Автономная некоммерческая организация дополнительного образования «Страна детства Иркутск»

Утверждаю

Директор АНОДО «Страна детства Иркутск»

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Приказ\_\_\_\_\_\_ от \_\_\_\_\_\_\_\_\_\_

**Дополнительная общеразвивающая программа**

**обучения детей английскому языку**

**«Incredible English»**

Для детей с 5 до 7 лет

Срок реализации – 2 года

Покорская Н.В.

Педагог дополнительного образования

Иркутск 2017

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**Пояснительная записка**

**Актуальность учебно-методического плана**

В современном обществе знание иностранного языка становится необходимой частью личной и профессиональной жизни человека. Востребованность иностранного языка в обществе, в свою очередь, повышает его статус как учебного предмета в системе общеобразовательной подготовки школьников.

Возросший статус иностранного языка как средства общения явился стимулом внедрения в практику раннего обучения иностранным языкам. Начало приобщения ребенка к иностранному языку в дошкольном возрасте целесообразно и оправдано, поскольку именно этот период развития ребенка является наиболее сензитивным для начала формирования иноязычной коммуникативной компетенции.

Раннее обучение иностранным языкам позволяет наиболее эффективно реализовать стратегическую цель школьного образования – формирование в обучаемом черт вторичной языковой личности, т.е. совокупности способностей человека к иноязычному общению на межкультурном уровне.

Анализ методической литературы показал, что несмотря на отсутствие общепринятых теоретических положений, на которых должна основываться вся система обучения дошкольников иностранному языку, существует реальная возможность систематического обучения данному предмету на специальных занятиях в условиях детского сада или учреждения дополнительного образования. Раннее обучение иностранным языкам позволяет реализовать идею непрерывного образования школьников.

Существует ряд УМК по обучению английскому языку детей дошкольного и младшего школьного возраста (авторы И.А.Куликова, И.А.Рыжкова, Н.А.Тарасюк, И.В.Вронская, Е.И.Негневицкая, З.Н.Никитенко, И.Н.Верещагина, М.З.Биболетова, И.А.Шишкова, М.Е.Вербовская). Для всех вышеназванных программ характерен одногодичный период обучения. Условия раннего обучения в центре “Baby Land” таковы, что возникает необходимость создания программы, включающей 4 этапа обучения (I – для детей 3-4 лет, II – 4-5 лет, III – 5-6 лет, IV- 6-7 лет).

Данная методика обучения детей английскому языку в период с 5 до 6 лет основана на материале УМК «Incredible English 1,2» (Oxford).

Методика «Incredible English 1,2» рассчитана на 2 года обучения. Особенностью данной программы является динамичное развитие устной речи (говорения и понимания речи на слух), а также вырабатывание моторных навыков, способствующих успешному развитию речемыслительных процессов.

**Цели и задачи учебно-методического плана**

«Концепция содержания образования в 12-летней школе определяет основные цели изучения предмета «Иностранный язык»:

- формирование и развитие коммуникативной культуры учащихся (обучение нормам межкультурного общения на английском языке, формирование и развитие коммуникативной компетенции);

- формирование у учащихся уважения к другим культурам и народам, готовности к общению на иностранном языке;

- развитие интеллектуальных и творческих способностей учащихся в процессе изучения иностранного языка и культуры стран, говорящих на этом языке.

Реализация этих целей возможна при условии ранней коммуникативно-психологической адаптации к новому, отличному от родного языковому миру.

Адаптированная программа обучения английскому языку детей с 3 до 7 лет в качестве основных выдвигает следующие цели обучения:

- формирование элементарных коммуникативных умений в говорении и аудировании, с учетом потребностей детей дошкольного возраста;

- формирование некоторых лингвистических понятий и ознакомление с социокультурной информацией через песенный, стихотворный и сказочный фольклор;

- формирование интереса и позитивного отношения к изучаемому английскому языку, толерантности к другой культуре;

- понимание себя, как личности, принадлежащей к определенному языковому и культурному сообществу;

- формирование задатков развития вторичной языковой личности.

- подготовка к дальнейшему изучению английского языка в общеобразовательной школе.

В процессе обучения иноязычному общению на ранней ступени обучения должны быть решены следующие задачи:

1. В развивающем аспекте:

- развитие психических функций ребенка (внимания, памяти, мышления, воображения);

- развитие специальных способностей, необходимых для обучения иноязычному общению (фонематического слуха, звуковысотного слуха, имитационных способностей, способности к догадке, способности к различению).

2. В прагматическом аспекте – формирование умений вести себя в типовых ситуациях:

- вступать в контакт,

- привлекать внимание,

- слушать и слышать собеседника,

- вежливо здороваться и прощаться,

- представлять себя, членов своей семьи и друзей,

- выражать согласие или несогласие,

- отвечать на вопросы и задавать вопросы,

- вежливо выражать просьбу,

- выражать намерение что-либо сделать,

- выражать пожелание,

- приносить извинения,

- рассказывать о своей семье, игрушках, домашних питомцах, об увлечениях, предпочтениях,

- кратко описывать свой дом, свой день.

3. В воспитательном аспекте:

- воспитание понимания, уважения и толерантности к другой культуре;

- воспитание правильной оценки себя и других;

- воспитание доброго, дружеского отношения к другим детям;

- воспитание культуры поведения и культуры умственного труда;

- воспитание навыков самостоятельности.

4. В познавательном аспекте:

- знакомство с праздниками, традициями и обычаями родной страны и стран изучаемого языка;

- знакомство с достопримечательностями родной страны и стран изучаемого

языка;

- знакомство с растительным и животным миром;

- знакомство с литературными героями и героями мультфильмов;

- знакомство с любимыми игрушками детей;

- знакомство с музыкой (песнями);

- знакомство с литературным творчеством;

- знакомство с окружающим миром.

5. В учебном аспекте – формирование:

- учебных умений;

- перцептивных навыков;

- речевых навыков;

- моторно-графических навыков.

**Учебно-тематический план первого года обучения**

|  |  |
| --- | --- |
| **Количество часов** | |
| **В неделю** | **В год** |
| **2** | **72** |

|  |  |  |
| --- | --- | --- |
| **№ занятия** | **Название занятия** | **часы** |
| 1 | Hello, Mr Fixit! | 1 |
| 2 | Hello, Mr Fixit! | 1 |
| 3 | Hello, Mr Fixit! | 1 |
| 4 | Hello, Mr Fixit! | 1 |
| 5 | Hello, Mr Fixit! | 1 |
| 6 | Hello, Mr Fixit! | 1 |
| 7 | Hello, Mr Fixit! | 1 |
| 8 | Hello, Mr Fixit! | 1 |
| 9 | Hello, Mr Fixit! | 1 |
| 10 | Hello, Mr Fixit! | 1 |
| 11 | Test 1. | 1 |
| 12 | The school show. | 1 |
| 13 | The school show. | 1 |
| 14 | The school show. | 1 |
| 15 | The school show. | 1 |
| 16 | The school show. | 1 |
| 17 | People in Art. | 1 |
| 18 | Test 2. | 1 |
| 19 | The Picnic. | 1 |
| 20 | The Picnic. | 1 |
| 21 | The Picnic. | 1 |
| 22 | The Picnic. | 1 |
| 23 | The Picnic. | 1 |
| 24 | Test 3. | 1 |
| 25 | The toy cupboard. | 1 |
| 26 | The toy cupboard. | 1 |
| 27 | The toy cupboard. | 1 |
| 28 | The toy cupboard. | 1 |
| 29 | The toy cupboard. | 1 |
| 30 | Christmas. | 1 |
| 31 | Christmas card. | 1 |
| 32 | Christmas. | 1 |
| 33 | Test 4. | 1 |
| 34 | Puppets. | 1 |
| 35 | Puppets. | 1 |
| 36 | Puppets. | 1 |
| 37 | Puppets. | 1 |
| 38 | Puppets. | 1 |
| 39 | Puppets. | 1 |
| 40 | Puppets. | 1 |
| 41 | Test 5. | 1 |
| 42 | At the farm. | 1 |
| 43 | At the farm. | 1 |
| 44 | At the farm. | 1 |
| 45 | At the farm. | 1 |
| 46 | At the farm. | 1 |
| 47 | At the farm. | 1 |
| 48 | Wild animals. | 1 |
| 49 | Test 6. | 1 |
| 50 | At the park. | 1 |
| 51 | At the park. | 1 |
| 52 | At the park. | 1 |
| 53 | At the park. | 1 |
| 54 | At the park. | 1 |
| 55 | At the park. | 1 |
| 56 | At the park. | 1 |
| 57 | Test 7. | 1 |
| 58 | Clothes. | 1 |
| 59 | Clothes. | 1 |
| 60 | Clothes. | 1 |
| 61 | Clothes. | 1 |
| 62 | Clothes. | 1 |
| 63 | Clothes. | 1 |
| 64 | Clothes. | 1 |
| 65 | At home. | 1 |
| 66 | At home. | 1 |
| 67 | At home. | 1 |
| 68 | At home. | 1 |
| 69 | At home. | 1 |
| 70 | At home. | 1 |
| 71 | Test 8. | 1 |
| 72 | Review the material. | 1 |

