scene, to sing a song | Bed, clock, door, lamp, square, toy box, window | It’s a (house) |  | Clap, clock action, listen, make squares in the air, paint action, question action, shake arms, sleep action, trace a square in the air, and wave. | Respond to questions with short, simple answers.  Understand a new language structure and the preposition UNDER.  Listen to a story and look at pictures;  Use pictures to make predictions;  Sing songs and chants with TPR;  Interact with other children; | | Pupil’s Book pages 28-35; Activity Book pages 22-27; Flashcards 13-18; Audio CD A: Tracks 37-48; Course Posters: My Little Island Map, Shapes and Colours, Meet Your New Friends!; stickers (back of Pupil’s Book and shown on page T96)  **Optional**:  CD-ROM, Active Teach, Sammy the Squirrel Puppet |
| 22 | Lesson 22  Vocabulary | To practice new vocabulary words | Bed, clock, door, lamp, square, toy box, window |  |
| 23 | Lesson 23  Story  “It’s a House” | To understand a picture story, to learn a new language structure, to listen to and recognize the intonation in statements, to role-play | It’s a (house) | Table |
| 24 | Lesson 24  Colours | To learn a new colour (green), to sing a song | green | Blue, red |
| 25 | Lesson 25  CLIL | To learn a new shape (square), to say a chant | square | Colours, shapes |
| 26 | Lesson 26  Phonics Time | To recognize and produce the sound that the letter T stands for | teeth | Table, toy box, turtle |
| 27 | Lesson 27  Values | To learn about the value of helping others, to role-play | I can help |  |
| 28 | Lesson 28  Unit 4 Review | To review and assess unit vocabulary and language structures |  | Room vocabulary: green, square; it’s a (house), dad, mum. |
| **№**  **п/п** | **Раздел (Unit)** | **Тема/ дата занятия** | **Цели занятия (Objectives)** | **Содержание учебного материала** | | **Повторение (Review)** | **Опора на физические действия (TPR Actions)** | **Планируемые предметные результаты освоения**  **Материала (Preschool Learning Outcomes)** | | **Методическое и техническое оснащение** |
| **Лексика** | **Грамматика/ структуры** |
| **29** | **Unit 5. My Toys** | **Lesson 29 (Unit 5)**  **My Toys** | To identify toy vocabulary in a scene, to sing a song. | Ball, blocks, doll, kite, puzzle, teddy bear | It’s (blue). | I’ve got a (ball): colours; shapes; blue, book, circle, green, red, square, toy box, triangle, Kimmy, kite | Bounce a ball, cuddle, fly kite, hold up and wiggle fingers, emphatic gesture, jump, paint action, question action, stack blocks, clap, kick | | Respond to questions with short, simple answers. Understand a new language structure.  Listen to a story and look at pictures;  Use pictures to make predictions;  Sing songs and chants with TPR;  Interact with other children;  Share information about themselves;  Develop a positive attitude towards the English language. | Pupil’s Book pages 36-43; Activity Book pages 28-33; Flashcards 19-24; Audio CD A: Tracks 49-60; Course Posters: My Little Island Map, Shapes and Colours, Meet Your New Friends!; stickers (back of Pupil’s Book and shown on page T96)  **Optional**:  CD-ROM, Active Teach, Sammy the Squirrel Puppet |
| 30 | Lesson 30  Vocabulary | To practice new vocabulary words |
| 31 | Lesson 31  Story  “My Ball” | To understand a picture story, to learn a new language structure, to listen to and recognize the intonation in questions and answers, to role-play |
| 32 | Lesson 32  Colours | To learn a new colour (yellow), to sing a song | yellow |
| 33 | Lesson 33  CLIL | To learn new numbers. | 1-3 |
| 34 | Lesson 34  Phonics Time | To recognize and produce the sound that the letter K stands for | Key, king, kitten. |
| 35 | Lesson 35  Values | To learn about the value of putting away toys, to role-play | 1-3 |
| Lesson 36  Unit 5 Review  Project Science: Kite made out of paper bag | To review and assess unit vocabulary and language structures |  |
| **37** | **Unit 6. My Face** | **Lesson 37 (Unit 6)**  **My Face** | To identify face vocabulary in a scene, to sing a song. | Ears, eyes, face, hair, mouth, nose. | Open/close your eyes. | This is my (face). It’s my (hair). It’s (green). 1-3; colours, shapes; blue, circle, green, red, square, yellow, triangle, dog, doll, door. | Hold up and wiggle fingers, jump, open/close eyes, open/close mouth, paint action, point to nose, question action, shake head, wiggle ears with hands, clap, dance, turn around. | | Respond to questions with short, simple answers.  Understand a new language structure.  Listen to a story and look at pictures.  Use pictures to make predictions.  Sing songs and chants with TPR.  Interact with other children.  Share information about themselves.  Develop a positive attitude towards the English language. | Pupil’s Book pages 44-51; Activity Book pages 34-39; Flashcards 25-30; Audio CD B: Tracks 1-12; Course Posters: My Little Island Map, Shapes and Colours, Meet Your New Friends!; stickers (back of Pupil’s Book and shown on page T96)  **Optional**:  CD-ROM, Active Teach, Sammy the Squirrel Puppet |
| 38 | Lesson 38  Vocabulary | To practice new vocabulary words |
| 39 | Lesson 39  Story  “My Face” | To understand a picture story, to learn a new language structure, to listen to and recognize the intonation in questions and answers, to role-play |
| 40 | Lesson 40  Colours | To learn a new colour (brown), to sing a song | brown |
| 41 | Lesson 41  CLIL | To learn the number 4. | 4 |
| 42 | Lesson 42  Phonics Time | To recognize and produce the sound that the letter D stands for | drum |
| 43 | Lesson 43  Values | To learn about the value of covering your nose and mouth when you sneeze or cough, to role-play |  |
| 44 | Lesson 44  Unit 6 Review  Project  Art: Face made out of modelling clay | To review and assess unit vocabulary and language structures |  |
|  |  |
| **45** | **Unit 7. Food** | **Lesson 45 (Unit 7)**  **Food** | To identify food vocabulary in a scene, to sing a song. | Cheese, cake, juice, milk, water, yogurt | I like/don’t like (juice). | 1-4; colours, shapes; blue, brown, circle, green, please, red, square, thank you, triangle, yellow, lamp, listen. | Cheer, icing action, hands out, hold up and wiggle fingers, jump, make a circle with arms, pretend to pour, question action, rub tummy, clap, laugh, listen, look. | | Respond to questions with short, simple answers.  Understand a new language structure.  Listen to a story and look at pictures.  Use pictures to make predictions.  Sing songs and chants with TPR.  Interact with other children.  Share information about themselves.  Develop a positive attitude towards the English language. | Pupil’s Book pages 52-59; Activity Book pages 40-45; Flashcards 31-36; Audio CD B: Tracks 13-24; Course Posters: My Little Island Map, Shapes and Colours, Meet Your New Friends!; stickers (back of Pupil’s Book and shown on page T96)  **Optional**:  CD-ROM, Active Teach, Sammy the Squirrel Puppet |
| 46 | Lesson 46  Vocabulary | To practice new vocabulary words |
| 47 | Lesson 47  Story  “I Like Cake” | To understand a picture story, to learn a new language structure, to listen to and recognize the intonation in questions and answers, to role-play |  |
| 48 | Lesson 48  Colours | To learn a new colour (orange), to sing a song | orange |
| 49 | Lesson 49  CLIL | To learn the number 5. | 5 |
| 50 | Lesson 50  Phonics Time | To recognize and produce the sound that the letter L stands for | lemon |
| 51 | Lesson 51  Values | To learn about the value of sharing, to role-play |  |
| 52 | Lesson 52  Unit 7 Review  Project  Science: Poster showing dairy products | To review and assess unit vocabulary and language structures |  |
| **53** | **Unit 8. Animals** | **Lesson 53 (Unit 8)**  **Animals** | To identify animal vocabulary in a scene, to sing a song. | Bird, cat, dog, fish, mouse, turtle. | The (dog) is/isn’t (blue). | 1-5; colours, shapes; blue, brown, circle, green, orange, red, square, triangle, yellow, baby, ball, bird, blue, book, brown, | Flap like a bird, hold up and wiggle fingers, look, make mouse paws, move like a fish, paint action, question action, swim like a turtle, bounce, clap. | | Respond to questions with short, simple answers.  Understand a new language structure.  Listen to a story and look at pictures.  Use pictures to make predictions.  Sing songs and chants with TPR.  Interact with other children.  Share information about themselves.  Develop a positive attitude towards the English language. | Pupil’s Book pages 60-67; Activity Book pages 46-51; Flashcards 37-42; Audio CD B: Tracks 25-36; Course Posters: My Little Island Map, Shapes and Colours, Meet Your New Friends!; stickers (back of Pupil’s Book and shown on page T96)  **Optional**:  CD-ROM, Active Teach, Sammy the Squirrel Puppet |
| 54 | Lesson 54  Vocabulary | To practice new vocabulary words |
| 55 | Lesson 55  Story  “The Blue Dog” | To understand a picture story, to learn a new language structure, to listen to and recognize the intonation in statements, to role-play |  |
| 56 | Lesson 56  Colours | To learn a new colour (purple), to sing a song | Purple. |
| 57 | Lesson 57  CLIL | To review numbers, colours, and shapes. |  |
| 58 | Lesson 58  Phonics Time | To recognize and produce the sound that the letter B stands for | Banana |
| 59 | Lesson 59  Values | To learn about the value of being nice to animals, to role-play |  |
| 60 | Lesson 60  Unit 8 Review  Project  Maths: Cat made out of circles and triangles | To review and assess unit vocabulary and language structures |  |
| **61** | **Unit 9. My Garden** | **Lesson 61**  **My Garden** | To identify garden vocabulary in a scene, to sing a song. | Flower, grass, nest, rain, sun, tree. | What is it? | It’s a (nest).  1-5; colours, shapes; bird, blue, brown, circle, green, orange, purple, red, square, triangle, yellow, Sammy Squirrel, sing, square, sun. | Clap, hold up and wiggle fingers, look, make a circle, paint action, question action, wiggle fingers like raindrops, swing action. | | Respond to questions with short, simple answers.  Understand a new language structure.  Listen to a story and look at pictures.  Use pictures to make predictions.  Sing songs and chants with TPR.  Interact with other children.  Share information about themselves.  Develop a positive attitude towards the English language. | Pupil’s Book pages 68-75; Activity Book pages 52-57; Flashcards 43-48; Audio CD B: Tracks 37-48; Course Posters: My Little Island Map, Shapes and Colours, Meet Your New Friends!; stickers (back of Pupil’s Book and shown on page T96)  **Optional**:  CD-ROM, Active Teach, Sammy the Squirrel Puppet |
| 62 | Lesson 62  Vocabulary | To practice new vocabulary words |
| 63 | Lesson 63  Story  “The Kite” | To understand a picture story, to learn a new language structure, to listen to and recognize the intonation in information questions, to role-play |  |
| 64 | Lesson 64  Colours | To learn a new colour (pink), to sing a song | Pink. |
| 65 | Lesson 65  CLIL | To review numbers, colours, and shapes. |  |
| 66 | Lesson 66  Phonics Time | To recognize and produce the sound that the letter S stands for |  |
| 67 | Lesson 67  Values | To learn about the value of playing safely, to role-play |  |
| 68 | Lesson 68  Unit 9 Review  Project  Art: Flower made out of balled-up tissue paper | To review and assess unit vocabulary and language structures |  |
| **Optional** | Merry Christmas | Festival | To discuss the Christmas Holiday, to learn Christmas words and phrases, to sing a song. | Christmas presents, Santa Claus, sleigh. |  |  |  | |  | Class Audio CD B.  Shape cutouts, decorations, string, cutouts of vocabulary pictures, Active Teach. |
| **Optional** | Happy Birthday | Festival | To discuss birthday celebrations, to learn birthday words and phrases, to sing a song. | Birthday cake, candles, Happy Birthday! |  |  |  | |  | Class Audio CD B.  Active Teach. |
| **№**  **п/п** | **Раздел (Unit)** | **Тема/ дата занятия** | **Цели занятия (Objectives)** | **Содержание учебного материала** | | **Повторение (Review)** | **Опора на физические действия (TPR Actions)** | **Планируемые предметные результаты освоения**  **Материала (Preschool Learning Outcomes)** | | **Методическое и техническое оснащение** |
| **Лексика** | **Грамматика/ структуры** |