**Учебно-тематический план второго года обучения**

|  |  |
| --- | --- |
| **Количество часов** | |
| **В неделю** | **В год** |
| **2** | **72** |

|  |  |  |
| --- | --- | --- |
| **№ занятия** | **Название занятия** | **часы** |
| 1 | New friends. | 1 |
| 2 | New friends. | 1 |
| 3 | New friends. | 1 |
| 4 | New friends. | 1 |
| 5 | New friends. | 1 |
| 6 | New friends. | 1 |
| 7 | New friends. | 1 |
| 8 | Test 1. | 1 |
| 9 | The tree house. | 1 |
| 10 | The tree house. | 1 |
| 11 | The tree house. | 1 |
| 12 | The tree house. | 1 |
| 13 | The tree house. | 1 |
| 14 | The tree house. | 1 |
| 15 | Test 2. | 1 |
| 16 | Come and play. | 1 |
| 17 | Come and play. | 1 |
| 18 | Come and play. | 1 |
| 19 | Come and play. | 1 |
| 20 | Come and play. | 1 |
| 21 | Come and play. | 1 |
| 22 | Come and play. | 1 |
| 23 | Come and play. | 1 |
| 24 | Test 3. | 1 |
| 25 | At the wildlife park. | 1 |
| 26 | At the wildlife park. | 1 |
| 27 | At the wildlife park. | 1 |
| 28 | At the wildlife park. | 1 |
| 29 | At the wildlife park. | 1 |
| 30 | At the wildlife park. | 1 |
| 31 | Christmas card. | 1 |
| 32 | Christmas. | 1 |
| 33 | Test 4. | 1 |
| 34 | At the shop. | 1 |
| 35 | At the shop. | 1 |
| 36 | At the shop. | 1 |
| 37 | At the shop. | 1 |
| 38 | At the shop. | 1 |
| 39 | At the shop. | 1 |
| 40 | At the shop. | 1 |
| 41 | Test 5. | 1 |
| 42 | Lunchtime. | 1 |
| 43 | Lunchtime. | 1 |
| 44 | Lunchtime. | 1 |
| 45 | Lunchtime. | 1 |
| 46 | Lunchtime. | 1 |
| 47 | Lunchtime. | 1 |
| 48 | Lunchtime. | 1 |
| 49 | Test 6. | 1 |
| 50 | At the fair. | 1 |
| 51 | At the fair. | 1 |
| 52 | At the fair. | 1 |
| 53 | At the fair. | 1 |
| 54 | At the fair. | 1 |
| 55 | At the fair. | 1 |
| 56 | At the fair. | 1 |
| 57 | At the fair. | 1 |
| 58 | Test 7. | 1 |
| 59 | At home. | 1 |
| 60 | At home. | 1 |
| 61 | At home. | 1 |
| 62 | At home. | 1 |
| 63 | At home. | 1 |
| 64 | At home. | 1 |
| 65 | At home. | 1 |
| 66 | Test 8. | 1 |
| 67 | Outdoor activities. | 1 |
| 68 | Outdoor activities. | 1 |
| 69 | Outdoor activities. | 1 |
| 70 | Outdoor activities. | 1 |
| 71 | Test 9. | 1 |
| 72 | Review the material. | 1 |