**Поурочное тематическое планирование курса «MY LITTLE ISLAND» (LEVEL 2, 102 занятия)**

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| №  п/п | Раздел (Unit) | Тема/ дата занятия | Цели занятия (Objectives) | Содержание учебного материала | | Повторение (Review) | Опора на физические действия (TPR Actions) | Ппланируемые предметные результаты освоения  Материала (Preschool Learning Outcomes) | Методическое и техническое оснащение |
| Лексика | Грамматика/ структуры |
| 1 | **Unit 1. Welcome** | Lesson 1  Welcome | To introduce the book and the new characters, to learn and practice greetings, to sing a song | Billy, Lilly | What’s your name? / My name is (Billy) | Hello. Hi.  I’m (Billy) | climb, run | Understand basic classroom instructions;  Understand vocabulary, language structures, and prepositions from Level 1;  Understand basic TPR movements;  Sing songs and say chants with TPR;  Join in games and interact with other children;  Share information about themselves;  Develop a positive attitude towards the English language. | Pupil’s Book (PB) p 4-13; Activity Book (AB) p 4-11; class Audio CD A: tracks 3-19; Course Posters: Meet Your New Friends!, My Little Island Map, Shapes and Colours;  Stickers (back of Pupil’s Book and shown on page TI06)  Optional: CD-ROM; Active Teach; Sammy the Squirrel puppet;  crayons, coloured paper, ball, 5 empty plastic bottles, food colouring, hangers,  decorative items (glitter and glue, markers, stickers). |
| 2 | Lesson 2  Colours | To learn and review colours, to practice TPR | Black, grey, white | It’s (grey) | What’s your name? / My name is (Kim). Hello (Kim). (Run/Climb), (Kim). Say hello | Make a circle, colour |
| 3 | Lesson 3  Numbers and shapes | To review numbers 1-5 and shapes | One, two, three, four, five |  |  | Jump, show (3) fingers, touch knee |
| 4 | Lesson 4  Classroom Objects | To review classroom objects and colours | Colours, classroom objects |  | colours | Clap, look around, look up, point |
| 5 | Lesson 5  Room Objects | To review room objects | Clock, window, door, lamp, toy box, bed | It’s a (clock). It’s my bedroom. | Colours, shapes, numbers, and vocabulary from Level 1 | point |
| 6 | Lesson 6  Toys | To review counting 1-5 and toys | Ball, doll, teddy bear, kite |  | Numbers 1-5, toys | clap |

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| 7 | **Unit 1. Welcome** | Lesson 7  Parts of the face | To review parts of the face | Eye, ear, mouth, nose, hair, face | This is my face (nose, mouth, hair).  These are my eyes/ears. | Parts of the face | Open/close your eyes (mouth). Point to your nose. Wiggle your ears. |  |  |
|  |  |  |  |  |  |  |
| 8 | Lesson 8  Food items.  Family members | To review food items and family members | Milk, juice, cheese, yogurt, cake.  Mum, dad, brother, sister, baby. | I like (milk). I don’t like (juice).  I’ve got a mum, a dad, and a sister. |  |  |
| 9 | Lesson 9  Animals | To review animals and colours | Fish, mouse, cat, bird, dog, turtle | It’s a fish | colours | Do TPR actions (the animal actions and noises) |
| 10 | Lesson 10  Prepositions of location | To review animals and preposition of location | In, on, under | Where’s Sammy?  He’s under the chair. | animals | look |
| 11 | **Unit 2. My School** | Lesson 11  Presentation.  Song. | To identify classroom vocabulary in a scene, to learn a song and some new actions | Backpack, computer, markers, notebook, pen, scissors |  |  | Carry, cut, draw, type, write |  |  |
| 12 | Lesson 12  Vocabulary presentation | To practise new words | Backpack, computer, markers, notebook, pen, scissors | Yes, it’s a(notebook)  No, it isn’t |  | Clap, draw, colour |

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| 13 | **Unit 2. My School** | Lesson 13  Story with new structure presentation | To listen to and understand a story, to learn new language structures, to listen to and recognize the intonation in a sentence, to role-play | Backpack, computer, pen, markers, notebook, pen, scissors | Is it a (pen)? Yes, it is/  No, it isn’t | Animal  This is my (computer)/  It’s (Sammy) | Carry, clap, cut, draw, stamp, stretch arms, trace a rectangle in the air, type, wiggle hands, write, write letters in the air | Listen and respond to intonations.  Use short, simple answers to questions.  Understand new language structures.  Recognise and produce the sounds that initial ***p*** and ***t*** stand for.  Follow a picture story.  Make predictions using pictures.  Sing songs and say chants with TPR.  Join in games and interact.  Share information about themselves.  Develop a positive attitude towards the English language. | Pupil’s Book (PB) p 14-21; Activity Book (AB) p 12-17; Flashcards 1-6; class Audio CD A: tracks 20-31; Course Posters: My Little Island Map, Shapes and Colours, Meet Your New Friends!.;  Stickers (back of Pupil’s Book and shown on page TI06)  Optional: CD-ROM, Active Teach, Sammy the Squirrel puppet |
| 14 | Lesson 14  Story with new structure presentation |
| 15 | Lesson 15  Listening practice | To practise listening comprehension, to practice new unit vocabulary and structures | Backpack, computer, pen, markers, notebook, pen, scissors | Is it a (notebook)?  Yes, it is/ No, it isn’t | Colours |
| 16 | Lesson 16  Speaking practice | To practise speaking, to practise new unit vocabulary and structures. | Backpack, computer, pen, markers, notebook, pen, scissors | Is it a (computer)?  Yes, it is/ No, it isn’t | Colours |
| 17 | Lesson 17  Phonics | To learn the sounds ***p*** and ***t.*** To practice recognizing letters, to practice new unit vocabulary | New sounds and letters p /p/, t /t/ | Where’s Sammy?  He’s under the chair. | Pen, pencil, tree, turtle |
| 18 | Lesson 18  Shapes of math introduced with chant (CLIL) | To learn a new shape (rectangle), to say a chant | rectangles | What’s this? It’s a circle. It’s a rectangle. | Shapes and colours, counting 1-5 |
| 19 | Lesson 19  Put things away (VALUES) | To learn about the value of putting things away |  |  | School vocabulary, toys | Do TPR actions |  |
| 20 | Lesson 20  Review.  Extra practice. | To reinforce the speaking practice | School vocabulary | Is it a (computer)?  Yes, it is/ No, it isn’t | Colours, classroom vocabulary |

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| 21 | **Unit 3. Family** | Lesson 21  Song and vocabulary presentation | To identify family vocabulary in a scene, to learn a song and new TPR actions | Aunt, cousin, grandma, grandpa, pet, uncle, family | He’s my uncle. She’s my cousin. This is my pet. | Mum, dad, sister, brother, baby. | Clap, giggle, hop, stop, tap, wiggle |  |  |
| 22 | Lesson 22  Vocabulary | To practise new words | Aunt, cousin, grandma, grandpa, pet, uncle | This is my family. | Family members | look |
| 23 | Lesson 23  Story with new language structures | To listen to and understand a story, to learn new language structures, to role-play | Family members | Who’s (she)? / (She)’s mu (grandma). Who’s (the baby)?/ It’s (me). | baby | point |
| 24 | Lesson 24  Story with new language structures |

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| 25 |  | Lesson 25  Listening practice | To practise listening comprehension, to practise new unit vocabulary and structures | Family members | Who is it?  Who’s he?  Who’ she?  (He’s) my (uncle). |  | Climb, run, make a shape, look around, point, clap, cut? carry, tap, wiggle, giggle, hop | Listen to intonation.  Use short, simple answers to questions.  Understand new language structures.  Recognize and produce the sounds that initial ***m*** and ***s*** stand for.  Recognize the letters ***m*** and ***s.***  Follow a picture story.  Make predictions using pictures.  Sing songs and say chants with TPR actions.  Join in games and interact.  Share information about themselves.  Develop a positive attitude towards the English language. | Pupil’s Book (PB) p 22-31; Activity Book (AB) p 18-25; Flashcards 7-12; class Audio CD A: tracks 32-42; Course Posters: My Little Island Map, Shapes and Colours, Meet Your New Friends!.;  Stickers (back of Pupil’s Book and shown on page TI06)  Optional: CD-ROM, Active Teach, Sammy the Squirrel puppet |
| 26 | Lesson 26  Speaking practice | To practise speaking, to practise new unit vocabulary and structures | Family members | Who’s he?  Who’ she?  He’s/She’s my (aunt). | Colours | Do actions from the song ‘’The Family Dance” |
| 27 | Lesson 27  Introduce the Star Shape (CLIL) | To learn and practise a new shape (star), to say a chant | Star, triangle, square, circle | What shape is it?  It’s a (circle). | Shapes, colours, counting 1-5 | Trace a star in the air |
| 28 | Lesson 28  Values activity and chant (VALUES) | To learn about the value of helping your family | Help | Help your family. I help. I like to help you, Grandma.  Thank you. | Family vocabulary | Do TPR actions (thumbs-up, thumbs-down) |

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| 29 | **Unit 3. Family** | Lesson 29  Review (Unit 2)/  Assessment  Art Project (Decorated Notebooks) and sticker activity. | To review and assess new unit vocabulary and structures | School vocabulary | Is it a (pen)? Yes, it is/  No, it isn’t | Songs and Chants from Unit 2. | Do the already known TPR actions |  | Prepare decorations, such as stickers, cutouts, glue, tape, markers, ribbons and glitter. |
| 30 | Lesson 30  Review (Unit 3)/  Assessment  Art Project (Make a Star Badge) and sticker activity. | To review and assess new unit vocabulary and structures | Family members | Who’s he?  Who’ she?  He’s/She’s my (grandma). | Songs and Chants from Unit 3. | Do the already known TPR actions |
| 31 | **Unit 4. Play Time** | Lesson 31  Song and vocabulary presentation | To identify toy vocabulary in a scene, to learn a song and new TPR actions | Bike, boat, car, paints, puppet, train | I’ve got a bike (car).  Let’s play | Ball, blocks, doll, kite, puzzle, teddy bear | Painting action, talk with hands, wave |  |  |
| 32 | Lesson 32  Vocabulary | To practise new unit vocabulary | Bike, boat, car, paints, puppet, train | We love toys! | What is it?  It’s a (train) | clap |