**Календарно-тематическое планирование I года обучения**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Месяц** | **Тема** | **N занятия** | **Лексика** | **Грамматич.**  **структуры** | **Речевые образцы** | **Работа в учебных пособиях**  **Песни**  **Игры** | **Видео** | | **Работа в учебных пособиях**    **Домашнее задание** |
| **September** | **HELLO, MR. FIXIT!** | **1.** | Hello, everyone!  **Characters:**Fred, Flo, Tich, Poppy, Bing, Mr. Fixit, Norton | What’s your name?  How are you?  Welcome back to school!  Hello, children  Stand up!  Say the chant! | Welcome back to school!  Hello, children  Stand up!  Say the chant!  My Name is…  I’m fine, thank you!  I’m so-so! | Hello chant! Tr.1.2  Class book p. 3-5  Look and say, then listen and find C.B. tr. 1.1  Listen to the story “I’m Tich” C.B. tr. 1.5  Find and say C.B. tr.4 |  | | Фразы приветствия |
| **2.** | Hello, everyone!  **Characters:**Fred, Flo, Tich, Poppy, Bing, Mr. Fixit, Norton | What’s your name?  How are you?  Welcome back to school!  Hello, children  Stand up!  Say the chant! | Welcome back to school!  Hello, children  Stand up!  Say the chant!  My Name is…  I’m fine, thank you!  I’m so-so! | Listen and circle (A.B) tr.1.3 |  | | Фразы приветствия |
| **3.** | Hello, everyone!  My favourite color’s…  **Colors:** red, blue, green, yellow, black, white, orange, purple, brown, pink, grey. | What’s your name?  How are you?  Welcome back to school!  Hello, children  Stand up!  Say the chant! | Stand up!  Sit down now!  Line up now!  Say goodbye!  My Name is…  I’m fine, thank you!  I’m so-so!  My favourite color is… | C.B. page 6 “Listen and follow” Tr. 1.6  C.B. page 7“Listen and sing the song” Tr. 1.10 |  | | **Colors:** red, blue, green, yellow, black, white, orange, purple, brown, pink, grey. |
| **4.** | Hello, everyone!  My favourite color’s…  **Colors:** red, blue, green, yellow, black, white, orange, purple, brown, pink, grey. | What’s your name?  How are you?  Welcome back to school!  Hello, children  Stand up!  Say the chant! | Stand up!  Sit down now!  Line up now!  Say goodbye!  My Name is…  I’m fine, thank you!  I’m so-so!  My favourite color is… | C.B. page 6 “Listen and follow” Tr. 1.6  C.B. page 7“Listen and sing the song” Tr. 1.10  A.B. ex.2,3 “Listen, follow and color!” tr. 1.4 |  | | **Colors:** red, blue, green, yellow, black, white, orange, purple, brown, pink, grey. |
| **September** | **HELLO, MR. FIXIT!** | **5.** | Hello, everyone!  My favourite color’s…  **HAPPY PEACE DAY** | What’s your name?  How are you?  Hello, children | Stand up!  Sit down now!  Line up now!  Say goodbye!  My Name is…  I’m fine, thank you!  I’m so-so!  My favourite color is… | C.B. page 75 “Look at the picture and say, what’s missing”  C.B. page 75“Listen and find the colors” Tr. 2.41  A.B. ex.1 “Listen and color!” tr. 2.42 |  | | **Happy peace day!** |
| **HELLO, MR. FIXIT!** | **6.** | Hello, everyone!  My favourite color’s…  **Shapes:** big, small, triangle, triangle, square, rectangle, circle | What’s your name?  How are you?  Name a shape! | My Name is…  I’m fine, thank you!  I’m so-so!  A big/ small circle  A big/ small square  A big/ small triangle  A big/ small rectangle | C.B. page 8 “Look and say”  “Listen and find. Count and say” tr.1.11  A.B. ex.9 “ Count and write the number” |  | | **Shapes:** big, small, triangle, square, rectangle, circle |
| **7.** | Hello, everyone!  My favourite color’s…  **Shapes:** big, small, triangle, triangle, square, rectangle, circle | What’s your name?  How are you?  Name a shape! | My Name is…  I’m fine, thank you!  I’m so-so!  A big/ small circle  A big/ small square  A big/ small triangle  A big/ small rectangle | C.B. page 8 “Look and say”  “Listen and find. Count and say” tr.1.11  A.B. ex.10 “ Order the pictures” |  | | **Shapes:** big, small, triangle, triangle, square, rectangle, circle |
| **8.** | Hello, everyone!  My favourite color’s…  **Shapes:** big, small, triangle, triangle, square, rectangle, circle | What’s your name?  How are you?  Name a shape! | My Name is…  I’m fine, thank you!  I’m so-so!  A big/ small circle  A big/ small square  A big/ small triangle  A big/ small rectangle | C.B. page 8 “Look and say”  “Listen and find. Count and say” tr.1.11 |  | | **Shapes:** big, small, triangle, triangle, square, rectangle, circle |
| **October** | **1.** | Hello, everyone!  My favourite color’s…  **Shapes:** big, small, triangle, triangle, square, rectangle, circle | What’s your name?  How are you?  Name a shape! | My Name is…  I’m fine, thank you!  I’m so-so!  A big/ small circle  A big/ small square  A big/ small triangle  A big/ small rectangle | C.B. page 8 “Look and say”  “Listen and find. Count and say” tr.1.11 |  | | **Shapes:** big, small, triangle, triangle, square, rectangle, circle |
| **October** | **HELLO, MR. FIXIT!** | **2.** | Hello, everyone!  My favourite color’s…  **Shapes:** big, small, triangle, triangle, square, rectangle, circle | What’s your name?  How are you?  Name a shape! | My Name is…  I’m fine, thank you!  I’m so-so!  A big/ small circle  A big/ small square  A big/ small triangle  A big/ small rectangle | C.B. page 8 “Look and say”  “Listen and find. Count and say” tr.1.11 |  | | **Shapes:** big, small, triangle, triangle, square, rectangle, circle |
| **THE SCHOOL SHOW** | **3.** | TEST 1 | | | | | | |
| **4.** | Hello, everyone!  **Family members:** Mum, Dad, Grandma, Grandpa, brother, sister, aunt, uncle, cousine | What’s your name?  How are you?  Name members of your family! | My Name is…  I’m fine, thank you!  I’m so-so!  Mum, Dad, Grandma, Grandpa, brother, sister, aunt, uncle, cousine | C.B. page 11 “Look and say” tr. 1.12  “Listen and sing the song” tr.1.13 |  | | **Family members:** Mum, Dad, Grandma, Grandpa, brother, sister, aunt, uncle, cousine |
| **5.** | Hello, everyone!  **Family members:** Mum, Dad, Grandma, Grandpa, brother, sister, aunt, uncle, cousine | What’s your name?  How are you?  Name members of your family!  How old are you? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  Mum, Dad, Grandma, Grandpa, brother, sister, aunt, uncle, cousine | C.B. page 12 “Listen to the story” tr. 1.12  “Listen and sing the song” tr.1.13  C.B. page 13 “Find and say” |  | | **Family members:** Mum, Dad, Grandma, Grandpa, brother, sister, aunt, uncle, cousine |
| **6.** | Hello, everyone!  **Family members:** Mum, Dad, Grandma, Grandpa, brother, sister, aunt, uncle, cousine | What’s your name?  How are you?  Name members of your family!  How old are you?  That’s not polite. | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  Mum, Dad, Grandma, Grandpa, brother, sister, aunt, uncle, cousine | C.B. page 12 “Listen to the story” tr. 1.12  C.B page 13 “find and say”  A.B. page 10 Listen and colour tr. 1.14 |  | | **Class book page 11** |
| **October** | **THE SCHOOL SHOW** | **7.** | Hello, everyone!  **Family members:** Mum, Dad, Grandma, Grandpa, brother, sister, aunt, uncle, cousine | What’s your name?  How are you?  Name members of your family!  How old are you?  That’s not polite. | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  Mum, Dad, Grandma, Grandpa, brother, sister, aunt, uncle, cousine | C.B. page 12 “Listen to the story” tr. 1.12  A.B. page 10 Listen and colour tr. 1.14 |  | | **Family members:** Mum, Dad, Grandma, Grandpa, brother, sister, aunt, uncle, cousine |
| **8.** | Hello, everyone!  **Family members:** Mum, Dad, Grandma, Grandpa, brother, sister, aunt, uncle, cousine | What’s your name?  How are you?  Name members of your family!  How old are you? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  Mum, Dad, Grandma, Grandpa, brother, sister, aunt, uncle, cousine | C.B. page 14 “Listen and find. Say the numbers” tr. 1.18  C.B. page 15 “Listen and sing the song” tr. 1.21  A.B. page 11 Listen and match tr. 1.16 |  | | **Songs and chants:**  C.B. page 84 |
| **November** | **PEOPLE IN ART** | **1.** | **People:** man, woman, girl, boy | What’s your name?  How are you?  Name members of your family!  How old are you?  Look at the picture! | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  Mum, Dad, Grandma, Grandpa, brother, sister, aunt, uncle, cousine | C.B. page 15, 16 “Look and say” tr. 1.18  C.B. page 18 “Find the odd one out” tr. 1.21  A.B. page 16 Listen and colour tr. 1.25 |  | | **People:** man, woman, girl, boy |
| **2.** | TEST 2 | | | | | | |
| **THE PICNIC** | **3.** | **Food and drink:**  Apple, banana, orange, cake, juice, fizzy drink, biscuit, sandwich, yogurt, chocolate, bar, sugar, cereal bar, carrot, milk, bread, roll | What’s your name?  How are you?  How old are you?  Look at the table! | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  Apple, banana, orange, cake, juice, fizzy drink, biscuit, sandwich, yogurt, chocolate, bar, sugar, cereal, bar, carrot, milk, bread, roll | C.B. page 19 “Look and say. Then listen and find” tr. 1.26  C.B. page 19 “Listen and say the chant” tr. 1.27  A.B. page 18 Listen and circle tr. 1.28  Listen and match tr. 1.29 |  | | **Food and drink:**  Apple, banana, orange, cake, juice, fizzy drink, biscuit, sandwich, yogurt, chocolate, bar, sugar, cereal, bar, carrot, milk, bread, roll |