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| 33 | **Unit 4. Play Time** | Lesson 33  Story | To listen to and understand a story, to learn new language structures, to role-play | car | Is it (yellow)? Yes, it is.  No, it isn’t. | colours | Clap, kick, painting action, show (3) fingers, stamp, stretch arms, talk with hands, touch a knee, wave, wiggle hands, write letters in the air | Recognize intonation in questions.  Give short, simple answers to questions.  Understand new language structures.  Recognize and produce the sounds that initial ***r*** and ***b*** stand for in words.  Recognize the letters ***r*** and ***b.***  Follow a picture story.  Make predictions using pictures.  Join in games and interact.  Share information about themselves.  Develop a positive attitude towards the English language. | Pupil’s Book (PB) p 32-39; Activity Book (AB) p 26-31; Flashcards 13-18; class Audio CD A: tracks 43-51; Course Posters: My Little Island Map, Shapes and Colours, Meet Your New Friends!.;  Stickers (back of Pupil’s Book and shown on page TI06)  Optional: CD-ROM, Active Teach, Sammy the Squirrel puppet,  real toys or, , paper pictures crayons |
| 34 | Lesson 34  Story |
| 35 | Lesson 35  Listening practice | To practise listening comprehension, to practise new vocabulary and structures | Bike, boat, car, paints, puppet, train | Is it (red)?  Yes, it is/ No, it isn’t. | Colours  What is it?  It’s (yellow) |
| 36 | Lesson 36  Speaking practice | To practise speaking, to practise new unit vocabulary and structures |  |  | Colours, toys |
| 37 | Lesson 37  Phonics | To learn the sounds that ***r*** and ***b*** stand for at the beginning og words, to understand sound-symbol, to practise recognizing letters and left-to-right directionality |  |  | Rain, rectangle, book, backpack |
| 38 | Lesson 38  Shapes of math (CLIL) | To count items from 1 to 6, to practise new unit vocabulary |  | How many? | Numbers 1-6, colours |
| 39 | Lesson 39  Please share (VALUES) | To learn about the value of sharing |  |  | Toys |
| 40 | Lesson 40  Review.  Extra practice | To reinforce the speaking practice on page 37 | Bike, boat, paints, puppet, train, car | Is it (green)?  Yes, it is./ No, it isn’t. | Toys, colours |
| 41 | **Unit 5. My House** | Lesson 41  Song and vocabulary presentation | To identify house/home vocabulary in an illustration, to learn a song and new TPR actions | Bathroom, bedroom, dining room, house, kitchen, living room; with | I’m in the kitchen with Grandma.  Playing my piano. | Family members | Point, pretend to play piano | Listen to and use intonation.  Use short answers to questions.  Understand new language structures.  Understand the preposition ***with.***  Recognize and produce the sounds that initial ***l*** and ***k*** stand for.  Follow a picture story.  Make predictions using pictures.  Join in games and interact.  Share information about themselves.  Develop a positive attitude towards the English language. | Pupil’s Book (PB) p 40-49; Activity Book (AB) p 32-39; Flashcards 19-24; class Audio CD A: tracks 52-62; Course Posters: My Little Island Map, Shapes and Colours, Meet Your New Friends!.;  Stickers (back of Pupil’s Book and shown on page TI06)  Optional: CD-ROM, Active Teach, Sammy the Squirrel puppet |
| 42 | Lesson 42  Vocabulary | To practise new words | Bathroom, bedroom, dining room, house, kitchen, living room | I like my house! |  | Kick, pretend to clap, show (3) fingers, stamp, stretch arms, touch a knee, wiggle hands, write letters in the air |
| 43 | Lesson 43  Story | To listen to and understand a story, to learn new language structures, to listen to and identify the intonation in sentences, to role-play |  | Where’s (Mum)? / (she)’s in the (kitchen). / (She)’s in (your bedroom). | Mum, in |
| 44 | Lesson 44  Story |
| 45 | Lesson 45  Listening practice | To practise listening comprehension, to practise new unit vocabulary and structures | House vocabulary | Where’s the doll? It’s in the bedroom. | Boat, book, car, puppet, doll |
| 46 | Lesson 46  Speaking practice | To practise speaking, to practise new unit vocabulary and structures | House vocabulary | Where’s the bike? It’s in/on/under the house. | Cake, lamp, teddy bear, window, bike.  Prepositions |
| 47 | Lesson 47  Phonics  Initial  ***l*** and ***k*** sounds | To learn the sounds that ***l*** and ***k*** stand for, to practise recognizing letters and left-right directionality | Living room, kitchen |  | Kite, lamp |
| 48 | Lesson 48  Extra practice | To reinforce the speaking practice (on p. 45) | Bedroom, dining room, living room | Where’s the (chair)? / It’s in the (dining room). | Room vocabulary |
| 49 | Lesson 49  Maths  (CLIL) | To count from 1 to 7 |  |  | 1-6, chair, food items | Kick in the air, show fingers, touch knee |
| 50 | Lesson 50  Be careful  (VALUES) | To learn about the value of being careful |  | Be careful  I’m careful |  |  |
| 51 | Lesson 51  Unit 4. Review/  Assessment. Science Project: Make a Boat That Floats | To review and assess new unit vocabulary and structures | Bike, boat, car, paints, puppet, train | Is it a car?  Yes, it is. | Songs and chants from Unit 4.  Numbers 1-6; Car, puppet, train, bike | Coloured paper, craft sticks, wooden dowels, paper, glue, tape, decorations, modeling clay, a toy boat, toys, ribbon, pipe clearners |
| 52 | Lesson 52  Unit 5. Review/  Assessment.  Social Studies Project: Houses Poster | To review and assess new unit vocabulary and structures | Bedroom, bed, table, chair, lamp, books, toys, toy box, door, window | Where’s Sammy?  He’s in the kitchen | Songs and chants from Unit 5 | Magazine and newspaper photos of different kinds of houses, photos of different houses from home, glue, poster board, drawing supplies |
| 53 | **Unit 6. My Body** | Lesson 53  Song and vocabulary presentation | To identify body vocabulary in a scene, to learn a song and new TPR actions | Arms  Body  Feet  Hands  Head  legs | What’s this?  It’s an eye! | Parts of the face | Clap, dance, kick, nod, pull strings, shake arms, show(3) fingers, stamp, straighten leg, stretch arms, tap, touch a knee, wiggle, wiggle hands, write letters in the air | Recognize intonation.  Use short, simple answers to questions.  Understand new language structures.  Recognize and produce the sounds that initial ***n*** and ***f*** stand for.  Follow a picture story.  Make predictions using pictures.  Sing songs and say chants with TPR.  Join in games and interact.  Share information about themselves.  Develop a positive attitude towards the English language. | Pupil’s Book (PB) p 50-57; Activity Book (AB) p 40-45; Flashcards 25-30; class Audio CD A: tracks 63-70; Course Posters: My Little Island Map, Shapes and Colours, Meet Your New Friends!.;  Stickers (back of Pupil’s Book and shown on page TI06)  Optional: CD-ROM, Active Teach, Sammy the Squirrel puppet |
| 54 | Lesson 54  Vocabulary | To practise new words | Arms  Body  Feet  Hands  Head  legs | I’ve got two (legs, eyes, arms, ears, feet) | Parts of the face;  numbers |
| 55 | Lesson 55  Story | To listen to and understand a story, to learn new language structures, to listen to and identify the intonation in a sentence, to role-play | Arms  Body  Feet  Hands  Head  legs | Where’s your (head)?/ Where are your (arms, legs)?/ These are my (arms). | This is my (head). / Thank you. |
| 56 | Lesson 56  Story |
| 57 | Lesson 57  Listening practice | To practise listening comprehension, to practise new unit vocabulary and structures | Arms  Body  Feet  Hands  Head  legs | This is the body. It’s green. | Parts of the face, colours |
| 58 | Lesson 58  Speaking practice | To practise speaking, to practise new unit vocabulary and structures | Arms  Body  Feet  Hands  Head  legs | What colour is ti?  How many? | Colours and numbers |
| 59 | Lesson 59  Phonics | To learn the sounds that ***n*** and ***f*** stand for at the beginning of words, to practise recognizing letters and left-right directionality | Arms  Body  Feet  Hands  Head  legs |  | Flower  Nest  Nose |
| 60 | Lesson 60  Extra practice | To reinforce the speaking practice on p. 55 | Look!  Arms  Body  Feet  Hands  Head  legs | These are my (feet).  They’re (purple). | Colours,  parts of the body |
| 61 | Lesson 61  Maths  (CLIL) | To count 1-8 | Parts of the body | How many (legs)? | Numbers 1-7 |
| 62 | Lesson 62  Wash your hands  (VALUES) | To learn about the value of washing your hands |  | Wash your hands | Body parts |
| 63 | **Unit 7. Time to Eat!** | Lesson 63  Song and vocabulary presentdtion | To identify food vocabulary in a scene, to learn a song and new TPR actions | Apples  Bread  Chicken  Pasta  Cookies  Salad | What’s this?  It’s a cake.  I like (yougurt) /  I don’t like (juice). |  | Clap, hand on heart, kick, point to tummy, rub tummy, show (3) fingers, stamp, stretch arms, thumbs up, touch a knee, wiggle hands, write letters in the air | Recognize intonation.  Use short, simple answers to questions.  Understand new language structures.  Recognize and produce the sounds that initial ***w*** and ***y*** stand for.  Follow a picture story.  Make predictions using pictures.  Sing songs and say chants with TPR.  Join in games and interact.  Share information about themselves.  Develop a positive attitude towards the English language. | Pupil’s Book (PB) p 58-67; Activity Book (AB) p 46-53; Flashcards 31-36; class Audio CD B: tracks I-II; Course Posters: My Little Island Map, Shapes and Colours, Meet Your New Friends!.;  Stickers (back of Pupil’s Book and shown on page TI06)  Optional: CD-ROM, Active Teach, Sammy the Squirrel puppet |
| 64 | Lesson 64  Vocabulary | To practise new words | Apples  Bread  Chicken  Pasta  Cookies  Salad | I love pasta!  Show me the bread! |  |
| 65 | Lesson 65  Story | To listen to and understand a story, to learn new language structures, to listen to and identify the intonation in sentences, to role-play | Apples  Bread  Chicken  Pasta  Cookies  Salad | Do you like (pasta/cookies)? / Yes, I do. / No, I don’t. | I don’t like (cookies). Thank you. |
| 66 | Lesson 66  Story |
| 67 | Lesson 67  Listening | To practise listening comprehension, to practise new unit vocabulary and structures | Apples  Bread  Chicken  Pasta  Cookies  Salad |  | Do you like apples (bread/chicken/cookies/salad/  pasta)? |
| 68 | Lesson 68  Speaking | To practise speaking, to practise new unit vocabulary and structures | Apples  Bread  Chicken  Pasta  Cookies  Salad | Do you like (apples)? Yes, I do. / No, I don’ | Cake, cheese |
| 69 | Lesson 69  Phonics  w |w|, y |y| | To learn the sounds that ***w*** and ***y*** stand for in words, to understand sound-symbol correspondences (w |w|, y |y|), to recognize letters and left-right directionality |  | What’s this?  What colour is it? | Water,  Yellow,  Yougurt |
| 70 | Lesson 70  Extra practice | To reinforce the speaking practice on page 63. |  | Do you like (bread)? / Yes, I do. / No, I don’t. | Food vocabulary |
| 71 | Lesson 71  Maths  (CLIL) | To count items 1-9, to practise new unit vocabulary | 9 (nine) | How many? | Numbers 1-8, cakes |
| 72 | Lesson 72  Eat properly  (VALUES) | To learn about the value of eating properly |  | Eat properly |  |
| 73 | Lesson 73  Unit 6. Review/  Assessment.  Science Project: Fitness poster | To review and assess new unit vocabulary and structures | Body parts |  | This is my (head). These are my (hands). | Optional materials: coloured cutouts of shapes, poster board, glue or tape, photos from home |
| 74 | Lesson 74  Unit 7. Review/  Assessment.  Science Project: Healthy foods poster | To review and assess new unit language and vocabulary | Food vocabulary |  | Do you like (pasta)?  Yes, I do /  No, I don’t | Ribbon, toy food or real food (apples); photocopies, pictures from magazines, and photographs from home showing healthy foods, glue or tape |
| 75 | **Unit 8. On the Farm** | Lesson 75  Song and vocabulary presentdtion | To identify farm animal vocabulary in a scene, to learn a song and new TPR actions | Cow  Duck  Goat  Hen  Horse  Sheep |  |  | Animal actions, clap, kick, show (3) fingers, stamp, stretch arms, thumbs up, touch a knee, wiggle hands, write letters in the air | Recognize intonation.  Use short, simple answers to questions.  Understand new language structures.  Recognize and produce the sounds that initial ***d*** and ***g*** stand for.  Follow a picture story.  Make predictions using pictures.  Sing songs and say chants with TPR.  Join in games and interact.  Share information about themselves.  Develop a positive attitude towards the English language | Pupil’s Book (PB) p 68-75; Activity Book (AB) p 54-59; Flashcards 37-42; class Audio CD B: tracks 12-20; Course Posters: My Little Island Map, Shapes and Colours, Meet Your New Friends!.;  Stickers (back of Pupil’s Book and shown on page TI06)  Optional: CD-ROM, Active Teach, Sammy the Squirrel puppet |
| 76 | Lesson 76  Vocabulary | To practise new words |  | numbers |
| 77 | Lesson 77  Story | To listen to and understand a story, to learn new language structures, to listen to and identify the intonation in a sentence, to role-play | Can you see the (horse) / (duck)? / Yes, I can. / No, I can’t. |  |
| 78 | Lesson 78  Story |
| 79 | Lesson 79  Listening | To practise listening comprehension, to practise new unit vocabulary and structures | Can you see a (goat) / (cow) / (hen) /(sheep) ? / Yes, I can. / No, I can’t. | dog |
| 80 | Lesson 80  Speaking | To practise speaking, to practise new unit vocabulary and structures | Can you see a (goat) / (cow) / (hen) /(sheep) ? / Yes, I can. / No, I can’t. | Cat, dog, turtle |
| 81 | Lesson 81  Phonics  w |w|, y |y| | To learn the sounds that ***d*** and ***g*** stand for at the beginning of words, to understand sound-symbol correspondences (d |d|, g |g|), to recognize left-to-right directionality |  | Dog, doll, grass, goat |
| 82 | Lesson 82  Extra practice | To reinforce the speaking practice on page 73. | Can you see the (horse) / (duck)? / Yes, I can. / No, I can’t | Animal vocabulary |
| 83 | Lesson 83  Maths  (CLIL) | To count items 1-10, to practise new unit vocabulary |  | Numbers 1-9, farm animals |
| 84 | Lesson 84  Do your chores  (VALUES) | To learn about the value of doing chores | Do your chores | Put things away  Help your family.Please share.Be careful.Wash your hands.  Eat properly. |
| 85 | **Unit 9. The Weather** | Lesson 85  Song and vocabulary presentdtion | To identify weather vocabulary in pictures, to learn a song and new TPR actions | Cold,  Hot,  Rainy,  Snowy,  Sunny,  Windy | It’s windy (sunny, rainy, cold, snowy)! |  | Clap, fan yourself, flap arms, fly kite, hold umbrella, shiver, trace shapes in the air, write letters in the air | Recognize intonation.  Use short, simple answers to questions.  Understand new language structures.  Recognize the sounds that the letters ***b, d, g, l,*** ***k, p*** and ***t*** stand for.  Follow a picture story.  Make predictions using pictures.  Sing songs and say chants with TPR.  Join in games and interact.  Share information about themselves.  Develop a positive attitude towards the English language | Pupil’s Book (PB) p 76-85; Activity Book (AB) p 60-67; Flashcards 43-48; class Audio CD B: tracks 21-31; Course Posters: My Little Island Map, Shapes and Colours, Meet Your New Friends!.;  Stickers (back of Pupil’s Book and shown on page TI06)  Optional: CD-ROM, Active Teach, Sammy the Squirrel puppet |
| 86 | Lesson 86  Vocabulary | To practise new words |  |  |
| 87 | Lesson 87  Story | To listen to and understand a story, to learn new language structures, to listen to and identify the intonation in sentences, to role-play | How’s the weather? / It’s (windy / sunny). | I’ve got a kite. |
| 88 | Lesson 88  Story |
| 89 | Lesson 89  Listening | To practise listening comprehension, to practise new unit vocabulary and structures | How’s the weather? / It’s (windy / sunny). |  |
| 90 | Lesson 90  Speaking | To practise speaking, to practise new unit vocabulary and structures | What’s the weather? It’s (rainy). |  |
| 91 | Lesson 91  Phonics | To review initial sounds, to understand sound-symbol correspondences, to practise new unit vocabulary |  | Duck, lamp, tree, pen, goat, kite |
| 92 | Lesson 92  Extra practice | To reinforce the speaking practice on page 81. | What’s the weather? It’s (rainy/sunny/windy). |  |
| 93 |  | Lesson 93  Maths  (CLIL) | To count items 1-10 |  | Numbers 1-10, shapes |
| 94 | Lesson 94  Dress for the weather  (VALUES) | To learn about the value of dressing for the weather, to practise new unit vocabulary and structures | Dress for the weather.  Put on your (coat, hat). | Weather vocabulary |
| 95 | Lesson 95  Unit 8. Review/  Assessment.  Science Project: Poster About What Animals Eat | To review and assess new unit vocabulary and structures | Cow  Duck  Goat  Hen  Horse  Sheep | Can you see a (cow)? Yes, I can. / No, I can’t.  I can do my chores. | Farm animals |
| 96 | Lesson 96  Unit 9. Review/  Assessment.  Maths Project: Make a Snowflake | To review and assess new unit language and vocabulary | Cold,  Hot,  Rainy,  Snowy,  Sunny,  Windy | How’s the weather? / It’s (windy / sunny). | Weather vocabulary | Paper plates; blue, white, and grey paper cut into triangles and circles; glue |
| **Optional**  **(97-98)** | **Festivals** | Lesson 97  Festival  Mother’s Day | To discuss Mother’s Day, to learn Mother’s Day words and phrases, to sing a song. | Happy Mother’s Day | I love you!  Yes, I do! | Mum, thank you |  |  | Class Audio CD B.  Picture of a family, paper, card decorations, Active Teach. |
| Lesson 98  Festival  Mother’s Day |
| **Optional (99-100)** | Lesson 99  Festival  Father’s Day | To discuss Father’s Day, to learn Father’s Day words and phrases, to sing a song. | Happy Father’s Day | I love you!  Let’s have fun. | dad |  |  | Class Audio CD B.  White paper; crayons or markers; two pieces of cardboard per child (old cereal boxes); stickers, glitter, and other decorations; glue; scissors; Active Teach.. |
| Lesson 100  Festival  Father’s Day |
| **Optional (101-102)** | Lesson 101  Festival  Earth Day | To discuss Earth Day, to learn Earth Day words and phrases, to sing a song. | Earth Day | We care about the Earth today. | Flower, grass, green, tree |  |  | Class Audio CD B. |
| Lesson 102  Festival  Earth Day |