|  | **November** | **4.** | **Food and drink:**  Apple, banana, orange, cake, juice, fizzy drink, biscuit, sandwich, yogurt, chocolate, bar, sugar, cereal bar, carrot, milk, bread, roll  **Structure:**  I’ve got… | What’s your name?  How are you?  How old are you?  Look at the table!  Pass me a sandwich, please!  Here you are.  Thanks/ thank you | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  Apple, banana, orange, cake, juice, fizzy drink, biscuit, sandwich, yogurt, chocolate, bar, sugar, cereal, bar, carrot, milk, bread, roll | C.B. page 19 “Look and say. Then listen and find” tr. 1.26  C.B. page 19 “Listen and say the chant” tr. 1.27  A.B. page 19 Listen and match tr. 1.30  Listen and match tr. 1.29 |  | | **Food and drink:**  Apple, banana, orange, cake, juice, fizzy drink, biscuit, sandwich, yogurt, chocolate, bar, sugar, cereal, bar, carrot, milk, bread, roll |
| **5.** | **Food and drink:**  Apple, banana, orange, cake, juice, fizzy drink, biscuit, sandwich, yogurt, chocolate, bar, sugar, cereal bar, carrot, milk, bread, roll  **Structure:**  I’ve got… | What’s your name?  How are you?  How old are you?  Park, picnic, naughty,  What have you got?  Can I have a banana, too? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  Apple, banana, orange, cake, juice, fizzy drink, biscuit, sandwich, yogurt, chocolate, bar, sugar, cereal, bar, carrot, milk, bread, roll | C.B. page 20 ,21 “Listen to the story” tr. 1.31  C.B. page 21 “Find and say”  A.B. page 20 Follow and say  A.B. page 20 Trace or draw. Colour. Say. |  | | A.B. page 20 Follow and say  A.B. page 20 Trace or draw. Colour. Say. |
| 6. | **Food and drink:**  Apple, banana, orange, cake, juice, fizzy drink, biscuit, sandwich, yogurt, chocolate, bar, sugar, cereal bar, carrot, milk, bread, roll  **Structure:**  I’ve got… | What’s your name?  How are you?  How old are you?  It’s time for tea.  Wash your hands.  Show me your hands.  What clean/ dirty hands! | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  Apple, banana, orange, cake, juice, fizzy drink, biscuit, sandwich, yogurt, chocolate, bar, sugar, cereal, bar, carrot, milk, bread, roll | C.B. page 22 “Listen and find ” the food. Say the names 1.32  C.B. page 23 “Listen and sing the song” tr. 1.34  A.B. page 22 Listen and number tr. 1.33 |  | | **Food and drink:**  Apple, banana, orange, cake, juice, fizzy drink, biscuit, sandwich, yogurt, chocolate, bar, sugar, cereal, bar, carrot, milk, bread, roll |
| 7. | **Food and drink:**  Apple, banana, orange, cake, juice, fizzy drink, biscuit, sandwich, yogurt, chocolate, bar, sugar, cereal bar, carrot, milk, bread, roll  **Structure:**  I’ve got… | What’s your name?  How are you?  How old are you?  It’s time for tea.  Wash your hands.  Show me your hands.  What clean/ dirty hands! | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  Apple, banana, orange, cake, juice, fizzy drink, biscuit, sandwich, yogurt, chocolate, bar, sugar, cereal, bar, carrot, milk, bread, roll | C.B. page 24,25 “Listen and find. Count and say ” 1.36  C.B. page 23 “Listen and sing the song” tr. 1.34 |  | | C.B. page 26 |
| **November** | **THE TOY CUPBOARD** | **8.** | TEST 3 | | | | | | |
| **December** | **1.** | **Toys:** car, doll, ball, robot, teddy, train, bike, plane, computer, puppet  **Structure:**  Where’s my…?  It’s here  It isn’t here.  *Plus regular plural forms* | What’s your name?  How are you?  How old are you?  What a mess!  Put the robot away! | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  Car, doll, ball, robot, teddy, train, bike, plane, computer, puppet | C.B. page 27 “Look and say. Then listen and find ” 1.37  C.B. page 27 “Listen and sing the song” tr. 1.38  A.B. page 26 “Listen and color” tr. 1.39  “Listen and circle” tr. 1.40 |  | | **Toys:** car, doll, ball, robot, teddy, train, bike, plane, computer, puppet |
| **THE TOY CUPBOARD** | **2.** | **Toys:** car, doll, ball, robot, teddy, train, bike, plane, computer, puppet  **Structure:**  Where’s my…?  It’s here  It isn’t here.  *Plus regular plural forms* | What’s your name?  How are you?  How old are you?  What a mess!  Put the robot away! | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  Car, doll, ball, robot, teddy, train, bike, plane, computer, puppet | C.B. page 27 “Look and say. Then listen and find ” 1.37  C.B. page 27 “Listen and sing the song” tr. 1.38  A.B. page 27 “Say, read and match” |  | | **Toys:** car, doll, ball, robot, teddy, train, bike, plane, computer, puppet |
| **3.** | **Toys:** car, doll, ball, robot, teddy, train, bike, plane, computer, puppet  **Structure:**  Where’s my…?  It’s here  It isn’t here.  *Plus regular plural forms* | What’s your name?  How are you?  How old are you?  Here’s your car.  Here’s your ball.  Can you see my teddy?  I want my doll | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  Car, doll, ball, robot, teddy, train, bike, plane, computer, puppet | C.B. page 28,29 “Listen to the story. Where’s my teddy?” 1.41  C.B. page 29 “Find and say”  A.B. page 28 “Listen and tick or cross. Ask and answer” tr. 1.43 |  | | **A.B.** page 30 |
| **December** | **THE TOY CUPBOARD** | **4.** | **Toys:** car, doll, ball, robot, teddy, train, bike, plane, computer, puppet  **Structure:**  Where’s my…?  It’s here  It isn’t here.  *Plus regular plural forms* | What’s your name?  How are you?  How old are you?  Here’s your car.  Here’s your ball.  Can you see my teddy?  I want my doll | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  Car, doll, ball, robot, teddy, train, bike, plane, computer, puppet | C.B. page 28,29 “Listen to the story. Where’s my teddy?” 1.41  A.B. page 32 “Listen and circle tr. 1.47 |  | | **C.B. page 30** |
| **5.** | **Toys:** car, doll, ball, robot, teddy, train, bike, plane, computer, puppet  **Structure:**  Where’s my…?  It’s here  It isn’t here.  *Plus regular plural forms* | What’s your name?  How are you?  How old are you?  Come and share a toy with me.  Your turn/ my turn.  Sing a song.  Read a book.  Play a game. | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  Car, doll, ball, robot, teddy, train, bike, plane, computer, puppet | C.B. page 31 “Listen and sing the song” 1.44 |  | | A.B. page 31 |
| **Christmas**  **THE TOY CUPBOARD** | **6.** | **Toys:** car, doll, ball, robot, teddy, train, bike, plane, computer, puppet  **Materials:** plastic, wood, metal, fabric | What’s your name?  How are you?  How old are you?  Come and share a toy with me.  Your turn/ my turn.  Sing a song.  Read a book.  Play a game. | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  plastic, wood, metal, fabric | C.B. page 32 “Look and say”  C.B. page 32 “Listen and find” tr. 1.46 |  | | C.B. page 32,33  **Materials:** plastic, wood, metal, fabric |
| **7.** | Father Christmas, Christmas tree, card  Robin, bell, angel, star, tree, candle, tree | What’s your name?  How are you?  How old are you? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five | C.B. page 76 “Listen and find the numbers”  C.B. page 76 “Listen and sing the song” tr. 2.44 |  | | **Merry Christmass** |
| **January** | **THE TOY CUPBOARD** | **1.** | **Toys:** car, doll, ball, robot, teddy, train, bike, plane, computer, puppet  **Materials:** plastic, wood, metal, fabric | What’s your name?  How are you?  How old are you?  Come and share a toy with me.  Your turn/ my turn.  Sing a song.  Read a book.  Play a game. | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  plastic, wood, metal, fabric  car, doll, ball, robot, teddy, train, bike, plane, computer, puppet | C.B. page 32, 33 “Look and say”  C.B. page 32,33 “Listen and find” tr. 1.46 |  | | C.B page 34 |
| **PUPPETS** | **2.** | **ТЕСТ 4** | | | | | | |
| **3.** | **Parts of body:** head, body, arms, legs, hands, feet, fingers, toes  **Structure:**  It’s got… | What’s your name?  How are you?  How old are you?  Move the legs.  That’s easy!  That’s impossible!  Wait a minute!  Don’t be silly! | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  head, body, arms, legs, hands, feet, fingers, toes | C.B. page 35 “Look and say. Then listen and find” tr. 1.49  C.B. page 35 “Listen and sing a song” tr. 1.50 |  | | **Parts of body:** head, body, arms, legs, hands, feet, fingers, toes |
| **4.** | **Parts of body:** head, body, arms, legs, hands, feet, fingers, toes  **Structure:**  It’s got… | What’s your name?  How are you?  How old are you?  Move the legs.  That’s easy!  That’s impossible!  Wait a minute!  Don’t be silly! | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  head, body, arms, legs, hands, feet, fingers, toes | C.B. page 35 “Look and say. Then listen and find” tr. 1.49  C.B. page 35 “Listen and sing a song” tr. 1.50  A.B. page 34 “Listen and color” tr. 1.51 |  | | **C.B. page 35** |
| **January** | **PUPPETS** | **5.** | **Parts of body:** head, body, arms, legs, hands, feet, fingers, toes  **Structure:**  It’s got… | What’s your name?  How are you?  How old are you?  Look at my puppet!  Where’s the puppet box?  Here it is  Fred makes a fantastic puppet! | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  head, body, arms, legs, hands, feet, fingers, toes | C.B. page 36 “Listen to the story. The puppet box” tr. 1.52  C.B. page 37 “Find and say” |  | | **A.B. page 35** |