**Поурочное тематическое планирование My Little Island (Level 3, 102 занятия)**

10 занятий на повторение материала прошлого уровня (Welcome Unit 1)

64 занятий – 8 основных тематических юнитов

16 занятий – дополнительный материал и фонетика (Extra practice and Phonics)

6 занятий – традиционные праздники (Festivals)

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| №  п/п | Раздел (Unit) | Тема/ дата занятия | Цели занятия (Objectives) | Содержание учебного материала | | Повторение (Review) | Опора на физические действия (TPR Actions) | Планируемые предметные результаты освоения  Материала (Preschool Learning Outcomes) | Методическое и техническое оснащение |
| Лексика | Грамматика/ структуры |
| 1 | **Unit 1 Welcome** | Lesson 1  Welcome. | To introduce the book and the new characters, to learn and practice greetings, to sing a song, to review numbers. | Friend(s) | How old are you? / I’m (6). | numbers | Give (someone) five, hold up fingers to count, jump, wave, sing along with TPR actions (jump, dance, clap), colour the shapes. | Understand new language structures.  Recognize and produce the sounds that p, t, m, s, d, l, b, k, n, f, and g stand for at the beginning of the words.  Sing songs and say chants with TPR.  Join in games and interact.  Talk about self and surroundings.  Develop a positive attitude towards the English language.  Understand the direction of print.  Respond to questions with short, simple answers.  Use pictures to make predictions.  Listen and look at pictures. | Pupil’s Book (PB) p 4-13; Activity Book (AB) p 4-13; class Audio CD A: tracks 3-13; Course Posters: My Little Island Map, Shapes and Colours, Meet Your New Friends!;  Stickers (back of Pupil’s Book and shown on page T108)  Optional: CD-ROM; Active Teach; different coloured shape cutouts, Sammy the Squirrel puppet, ball, toys, classroom items, box, crayons or coloured paper, strips of paper, paper plates, markers, blank outlines of a five-room house, photos and drawings of food, a bag. |
| 2 | Lesson 2  Colour and say. | To review classroom objects, colours, numbers. | It’s a (rectangle). / It’s (red). | Red, blue, orange, green, yellow, purple, square, circle, triangle, rectangle, star, |
| 3 | Lesson 3  Maths. | To review classroom objects, colours, numbers (1 – 6) |  | backpack, computer, markers, notebook, pen, scissors |
| 4 | Lesson 4  Toys. | To review What’s this? It’s a (car). The (puppet) is (red). |  | Puppet, car, train, boat, bike, kite, red, yellow, blue, brown, pink, orange | Children touch items and guess what they touch (backpack, book, chair, computer, crayon, markers, notebook, pen, pencils, scissors, table). |
| 5 | Lesson 5  Family. | To review family members, numbers (1 – 7) |  | Family, mum, dad, grandma, uncle, aunt, cousin |  |
| 6 | Lesson 6  House. | To review The (chair) is in the (living room). |  | Chair, table, clock, toy box, window, living room, kitchen, dining room, bedroom, bathroom | Move and say (sleep action, sit action, clock action, turn a door knob, open a window). |
| 7 | Lesson 7  Food. | To review colours and foods, I like / don’t like (yogurt) |  | Cake, cheese, juice, milk, water, yogurt, apples, bread, chicken, cookies, pasta, salad. |  |
| 8 | Lesson 8  Animals. Body. | To review animals, the English words for the different sounds animals make; To review parts of the body |  | Bird, cat, dog, fish, mouse, turtle, cow, duck, goat, hen, horse, sheep, ears, eyes, face, hair, mouth nose, arms, body, feet, hands, head, legs | Move like an animal; making sounds like animals make and remembering the English words for those. |
| 9 | Lesson 9  Can you see the sun? | To review Can you see (the sun)? / Yes, / What colour is it? / It’s (yellow). |  | Flower, grass, nest, sun, tree, rain, garden, sunny, cold, snowy, windy, rainy. | Teach physical response to each kind of weather: sunny: shade your eyes; hot: fan yourself; cold: shiver; snowy: flutter your fingers downward like snowflakes; windy: fly like a kite; rainy: open an umbrella. |
| 10 | Lesson 10  Sounds. | To review sound-symbol correspondances for b /b/, d /d/, f /f/, g /g/, k /k/, l /l/, m /m/, n /n/, p /p/, s /s/, t /t/ |  | Initial letters and sounds. | Move to find a partner matching letters to pictures. |
| 11 | **Unit 2 At School** | **Lesson 11 (Unit 2)**  At school. | To identify classroom vocabulary in scenes, to learn a song and new TPR actions | Classroom, computer room, music, music room, play, playground, read, sing, use the computer | Where do you (read)? / In the (classroom). | Classroom items:  Book, chair, crayon, pencil, table, teacher, backpack, computer, markers, notebook, pen, scissors. | Flap arms, hold up fingers, jump, kick, march, point, question action, read, use a computer, write, write letters in the air. | Recognize intonation in questions.  Use short answers to questions.  Understand new language structures.  Recognize and produce the sounds that initial c, h, and j stand for.  Listen to and follow a story with words.  Make predictions using pictures.  Sing songs and say chants with TPR.  Join in games and interact.  Talk about self and surroundings.  Develop a positive attitude towards the English language. | Pupil’s Book (PB) p 14-21 and 86-87; Activity Book (AB) p 14-23; Flashcards 1-8 Class Audio CD A: tracks 14-22 and CD B: tracks 33-35; Course Posters: My Little Island Map, Shapes and Colours, Meet Your New Friends!;  Stickers (back of Pupil’s Book and shown on page T108)  Optional: CD-ROM; Active Teach; Sammy the Squirrel puppet, Big Book. |
| 12 | Lesson 12 Vocabulary. | To practice new words. |  |
| 13 | Lesson 13 Story “My School”. | To read and understand a story, to use and understand speech bubbles, to learn a new language structure, to listen to and recognize the intonation in a sentence, to role-play. |  |  |
| 14 | Lesson 14 Listening. | To practice listening comprehension, to practice new unit vocabulary and structures. |  |  |
| 15 | Lesson 15 Speaking. | To practice speaking, to practice new unit vocabulary and structures. |  |  |
| 16 | Lesson 16 Phonics. | To learn the sounds that c, h, and j stand for at the beginning of words, to understand sound – symbol correspondences. | New sounds and letters: c [k], h [h], j [dʒ]. | Car, hen. |
| 17 | Lesson 17  Extra Practice. | To reinforce the speaking practice on page 19. |  |  |
| 18 | Lesson 18  CLIL. | To count items 1-10, to write numbers 7-10 |  | Classroom items |
| 19 | Lesson 19  Values. | To learn about the value of following rules | Follow rules. |  |
| 20 | **Unit 3 Workers (Professions)** | **Lesson 20 Unit 3 Workers (Professions)** | To identify vocabulary in a scene, to learn a song and do actions | Artist, astronaut, dentist, doctor, firefighter, nurse, police officer, vet, worker(s). | I want to be (a police officer). What do you want to be?/ I want to be (a doctor). |  | Flap arms, hold up fingers, jump, kick, march, march in place, point, question action, read, use a computer, write, write letters in the air. | Recognize intonation in questions.  Use short answers to questions.  Understand new language structures.  Recognize and produce the sounds that initial q, r, and v stand for.  Listen to and follow a story with words.  Make predictions based pictures.  Sing songs and say chants with TPR.  Join in games and interact.  Talk about self and surroundings.  Develop a positive attitude towards the English language. | Pupil’s Book (PB) p 22-29 and 88-89, Activity Book (AB) p 24-33; Flashcards 9-16; Class Audio CD A: tracks 23-31 and CD B: tracks 36-38; Course Posters: My Little Island Map, Shapes and Colours, Meet Your New Friends!;  Stickers (back of Pupil’s Book and shown on page T108)  Optional: CD-ROM; Active Teach; Sammy the Squirrel puppet, Big Book. |
| 21 | Lesson 21  Vocabulary. | To practice new words. |  |
| 22 | Lesson 22 Story “Let’s Go”. | To read and understand a story, to identify and understand speech bubbles, to learn a new language structure, to listen and identify intonation, to role-play, to practice new vocabulary. |  | It’s Sammy! |
| 23 | Lesson 23 Listening. | To practice listening comprehension, to practice new unit vocabulary and structures. |  | I’m (Sue). |
| 24 | Lesson 24 Speaking. | To practice speaking, to practice new unit vocabulary and structures. |  |  |
| 25 | Lesson 25 Phonics. | To learn the sounds that q, r, and v stand for at the beginning of words, to understand sound – symbol correspondences. | New sounds and letters: q [kw], r [r], v [v]. | Red. |
| 26 | Lesson 26 Extra Practice. | To reinforce the speaking practice on page 27. |  |  |
| 27 | Lesson 27 CLIL. | To count items 1-12, to write numbers 9-12. |  | Numbers 1-10, animals. |
| 28 | Lesson 28 Values. | To learn about the value of staying safe. | Stay safe. |  |
| 29 | **Units 2 and 3 Revision / Assessment** | Lesson 29 Unit 2 Review / Assessment  Project “Our School”. | To review and assess new unit vocabulary and structures. |  | Where do you (read)? / In the (classroom). |
| 30 | Lesson 30 Unit 3 Review / Assessment  Safety Project: Poster About Preventing Fires. | To review and assess new unit vocabulary and structures. |  |  |
| 31 | **Unit 4 My Town** | **Lesson 31 Unit 4 My Town.** | To identify vocabulary in a scene, to learn a song and new TPR actions | Bus, fire station, hospital, police station, post office, school, store, taxi, numbers 1-8. | Where does (your dad) work? / (He) works at the (fire station). Where does (he) work? / (He) works at hospital. |  | Beep horn, drive, flap arms, hold up fingers, kick, march, point, tap knees, turn around, write, write letters in the air. | Recognize intonation in questions.  Use short answers to questions.  Understand new language structures.  Recognize and produce the sounds that initial w, and y, and medial and final x stand for.  Listen to and follow a story with words.  Make predictions using pictures.  Sing songs and say chants with TPR.  Join in games and interact.  Talk about self and surroundings.  Develop a positive attitude towards the English language. | Pupil’s Book (PB) p 32-39 and 90-91, Activity Book (AB) p 34-43; Flashcards 17-24; Class Audio CD A: tracks 34-42 and CD B: tracks 39-41; Course Posters: My Little Island Map, Shapes and Colours, Meet Your New Friends!;  Stickers (back of Pupil’s Book and shown on page T108)  Optional: CD-ROM; Active Teach; Sammy the Squirrel puppet, Big Book. |
| 32 | Lesson 32 Vocabulary. | To practice new words. |  |
| 33 | Lesson 33 Story “Where Does He Work?” | To read and understand a story, to identify and understand speech bubbles, to learn a new language structure, to listen to and identify intonation in a sentence, to role-play, to practice new vocabulary. |  |  |
| 34 | Lesson 34 Story “Where Does He Work?” |
| 35 | Lesson 35 Listening. | To practice listening comprehension, to practice new unit vocabulary and structures. |  | Aunt, teacher, uncle. |
| 36 | Lesson 36 Speaking. | To practice speaking, to practice new unit vocabulary and structures. |  |  |
| 37 | Lesson 37 Phonics. | To learn the sounds that w, and y stand for at the beginning of words and x stands for in the middle and at the end of words, to understand sound – symbol correspondences. | New sounds and letters: w [w], x [ks], y [j]. | Box, windy, yellow. |
| 38 | Lesson 38 Extra Practice. | To reinforce the speaking practice on page 37. |  |  |
| 39 | Lesson 39 CLIL. | To count items 1-14, to write numbers 11-14. |  | Numbers 1-12. |
| 40 | Lesson 40 Values. | To learn about the value of asking for help. | Ask for help. |  |
| 41 | **Unit 5 Clothes** | **Lesson 41 Unit 5 Clothes.** | To identify vocabulary in a scene, to learn a song and new TPR actions | Dress, jacket, shirt, shoes, skirt, socks, sweater, trousers. | What (are you) wearing? / (I’m) wearing a (dress). What (is Grandpa) wearing? / (He’s) wearing a (shirt) and (trousers). | Number 8. | Brush teeth, flap arms, hold up fingers, hold up 8 fingers, kick, march, point, punch the air, stretch, tap knees, touch clothes, write, write **e** in the air. | Recognize intonation in questions.  Use short answers to questions.  Understand new language structures.  Recognize and produce the sound that short e stands for.  Listen to a story and look at pictures.  Make predictions using pictures.  Sing songs and say chants with TPR.  Join in games and interact.  Talk about self and surroundings.  Develop a positive attitude towards the English language. | Pupil’s Book (PB) p 40-47 and 92-93, Activity Book (AB) p 44-53; Flashcards 25-32; Class Audio CD A: tracks 43-51; Course Posters: My Little Island Map, Shapes and Colours, Meet Your New Friends!;  Stickers (back of Pupil’s Book and shown on page T108)  Optional: CD-ROM; Active Teach; Sammy the Squirrel puppet, Big Book. |