| **6.** | **Parts of body:** head, body, arms, legs, hands, feet, fingers, toes  **Structure:**  It’s got… | What’s your name?  How are you?  How old are you?  Look at my puppet!  Where’s the puppet box?  Here it is  Fred makes a fantastic puppet! | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  head, body, arms, legs, hands, feet, fingers, toes | C.B. page 38 “Listen and find. Say the numbers” tr. 1.53  Listen and sing the song! page 39 Tr. 1.55 |  | | **A.B. page 39** |
| **7.** | **Parts of body:** head, body, arms, legs, hands, feet, fingers, toes  **Parts of face:** face, hair, eyes, nose, mouth, ears  **Structure:**  It’s got… | What’s your name?  How are you?  How old are you?  What colour hair/ eyes have you got?  I’ve got red hair and green eyes. | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  head, body, arms, legs, hands, feet, fingers, toes  face, hair, eyes, nose, mouth, ears | C.B. page 40,41 “Look and say”  Listen and Find! Tr. 1.56 |  | | **Parts of face:** face, hair, eyes, nose, mouth, ears |
| **8.** | **Parts of body:** head, body, arms, legs, hands, feet, fingers, toes  **Parts of face:** face, hair, eyes, nose, mouth, ears  **Structure:**  It’s got… | What’s your name?  How are you?  How old are you?  What colour hair/ eyes have you got?  I’ve got red hair and green eyes. | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  head, body, arms, legs, hands, feet, fingers, toes  face, hair, eyes, nose, mouth, ears | C.B. page 40,41 “Look and say”  Listen and Find! Tr. 1.56 |  | | **Parts of face:** face, hair, eyes, nose, mouth, ears |
| **February** | **PUPPETS** | **1.** | **Parts of body:** head, body, arms, legs, hands, feet, fingers, toes  **Parts of face:** face, hair, eyes, nose, mouth, ears  **Structure:**  It’s got… | What’s your name?  How are you?  How old are you?  What colour hair/ eyes have you got?  I’ve got red hair and green eyes. | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  head, body, arms, legs, hands, feet, fingers, toes  face, hair, eyes, nose, mouth, ears | C.B. page 40,41 “Look and say”  Listen and Find! Tr. 1.56 |  | | **C.B. page 42** |
| **February** |  | **2.** | **ТЕСТ 5** | | | | | | |
| **AT THE FARM** | **3.** | **Animals:** dog, cat, hen, duck, cow sheep, goat, horse, donkey, rabbit  **Structure:** I like…  I don’t like… | What’s your name?  How are you?  How old are you?  Animals noises: woof, miaow, quack, cluck, moo, baa, neigh, ee- aw.  Where are the ducks?  Over there.  What’s your favourite animal? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  dog, cat, hen, duck, cow sheep, goat, horse, donkey, rabbit | C.B. page 43“Look and say. Then listen and find” tr. 2.1  Listen and sing the song! Tr. 2.2 |  | **Animals:** dog, cat, hen, duck, cow sheep, goat, horse, donkey, rabbit | |
| **4.** | **Animals:** dog, cat, hen, duck, cow sheep, goat, horse, donkey, rabbit  **Structure:** I like…  I don’t like… | What’s your name?  How are you?  How old are you?  Tich is scared of dogs.  Help!  Poor Tich!  I love this spider! | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  dog, cat, hen, duck, cow sheep, goat, horse, donkey, rabbit | C.B. page 43“Look and say. Then listen and find” tr. 2.1  C.B. page 44 “Listen to the story. animals” tr. 2.5  Find and say page 4 “Find and say’ |  | **Animals:** dog, cat, hen, duck, cow sheep, goat, horse, donkey, rabbit | |
| **February** | **5.** | **Animals:** dog, cat, hen, duck, cow sheep, goat, horse, donkey, rabbit  **Structure:** I like…  I don’t like…  **Baby animals:** Foal, lamb, puppy, kitten, chick | What’s your name?  How are you?  How old are you?  Tich is scared of dogs.  Help!  Poor Tich!  I love this spider! | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  dog, cat, hen, duck, cow sheep, goat, horse, donkey, rabbit  Foal, lamb, puppy, kitten, chick | C.B. page 48“Look and say.”  C.B. page 48,49 “Listen and find” tr. 2.10  A.B. “Listen and number” page 42 tr.2.3 |  | A.B page 44 | |
| **6.** | **Animals:** dog, cat, hen, duck, cow sheep, goat, horse, donkey, rabbit  **Structure:** I like…  I don’t like…  **Baby animals:** Foal, lamb, puppy, kitten, chick | What’s your name?  How are you?  How old are you? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  dog, cat, hen, duck, cow sheep, goat, horse, donkey, rabbit  Foal, lamb, puppy, kitten, chick | C.B. page 46“Listen and find. Say the names” tr. 2.6  C.B. page 47 “Listen and sing the song” tr. 2.8  A.B. page 47 |  | **Baby animals:** Foal, lamb, puppy, kitten, chick | |
| **7.** | **Animals:** dog, cat, hen, duck, cow sheep, goat, horse, donkey, rabbit  **Structure:** I like…  I don’t like…  **Baby animals:** Foal, lamb, puppy, kitten, chick | What’s your name?  How are you?  How old are you? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  dog, cat, hen, duck, cow sheep, goat, horse, donkey, rabbit  Foal, lamb, puppy, kitten, chick | C.B. page 46“Listen and find. Say the names” tr. 2.6  C.B. page 47 “Listen and sing the song” tr. 2.8 |  | **Baby animals:** Foal, lamb, puppy, kitten, chick | |
| **FATHER’S**  **DAY**  **AT THE FARM** | **8.** | **Animals:** dog, cat, hen, duck, cow sheep, goat, horse, donkey, rabbit  **Structure:** I like…  I don’t like…  **Baby animals:** Foal, lamb, puppy, kitten, chick | What’s your name?  How are you?  How old are you? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  dog, cat, hen, duck, cow sheep, goat, horse, donkey, rabbit  Foal, lamb, puppy, kitten, chick | C.B. page 46“Listen and find. Say the names” tr. 2.6  C.B. page 47 “Listen and sing the song” tr. 2.8  A.B. page 48 ‘Match and write” |  | **C.B. page 50** | |
| **March** | **AT THE FARM** | **1.** | **Animals:** dog, cat, hen, duck, cow sheep, goat, horse, donkey, rabbit  **Structure:** I like…  I don’t like…  **Baby animals:** Foal, lamb, puppy, kitten, chick | What’s your name?  How are you?  How old are you? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  dog, cat, hen, duck, cow sheep, goat, horse, donkey, rabbit  Foal, lamb, puppy, kitten, chick | C.B. page 46“Listen and find. Say the names” tr. 2.6  C.B. page 47 “Listen and sing the song” tr. 2.8 |  |  | |
| **March** | **MOTHER’S**  **DAY** | **2.** | **TEST 6** | | | | | | |
| **AT THE PARK** | **3.** | **Action verbs:** run, jump, walk, hop, fly, ride a bike, kick a ball, climb a tree, juggle, throw a Frisbee  **Structures:** I can, I can’t | What’s your name?  How are you?  How old are you?  Come on!  Let’s ride our bikes!  Look at me!  Stop now, please!  That was fun | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  I can/ can’t run, jump, walk, hop, fly, ride a bike, kick a ball, climb a tree, juggle, throw a Frisbee | C.B. page 51 “Look and say. Then listen and find” tr. 2.12  C.B. page 51 “Listen and say the chant” tr. 2.13 |  | **Action verbs:** run, jump, walk, hop, fly, ride a bike, kick a ball, climb a tree, juggle, throw a Frisbee | |
| **4.** | **Action verbs:** run, jump, walk, hop, fly, ride a bike, kick a ball, climb a tree, juggle, throw a Frisbee  **Structures:** I can, I can’t | What’s your name?  How are you?  How old are you?  Come on!  Let’s ride our bikes!  Look at me!  Stop now, please!  That was fun | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  I can/ can’t run, jump, walk, hop, fly, ride a bike, kick a ball, climb a tree, juggle, throw a Frisbee | C.B. page 51 “Look and say. Then listen and find” tr. 2.12  C.B. page 51 “Listen and say the chant” tr. 2.13  A.B. page 50 “Listen and Number” tr. 2.14  A.B. page 50 “Listen and follow” tr.2.15 |  | **Action verbs:** run, jump, walk, hop, fly, ride a bike, kick a ball, climb a tree, juggle, throw a Frisbee | |
| **5.** | **Action verbs:** run, jump, walk, hop, fly, ride a bike, kick a ball, climb a tree, juggle, throw a Frisbee  **Structures:** I can, I can’t | What’s your name?  How are you?  How old are you?  I’m struck!  I can’t clime down!  Can you jump?  Trampoline  You can do it! | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  I can/ can’t run, jump, walk, hop, fly, ride a bike, kick a ball, climb a tree, juggle, throw a Frisbee | C.B. page 52 “Listen to the story. Playing in the park” tr. 2.16  C.B. page 53 “Find and say” |  | **C.B. page 51** | |
| **6.** | **Action verbs:** run, jump, walk, hop, fly, ride a bike, kick a ball, climb a tree, juggle, throw a Frisbee  **Structures:** I can, I can’t | What’s your name?  How are you?  How old are you?  I’m struck!  I can’t clime down!  Can you jump?  Trampoline  You can do it! | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  I can/ can’t run, jump, walk, hop, fly, ride a bike, kick a ball, climb a tree, juggle, throw a Frisbee | C.B. page 52 “Listen to the story. Playing in the park” tr. 2.16  C.B. page 53 “Find and say” |  | **C.B. page 51** | |
| **March** | **AT THE PARK** | **7.** | **Action verbs:** run, jump, walk, hop, fly, ride a bike, kick a ball, climb a tree, juggle, throw a Frisbee  **Structures:** I can, I can’t | What’s your name?  How are you?  How old are you?  Exercise is lots of fun.  Jump up and down  Touch your toes  Turn around | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  I can/ can’t run, jump, walk, hop, fly, ride a bike, kick a ball, climb a tree, juggle, throw a Frisbee | C.B. page 54 “Listen and find. Say the names.” tr. 2.17  C.B. page 55 “Listen and sing the song” tr. 2.19 |  | C.B. page 54 | |