| 42 | Lesson 42 Vocabulary. | To practice new vocabulary, to write numbers 1-8. |  |
| 43 | Lesson 43 Story “The Holiday”. | To read and understand a story, to identify and understand speech bubbles, to learn a new language structure, to listen to and identify intonation in a sentence, to role-play, to practice new vocabulary. |  | How’s the weather? / It’s (sunny). |
| 44 | Lesson 44 Story “The Holiday”. |
| 45 | Lesson 45 Listening. | To practice listening comprehension, to practice new unit vocabulary and structures. |  | Colours, numbers 1-4. |
| 46 | Lesson 46 Speaking. | To practice speaking, to practice new unit vocabulary and structures. |  | Colours. |
| 47 | Lesson 47 Phonics. | To learn the short vowel sound that the letter e stands for in the middle of words, to understand sound – symbol correspondences to understand left-to right directionality. | New sounds and letters: short e. | Bed, hen, pen. |
| 48 | Lesson 48 Extra Practice. | To reinforce the speaking practice on page 45. |  |  |
| 49 | Lesson 49 CLIL. | To count items 1-16, to write numbers 13-16. |  | Numbers 1-14, shapes. |
| 50 | Lesson 50 Values. | To learn about the value of taking care of your clothes. | Take care of your clothes. |  |
| 51 | **Units 4 and 5 Revision / Assessment** | Lesson 51 Unit 4 Review / Assessment Maths Project: Make a Building. | To review and assess new unit vocabulary and structures. |  |  |
| 52 | Lesson 52 Unit 5 Review / Assessment  Art Project: Design Your Own T-Short. | To review and assess new unit vocabulary and structures. |  |  |
| 53 | **Unit 6 Feelings** | **Lesson 53 Unit 6 Feelings.** | To identify feelings vocabulary in a scene, to learn a song and new TPR actions | Angry, excited, happy, hungry, sad, scared, thirsty, tired. | How do you feel? / I’m (excited). How does (Lou) feel? / He’s (excited). |  | Brush teeth, cry, cup mouth, drink, eat, flap arms, hold up fingers, jump, kick, march, point, put on mask, question action (shrug shoulders and put palms up to face), shiver, tap knees, write, write **a** in the air, yawn. | Recognize intonation in questions.  Use short answers to questions.  Understand new language structures.  Recognize and produce the sound that short a stands for.  Listen to a story and look at pictures.  Make predictions using pictures.  Sing songs and say chants with TPR.  Join in games and interact.  Talk about self and surroundings.  Develop a positive attitude towards the English language. | Pupil’s Book (PB) p 50-57 and 94-95, Activity Book (AB) p 54-63; Flashcards 33-40; Class Audio CD A: tracks 54-62 and CD B: tracks 45-46; Course Posters: My Little Island Map, Shapes and Colours, Meet Your New Friends!;  Stickers (back of Pupil’s Book and shown on page T108)  Optional: CD-ROM; Active Teach; Sammy the Squirrel puppet, Big Book. |
| 54 | Lesson 54 Vocabulary. | To practice new vocabulary, to write numbers 1-8. |  |
| 55 | Lesson 55 Story “The Ride”. | To read and understand a story, to identify and understand speech bubbles, to learn new language structures, to listen to and identify intonation in a sentence, to role-play, to practice new vocabulary. |  | Dad. |
| 56 | Lesson 56 Story “The Ride”. |
| 57 | Lesson 57 Listening. | To practice listening comprehension, to practice new unit vocabulary and structures. |  | Dad, grandma, grandpa, mum. |
| 58 | Lesson 58 Speaking. | To practice speaking, to practice new unit vocabulary and structures. |  |  |
| 59 | Lesson 59 Phonics. | To learn the short vowel sound that the letter **a** stands for in the middle of words, to understand sound – symbol correspondences to understand left-to right directionality. | New sounds and letters: short **a**. | Cat, dad, hand. |
| 60 | Lesson 60  Extra practice. | To reinforce the speaking practice on page 55. |  |  |
| 61 | Lesson 61  CLIL. | To count items 1-18, to write numbers 15-18. |  | Numbers 1-16, food. |
| 62 | Lesson 62 Values. | To learn about the value of not fighting. | Don’t fight. |  |
| 63 | **Unit 7 Healthy Food** | **Lesson 63 Unit 7**  **Healthy Food.** | To identify food vocabulary in a scene, to learn a song and new TPR actions | Banana, carrot, fork, lettuce, mango, orange, plate, tomato. | What do you want, (Lou)? / I want (an orange) and (a banana), please. | Colours, salad. | Brush teeth, flap arms, hold up fingers, jump, kick, look action, march, point, pretend to eat, rub tummy, tap knees, write, write **o** in the air. | Recognize intonation in questions.  Use short answers to questions.  Understand new language structures.  Recognize and produce the sound that short o stands for.  Listen to a story and look at pictures.  Make predictions using pictures.  Sing songs and say chants with TPR.  Join in games and interact.  Talk about self and surroundings.  Develop a positive attitude towards the English language. | Pupil’s Book (PB) p 58-65 and 96-97, Activity Book (AB) p 64-73; Flashcards 41-48; Class Audio CD B: tracks 1-9; Course Posters: My Little Island Map, Shapes and Colours, Meet Your New Friends!;  Stickers (back of Pupil’s Book and shown on page T108)  Optional: CD-ROM; Active Teach; Sammy the Squirrel puppet, Big Book. |
| 64 | Lesson 64  Vocabulary. | To practice new words, to write numbers 1-8. |  |
| 65 | Lesson 65  Story  “At the Market”. | To read and understand a story, to identify and understand speech bubbles, to learn new language structures, to listen to and identify intonation in a sentence, to role-play, to practice new vocabulary. |  |  |
| 66 | Lesson 66  Story  “At the Market”. |
| 67 | Lesson 67  Listening. | To practice listening comprehension, to practice new unit vocabulary and structures. |  | Family members. |
| 68 | Lesson 68  Speaking. | To practice speaking, to practice new unit vocabulary and structures. |  | Bread, cheese, cookie. |
| 69 | Lesson 69  Phonics. | To learn the short vowel sound that the letter **o** stands for in the middle of words, to understand sound – symbol correspondences to understand left-to right directionality. | New sounds and letters: short **o**. | Box, doll, hot. |
| 70 | Lesson 70  Extra Practice. | To reinforce the speaking practice on page 63. |  |  |
| 71 | Lesson 71  CLIL. | To count items 1-20, to write numbers 17-20. |  | Numbers 1-18. |
| 72 | Lesson 72  Values. | To learn about the value of eating healthy food. | Eat healthy food. |  |
| 73 | **Units 6 and 7 Revision / Assessment** | Lesson 73  Unit 6 Review / Assessment  Project: Feelings Poster. | To review and assess new unit vocabulary and structures. |  |  |
| 74 | Lesson 74  Unit 7 Review / Assessment  Health Project:  Food Rainbow poster. | To review and assess new unit vocabulary and structures. |  |  |
| 75 | **Unit 8 The Zoo** | **Lesson 75 Unit 8**  **The Zoo.** | To identify vocabulary in a scene, to learn a song and new TPR actions | Bat, bear, elephant, lion, monkey, penguin, sea lion, zebra. | What’s that? / It’s a (small) (bat). |  | Clap, eat, flap arms, look, make claws, roar, scratch, waddle, write, write **u** in the air. | Recognize intonation in questions.  Use short answers to questions.  Understand new language structures.  Recognize and produce the sound that short u stands for.  Listen to a story and look at pictures.  Make predictions using pictures.  Sing songs and say chants with TPR.  Join in games and interact.  Talk about self and surroundings.  Develop a positive attitude towards the English language. | Pupil’s Book (PB) p 68-75 and 98-99, Activity Book (AB) p 74-83; Flashcards 49-56; Class Audio CD B: tracks 12-20; Course Posters: My Little Island Map, Shapes and Colours, Meet Your New Friends!;  Stickers (back of Pupil’s Book and shown on page T108)  Optional: CD-ROM; Active Teach; Sammy the Squirrel puppet, Big Book. |
| 76 | Lesson 76  Vocabulary. | To practice new words, to write numbers 1-8. |  |
| 77 | Lesson 77  Story  “What’s That?”. | To read and understand a story, to identify and understand speech bubbles, to learn new language structures, to listen to and identify intonation in a sentence, to role-play, to practice new vocabulary. |  |  |
| 78 | Lesson 78  Story  “What’s That?” |
| 79 | Lesson 79  Listening. | To practice listening comprehension, to practice new unit vocabulary and structures. |  |  |
| 80 | Lesson 80  Speaking. | To practice speaking, to practice new unit vocabulary and structures. |  |  |
| 81 | Lesson 81  Phonics. | To learn the short vowel sound that the letter **u** stands for in the middle of words, to understand sound – symbol correspondences to understand left-to right directionality. | New sounds and letters: short **u**. | Bus, cup, sun. |
| 82 | Lesson 82  Extra Practice. | To reinforce the speaking practice on page 73. |  |  |
| 83 | Lesson 83  CLIL. | To do simple addition. |  |  |
| 84 | Lesson 84  Values. | To learn about the value of including everyone. | Include everyone. |  |
| 85 | **Unit 9 Places** | **Lesson 85**  **Unit 9**  **Places.** | To identify vocabulary in a scene, to learn a song and new TPR actions | Building, field, flat, forest, mountain, river, street, traffic light. | Where do (bears) live? / (They) live in the (country). (Bears) live in the (city), too. | Fish, house. | Point to floor, point to self, trace smile, write **i** in the air. | Recognize intonation in questions.  Use short answers to questions.  Understand new language structures.  Recognize and produce the sound that short **i** stands for.  Listen to a story and look at pictures.  Make predictions using pictures.  Sing songs and say chants with TPR.  Join in games and interact.  Talk about self and surroundings.  Develop a positive attitude towards the English language. | Pupil’s Book (PB) p 76-83 and 100-101, Activity Book (AB) p 84-93; Flashcards 57-64; Class Audio CD B: tracks 21-29; Course Posters: My Little Island Map, Shapes and Colours, Meet Your New Friends!;  Stickers (back of Pupil’s Book and shown on page T108)  Optional: CD-ROM; Active Teach; Sammy the Squirrel puppet, Big Book. |
| 86 | Lesson 86  Vocabulary. | To practice new words, to write numbers 1-8. |  |
| 87 | Lesson 87  Story  “Where Do Bears Live?” | To read and understand a story, to identify and understand speech bubbles, to learn a new language structures, to listen to and identify intonation in a sentence, to role-play. |  |  |
| 88 | Lesson 88  Story  “Where Do Bears Live?” |
| 89 | Lesson 89  Listening. | To practice listening comprehension, to practice new unit vocabulary and structures. |  | Bird, fish, goats, mouse, tree. |
| 90 | Lesson 90  Speaking. | To practice speaking, to practice new unit vocabulary and structures. |  | Ducks, fish, goats, mouse. |
| 91 | Lesson 91  Phonics. | To learn the short vowel sound that the letter **i** stands for in the middle of words, to understand sound – symbol correspondences to understand left-to right directionality. | New sounds and letters: short **i**. | Fish, milk. |
| 92 | Lesson 92  Extra practice. | To reinforce the speaking practice on page 81. |  |  |
| 93 | Lesson 93  CLIL. | To do simple taking away. |  | Birds, cars, trees. |
| 94 | Lesson 94  Values. | To learn about the value of taking care of our world. | Take care of our world. |  |
| 95 | **Units 8 and 9 Revision / Assessment** | Lesson 95  Unit 8Review / Assessment  Art Project: Make an Elephant Mask. | To review and assess new unit vocabulary and structures. |  |  |
| 96 | Lesson 96  Unit 9  Review / Assessment  Project: Make a Recycling Poster. | To review and assess new unit vocabulary and structures. |  |  |
| 97 | **Festivals** | Lesson 97  Festival:  Happy New Year. | To talk about New Year, to learn New Year words and phrases, to sing a song. | Happy New Year! |  | Clock. |  |  | Class audio CD B; large pieces of stiff paper cut into triangles, decorations for party hats, Active Teach. |
| 98 | Lesson 98  Festival:  Happy New Year. |
| 99 | Lesson 99  Festival:  Valentine’s Day. | To discuss Valentine’s Day, to learn Valentine’s Day words and phrases, to sing a song. | Happy Valentine’s Day! |  | Mum. |  |  | Class audio CD B; red or pink paper cut into a heart shape, markers, decorations, Active Teach. |
| 100 | Lesson 100  Festival:  Valentine’s Day. |
| 101 | Lesson 101  Festival:  Easter. | To discuss Easter , to learn Easter words and phrases, to sing a song. | Easter, egg. |  | Flower, grass, pink, blue, green, red, yellow. |  |  | Class audio CD B; coloured paper, markers, decorations, Active Teach. |
| 102 | Lesson 102  Festival:  Easter. |