| **8.** | **Action verbs:** run, jump, walk, hop, fly, ride a bike, kick a ball, climb a tree, juggle, throw a Frisbee  **Structures:** I can, I can’t | What’s your name?  How are you?  How old are you?  Exercise is lots of fun.  Jump up and down  Touch your toes  Turn around | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  I can/ can’t run, jump, walk, hop, fly, ride a bike, kick a ball, climb a tree, juggle, throw a Frisbee | C.B. page 56 “Look and say.”  C.B. page 56 “Listen, find and say” tr. 2.20 |  | C.B. page 56, 57 | |
| **April** | **1.** | **Action verbs:** run, jump, walk, hop, fly, ride a bike, kick a ball, climb a tree, juggle, throw a Frisbee  **Structures:** I can, I can’t | What’s your name?  How are you?  How old are you?  Exercise is lots of fun.  Jump up and down  Touch your toes  Turn around | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  I can/ can’t run, jump, walk, hop, fly, ride a bike, kick a ball, climb a tree, juggle, throw a Frisbee | C.B. page 58 “Say the actions words.”  A. B. page 55 |  | **A. B. page 58** | |
|  | **TEST 7** | | | | | | |
| **2.** | **Clothes:** dress, T- shirt, shorts, trouser, jumper, skirt, shoes, socks, hat, jacket  **Structures:** I’m wearing… | What’s your name?  How are you?  How old are you?  What have you got?  I’ve got a pink dress.  A pair of trousers | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  I’m wearing a dress, T- shirt, shorts, trouser, jumper, skirt, shoes, socks, hat, jacket | C.B. page 59 “Look and say. Then listen and find” tr. 2.22  “Listen and sing a song” tr. 2.23 |  | **Clothes:** dress, T- shirt, shorts, trouser, jumper, skirt, shoes, socks, hat, jacket | |
| **April** | **NEW CLOTHES** | **3.** | **Clothes:** dress, T- shirt, shorts, trouser, jumper, skirt, shoes, socks, hat, jacket  **Structures:** I’m wearing… | What’s your name?  How are you?  How old are you?  What have you got?  I’ve got a pink dress.  A pair of (trousers/ shorts/ socks/ shoes) | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  I’m wearing a dress, T- shirt, shorts, trouser, jumper, skirt, shoes, socks, hat, jacket | C.B. page 59 “Look and say. Then listen and find” tr. 2.22  “Listen and sing a song” tr. 2.23 |  | **C.B. page 59** | |
| **4.** | **Clothes:** dress, T- shirt, shorts, trouser, jumper, skirt, shoes, socks, hat, jacket  **Weather:** It’s raining, it’s windy, it’s cold, it’s cloudy, it’s hot.  **Structures:** I’m wearing… | What’s your name?  How are you?  How old are you?  It’s Poppy’s birthday  Flo’s got new clothes.  What can I wear?  I hate them!  He’s got some special clothes.  I’m a clown!  Perfect for party! | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  I’m wearing a dress, T- shirt, shorts, trouser, jumper, skirt, shoes, socks, hat, jacket | C.B. page 60,61 “Listen to the story. Poppy’s party” tr. 2.26  “Find and say” |  | **Clothes:** dress, T- shirt, shorts, trouser, jumper, skirt, shoes, socks, hat, jacket | |
| **5.** | **Clothes:** dress, T- shirt, shorts, trouser, jumper, skirt, shoes, socks, hat, jacket  **Weather:** It’s raining, it’s windy, it’s cold, it’s cloudy, it’s hot.  **Structures:** I’m wearing… | What’s your name?  How are you?  How old are you?  It’s Poppy’s birthday  Flo’s got new clothes.  What can I wear?  I hate them!  He’s got some special clothes.  I’m a clown!  Perfect for party! | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  I’m wearing a dress, T- shirt, shorts, trouser, jumper, skirt, shoes, socks, hat, jacket | C.B. page 60,61 “Listen to the story. Poppy’s party” tr. 2.26  “Find and say”  A.B. page 58 |  | **Clothes:** dress, T- shirt, shorts, trouser, jumper, skirt, shoes, socks, hat, jacket | |
|  | **6.** | **Clothes:** dress, T- shirt, shorts, trouser, jumper, skirt, shoes, socks, hat, jacket  **Weather:** It’s raining, it’s windy, it’s cold, it’s cloudy, it’s hot.  **Structures:** I’m wearing… | What’s your name?  How are you?  How old are you?  It’s Poppy’s birthday  Flo’s got new clothes.  What can I wear?  I hate them!  He’s got some special clothes.  I’m a clown!  Perfect for party! | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  I’m wearing a dress, T- shirt, shorts, trouser, jumper, skirt, shoes, socks, hat, jacket | C.B. page 62 “Listen and follow. Say the names.” tr. 2.27  C.B. page 63 “Listen and sing the song.” tr. 2.29 |  | C.B. page 62 | |
| **April** | **NEW CLOTHES** | **7.** | **Clothes:** dress, T- shirt, shorts, trouser, jumper, skirt, shoes, socks, hat, jacket  **Weather:** It’s raining, it’s windy, it’s cold, it’s cloudy, it’s hot.  **Structures:** I’m wearing… | What’s your name?  How are you?  How old are you?  What’s the weather like? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  It’s raining, it’s windy, it’s cold, it’s cloudy, it’s hot. | C.B. page 64 “Look and say.”  C.B. page 64 “Listen and find.” tr. 2.31  A.B. page 63 “Match. Listen and color” tr. 2.30 |  | **Weather:** It’s raining, it’s windy, it’s cold, it’s cloudy, it’s hot | |
| **8.** | **Clothes:** dress, T- shirt, shorts, trouser, jumper, skirt, shoes, socks, hat, jacket  **Weather:** It’s raining, it’s windy, it’s cold, it’s cloudy, it’s hot.  **Structures:** I’m wearing… | What’s your name?  How are you?  How old are you?  What’s the weather like? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  It’s raining, it’s windy, it’s cold, it’s cloudy, it’s hot. | C.B. page 64 “Look and say.”  C.B. page 64 “Listen and find.” tr. 2.31  A.B. page 63 “Match. Listen and color” tr. 2.30 |  | **C.B. page 66** | |
| **May** | **NEW CLOTHES** | **1.** | **TEST 8** | | | | | | |
| **2.** | **Parts of a house:** living room, kitchen, bathroom, bedroom, hall, garage, garden  **Structures:** Where’s…?  He’s/ she’s in the… | What’s your name?  How are you?  How old are you?  Knock, knock.  Run and hide.  Look inside.  You’re in there… | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  living room, kitchen, bathroom, bedroom, hall, garage, garden | C.B. page 67 “Look and say. Then listen and find” tr. 2.32  C.B. page 67 “Listen and say the chant” tr. 2.33 |  | **Parts of a house:** living room, kitchen, bathroom, bedroom, hall, garage, garden | |
| **3.** | **Parts of a house:** living room, kitchen, bathroom, bedroom, hall, garage, garden  **Structures:** Where’s…?  He’s/ she’s in the… | What’s your name?  How are you?  How old are you?  Knock, knock.  Run and hide.  Look inside.  You’re in the… | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  living room, kitchen, bathroom, bedroom, hall, garage, garden | C.B. page 67 “Look and say. Then listen and find” tr. 2.32  C.B. page 67 “Listen and say the chant” tr. 2.33  A. B. page 66 “Listen and colour’  “Listen and draw the rout” |  | **C.B. page 67** | |
| **HOUSE AND HOME** | **4.** | **Parts of a house:** living room, kitchen, bathroom, bedroom, hall, garage, garden  **Structures:** Where’s…?  He’s/ she’s in the… | What’s your name?  How are you?  How old are you?  Mr. Fixit can’t find Norton.  Norton’s missing. Is he here?  Everyone looks for Norton. | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  living room, kitchen, bathroom, bedroom, hall, garage, garden | C.B. page 68 “Listen to the story. Norton’s missing!” tr. 2.36  C.B. page 69 “Find and say” |  | **Parts of a house:** living room, kitchen, bathroom, bedroom, hall, garage, garden | |
| **May** | **5.** | **Parts of a house:** living room, kitchen, bathroom, bedroom, hall, garage, garden  **Structures:** Where’s…?  He’s/ she’s in the… | What’s your name?  How are you?  How old are you?  Mr. Fixit can’t find Norton.  Norton’s missing. Is he here?  Everyone looks for Norton. | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  living room, kitchen, bathroom, bedroom, hall, garage, garden | C.B. page 68 “Listen to the story. Norton’s missing!” tr. 2.36  A. B. page 66 “Listen and colour’  “Listen and draw the rout” |  | **C. B page 70** | |
| **6.** | **Parts of a house:** living room, kitchen, bathroom, bedroom, hall, garage, garden  **Maps:** park, shop, bus stop, school, cinema, house  **Structures:** Where’s…?  He’s/ she’s in the… | What’s your name?  How are you?  How old are you?  Mr. Fixit can’t find Norton.  We’re washing up  We’re tiding up  we are cleaning up together | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  living room, kitchen, bathroom, bedroom, hall, garage, garden  park, shop, bus stop, school, cinema, house | C.B. page 72,73 “Look and say”  Page 73 “Listen, find and say” |  | **C.B. page 74** | |
| **7.** | **Parts of a house:** living room, kitchen, bathroom, bedroom, hall, garage, garden  **Maps:** park, shop, bus stop, school, cinema, house  **Structures:** Where’s…?  He’s/ she’s in the… | What’s your name?  How are you?  How old are you?  Mr. Fixit can’t find Norton.  We’re washing up  We’re tiding up  we are cleaning up together | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five  living room, kitchen, bathroom, bedroom, hall, garage, garden  park, shop, bus stop, school, cinema, house | C.B. page 72,73 “Look and say”  Page 73 “Listen, find and say” |  | **C.B. page 74** | |
| **8.** | **TEST 9** | | | | | | |

К окончанию курса обучения по адаптированной программе обучения английскому языку педагог должен научить учащихся:

1. В области говорения:

- осуществлять диалогическое общение на элементарном уровне в пределах сфер, тематики и ситуаций общения, обозначенных данной программой;

- строить элементарные монологические высказывания о себе и об окружающем мире.

2. В области аудирования:

- понимать и адекватно реагировать на реплики партнеров по общению в пределах сфер, тематики и ситуаций общения, обозначенных программой;

- понимать просьбы и указания педагога и сверстников, связанные с учебными и игровыми ситуациями на занятии;

- полностью понимать короткие высказывания, преимущественно монологического характера, построенные на знакомом языковом материале;

- воспринимать и понимать на слух общее содержание небольших и несложных аутентичных и учебных текстов.

Периодичность занятий – 2 раза в неделю. Продолжительность - 45 минут.

Количество учащихся в группе не должно превышать 8-10 человек

* 1. Выразить свое согласие или несогласие;
  2. Попросить к/л выполнить просьбу.
  3. Расказать о своих предпочтениях.

1. *В области аудирования.*

2.1 Умение понимать и адекватно реагировать на высказывания партнеров по общению в пределах тем и ситуаций, обозначенных программой;

2.2 Умение адекватно реагировать на просьбы и указания педагога, сверстников;

2.3 Умение адекватно реагировать на учебные установки педагога ( организационные моменты занятия, объяснение задания, правил игры).