**УЧЕБНО-ТЕМАТИЧЕСКИЙ ПЛАН**

Английский язык My Little Island 1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **№**  **п/п** | **Наименование разделов, дисциплин и тем** | **Всего, час** | **В том числе** | | | **Форма контроля** |
| **Теоретические и практические** | **Дополнительные, домашнее чтение, проектная работа** | **Итоговые,**  **тестирование** |
|  | Входное тестирование | 0,5 |  |  | 0,5 | Тест по всем ВРД |
| 1 | Unit 1.Welcome | 4 | 4 |  |  |  |
| 2. | Unit 2. My Class | 9 | 7 | 1 | 1 |  |
| 3. | Unit 3. My Family | 9 | 7 | 1 | 1 |  |
| 4. | Unit 4. My Room | 8 | 6 | 1 | 1 |  |
| 5. | Unit 5. My Toys | 8 | 6 | 1 | 1 |  |
| 6. | Unit 6. My Face | 8 | 6 | 1 | 1 |  |
| 7. | Unit 7. Food | 8 | 6 | 1 | 1 |  |
| 8. | Unit 8. Animals | 8 | 6 | 1 | 1 |  |
| 9. | Unit 9. My Garden | 8 | 6 | 1 | 1 |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | Опционально: Festivals: New Year | 1 |  | 1 |  |  |
|  | Опционально: Festivals: Happy Birthday | 1 |  | 1 |  |  |
|  |  |  |  |  |  |  |
|  | Итоговое тестирование | 0,5 |  |  | 0,5 | Тест по всем ВРД |
|  |  |  |  |  |  |  |
|  | Итого: | 73 | 54 | 10 | 9 |  |

**УЧЕБНО-ТЕМАТИЧЕСКИЙ ПЛАН**

Английский язык My Little Island 2

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **№**  **п/п** | **Наименование разделов, дисциплин и тем** | **Всего, час** | **В том числе** | | | **Форма контроля** |
| **Теоретические и практические** | **Дополнительные, домашнее чтение, проектная работа** | **Итоговые,**  **тестирование** |
|  | Входное тестирование (при необходимости, говорение) | 0,5 |  |  | 0,5 | Тест по ВРД (говорение, восприятие на слух) |
| 1 | Unit 1.Welcome | 10 | 10 |  |  |  |
| 2. | Unit 2. My School | 10 | 9 | 1 | 1 |  |
| 3. | Unit 3. Family | 10 | 9 | 1 | 1 |  |
| 4. | Unit 4. Play Time | 10 | 9 | 1 | 1 |  |
| 5. | Unit 5. My House | 12 | 8 | 2 | 2 |  |
| 6. | Unit 6. My Face | 10 | 10 |  | 1 |  |
| 7. | Unit 7. Time to Eat! | 12 | 8 | 2 | 2 |  |
| 8. | Unit 8. On the Farm | 10 | 10 |  |  |  |
| 9. | Unit 9. Weather | 12 | 10 | 2 | 2 |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  | Опционально: Festivals: Mother’s Day | 2 |  | 2 |  |  |
|  | Опционально: Festivals: Father’s Day | 2 |  | 2 |  |  |
|  | Опционально: Festivals: Earth Day | 2 |  | 2 |  |  |
|  |  |  |  |  |  |  |
|  | Итоговое тестирование | 0,5 |  |  | 0,5 | Тест по ВРД (говорение) |
|  |  |  |  |  |  |  |
|  | Итого: | 103 | 83 | 15 | 11 |  |

**УЧЕБНО-ТЕМАТИЧЕСКИЙ ПЛАН**

Английский язык My Little Island 3

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **№**  **п/п** | **Наименование разделов, дисциплин и тем** | **Всего, час** | **В том числе** | | | **Форма контроля** |
| **Теоретические и практические** | **Дополнительные, домашнее чтение, проектная работа** | **Итоговые,**  **тестирование** |
|  | Входное тестирование (при необходимости, говорение) | 0,5 |  |  | 0,5 | Тест по ВРД (говорение, восприятие на слух) |
| 1 | Unit 1.Welcome | 10 | 10 |  |  |  |
| 2. | Unit 2. At School | 9 | 9 |  |  |  |
| 3. | Unit 3. Workers (Professions) | 9 | 9 |  |  |  |
|  | Units 2 and 3 Revision/Assessment | 2 |  | 2 | 2 |  |
| 4. | Unit 4. My Town | 10 | 10 |  |  |  |
| 5. | Unit 5. Clothes | 10 | 10 |  |  |  |
|  | Units 4 and 5 Revision/Assessment | 2 |  | 2 | 2 |  |
| 6. | Unit 6. Feelings | 10 | 10 |  |  |  |
| 7. | Unit 7. Healthy Food | 10 | 10 |  |  |  |
|  | Units 6 and 7 Revision/Assessment | 2 |  | 2 | 2 |  |
| 8. | Unit 8. The Zoo | 10 | 10 |  |  |  |
| 9. | Unit 9. Places | 10 | 10 |  |  |  |
|  | Units 8 and 9 Revision/Assessment |  |  | 2 | 2 |  |
|  |  |  |  |  |  |  |
|  | Опционально: Festivals: Happy New Year | 2 |  | 2 |  |  |
|  | Опционально: Festivals: Valentine’s Day | 2 |  | 2 |  |  |
|  | Опционально: Festivals: Easter | 2 |  | 2 |  |  |
|  |  |  |  |  |  |  |
|  | Итоговое тестирование | 0,5 |  |  | 0,5 | Тест по ВРД (говорение, восприятие на слух) |
|  |  |  |  |  |  |  |
|  | Итого: | 103 | 88 | 14 | 9 |  |