Календарно-тематическое планирование второго года обучения

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **месяц** | **Тема** | **N занятия** | **Лексика** | **Грамматич.**  **структуры** | **Речевые образцы** | **Работа в учебных пособиях**  **Песни**  **Игры** | **Видео** | | | **Домашнее задание** |
| **September** | **NEW FRIENDS** | **1.** | What day is it today?  How old is he/ she?  ***Days of the week:*** Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday  ***Characters:*** Flo, Fred, Bing, Tich, Poppy, Mr. Fixit, Norton, Mitch | What’s your name?  How are you?  How old are you?  What day is it today? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  ***Days of the week:*** Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday | C.B. page 3 “Listen and say who” tr.1.1  “Listen and sing the song” tr. 1.2 |  | | |  |
| **2.** | What day is it today?  How old is he/ she?  ***Days of the week:*** Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday  ***Characters:*** Flo, Fred, Bing, Tich, Poppy, Mr. Fixit, Norton, Mitch | What’s your name?  How are you?  How old are you?  What day is it today? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  ***Days of the week:*** Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday | C.B. page 3 “Listen and say who” tr.1.1  “Listen and sing the song” tr. 1.2 |  | | | ***Days of the week:*** Monday, Tuesday, Wednesday |
| **3.** | What day is it today?  How old is he/ she?  ***Days of the week:*** Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday  ***Characters:*** Flo, Fred, Bing, Tich, Poppy, Mr. Fixit, Norton, Mitch | What’s your name?  How are you?  How old are you?  What day is it today?  That’s Mitch. He’s new!  Naughty Norton! | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  ***Days of the week:*** Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday | C.B. page 4,5 “Listen to the story. Let’s make friends!” tr.1.5  “Find and say who”  “Listen and sing the song” tr. 1.8  A.B. page 2 “Listen and number” tr. 1.3 |  | | | ***Days of the week:*** Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday |
| **4.** | What day is it today?  How old is he/ she?  ***Days of the week:*** Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday  ***Characters:*** Flo, Fred, Bing, Tich, Poppy, Mr. Fixit, Norton, Mitch  **Numbers**: 1-30 | What’s your name?  How are you?  How old are you?  What day is it today?  That’s Mitch. He’s new!  Naughty Norton! | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Days of the week:*** Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday  ***Numbers:***1-30 | C.B. page 4,5 “Listen to the story. Let’s make friends!” tr.1.5  C.B. page 8,9 “Listen and say the chant” tr. 1.9 |  | | | C.B. page 8,9 |
| **September** | **NEW FRIENDS** | **5.** | What day is it today?  How old is he/ she?  ***Days of the week:*** Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday  ***Characters:*** Flo, Fred, Bing, Tich, Poppy, Mr. Fixit, Norton, Mitch  **Numbers**: 1-30 | What’s your name?  How are you?  How old are you?  What day is it today?  That’s Mitch. He’s new!  Naughty Norton! | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Days of the week:*** Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday  ***Numbers:***1-30 | C.B. page 4,5 “Listen to the story. Let’s make friends!” tr.1.5  C.B. page 8,9 “Listen and say the chant” tr. 1.9 |  | | | ***Numbers:***1-30 |
| **6.** | What day is it today?  How old is he/ she?  ***Days of the week:*** Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday  ***Characters:*** Flo, Fred, Bing, Tich, Poppy, Mr. Fixit, Norton, Mitch  **Numbers**: 1-30 | What’s your name?  How are you?  How old are you?  What day is it today?  That’s Mitch. He’s new!  Naughty Norton! | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Days of the week:*** Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday  ***Numbers:***1-30 | C.B. page 8,9 “Listen and say the chant” tr. 1.9 |  | | | ***Numbers:***1-30 |
| **7.** | What day is it today?  How old is he/ she?  ***Days of the week:*** Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday  ***Characters:*** Flo, Fred, Bing, Tich, Poppy, Mr. Fixit, Norton, Mitch  **Numbers**: 1-30 | What’s your name?  How are you?  How old are you?  What day is it today?  That’s Mitch. He’s new!  Naughty Norton! | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Days of the week:*** Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday  ***Numbers:***1-30 | C.B. page 8,9 “Listen and say the chant” tr. 1.9  A.B. page 8 |  | | | ***Numbers:***1-30 |
| **8.** | TEST 1 | | | | | | | |
| **October** | **1.** | ***Furniture:*** bed, cupboard, table, box, chair, shelf, cushion, sofa, rug  **Numbers**: 1-30 | What’s your name?  How are you?  How old are you?  What day is it today?  Is he/ she in, on, under the table. | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Furniture:*** bed, cupboard, table, box, chair, shelf, cushion, sofa, rug | C.B. page 11 “Listen and find” tr. 1.11  “Listen and sing the song” tr. 1.12 |  | | | ***Furniture:*** bed, cupboard, table, box, chair, shelf, cushion, sofa, rug  **Numbers**: 1-30 |
| **October** | **THE TREE HOUSE** | **2.** | ***Furniture:*** bed, cupboard, table, box, chair, shelf, cushion, sofa, rug  **Numbers**: 1-30 | What’s your name?  How are you?  How old are you?  What day is it today?  Is he/ she in, on, under the table. | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Furniture:*** bed, cupboard, table, box, chair, shelf, cushion, sofa, rug | C.B. page 11 “Listen and find” tr. 1.11  “Listen and sing the song” tr. 1.12 |  | | | C.B. page 11  **Numbers**: 1-30 |
| **THE TREE HOUSE** | **3.** | ***Furniture:*** bed, cupboard, table, box, chair, shelf, cushion, sofa, rug  **Numbers**: 1-30 | What’s your name?  How are you?  How old are you?  What day is it today?  Is he/ she in, on, under the table. | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Furniture:*** bed, cupboard, table, box, chair, shelf, cushion, sofa, rug | C.B. page 12,13 “Listen to the story. Hamster hide and seek” tr. 1.14  “Same or different?” | |  | | ***Furniture:*** bed, cupboard, table, box, chair, shelf, cushion, sofa, rug  **Numbers**: 1-30 |
| **4.** | ***Furniture:*** bed, cupboard, table, box, chair, shelf, cushion, sofa, rug  **Numbers**: 1-30 | What’s your name?  How are you?  How old are you?  What day is it today?  Is he/ she in, on, under the table. | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Furniture:*** bed, cupboard, table, box, chair, shelf, cushion, sofa, rug | C.B. page 12,13 “Listen to the story. Hamster hide and seek” tr. 1.14  A.B. page 10 “Listen and color” |  | | | ***Furniture:*** bed, cupboard, table, box, chair, shelf, cushion, sofa, rug  **Numbers**: 1-30 |
| **5.** | ***Furniture:*** bed, cupboard, table, box, chair, shelf, cushion, sofa, rug  ***Prepositions:*** in, on, under | What’s your name?  How are you?  How old are you?  What day is it today?  Is he/ she in, on, under the table. | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  ***Furniture:*** bed, cupboard, table, box, chair, shelf, cushion, sofa, rug | C.B. page 14 “Listen and find say the numbers” tr. 1.15  C.B. page 14 “Listen and say the chant” tr. 1.17 |  | | | ***Prepositions:*** in, on, under |
| **6.** | ***Furniture:*** bed, cupboard, table, box, chair, shelf, cushion, sofa, rug  ***Home:*** mirror, window, picture, table, vase  ***Prepositions:*** in, on, under | What’s your name?  How are you?  How old are you?  What day is it today?  Is he/ she in, on, under the table. | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Furniture:*** bed, cupboard, table, box, chair, shelf, cushion, sofa, rug  ***Home:*** mirror, window, picture, table, vase | C.B. page 16,17 “Listen , find and say” tr. 1.18 |  | | | ***Home:*** mirror, window, picture, table, vase |
| **October** | **THE TREE HOUSE** | **7.** | ***Furniture:*** bed, cupboard, table, box, chair, shelf, cushion, sofa, rug  ***Home:*** mirror, window, picture, table, vase  ***Prepositions:*** in, on, under | What’s your name?  How are you?  How old are you?  What day is it today?  Is he/ she in, on, under the table. | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Furniture:*** bed, cupboard, table, box, chair, shelf, cushion, sofa, rug  ***Home:*** mirror, window, picture, table, vase | C.B. page 16,17 “Listen , find and say” tr. 1.18 |  | | | C.B page 18 |
| **8.** | TEST 2 | | | | | | | |
| **November** | **COME AND PLAY!** | **1.** | ***Toys:*** scooter, kite, skateboard, skipping rope, yo-yo, boat, Frisbee, ball, bat, bike  ***Structure:*** He/ she’s got a… | What’s your name?  How are you?  How old are you?  What day is it today?  He/ she’s got a… | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Toys:*** scooter, kite, skateboard, skipping rope, yo-yo, boat, Frisbee, ball, bat, bike  ***Structure:*** He/ she’s got a… | C.B. page 19 “Listen , and find” tr. 1.19  “Listen and sing the song” tr. 1.20 |  | | | ***Toys:*** scooter, kite, skateboard, skipping rope, yo-yo, boat, Frisbee, ball, bat, bike |
| **2.** | ***Toys:*** scooter, kite, skateboard, skipping rope, yo-yo, boat, Frisbee, ball, bat, bike  ***Structure:*** He/ she’s got a… | What’s your name?  How are you?  How old are you?  What day is it today?  He/ she’s got a…  Come and play! | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Toys:*** scooter, kite, skateboard, skipping rope, yo-yo, boat, Frisbee, ball, bat, bike  ***Structure:*** He/ she’s got a… | C.B. page 19 “Listen , and find” tr. 1.19  “Listen and sing the song” tr. 1.20 | |  | | C.B. page 19 “Listen , and find” tr. 1.1 |
| **COME AND PLAY!** | **3.** | ***Toys:*** scooter, kite, skateboard, skipping rope, yo-yo, boat, Frisbee, ball, bat, bike  ***Structure:*** He/ she’s got a… | What’s your name?  How are you?  How old are you?  What day is it today?  He/ she’s got a…  Come and play! | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Toys:*** scooter, kite, skateboard, skipping rope, yo-yo, boat, Frisbee, ball, bat, bike  ***Structure:*** He/ she’s got a… | C.B. page 20,21 “Listen to the story! Let’s play!” tr. 1.22  “Find and say who” |  | | | ***Toys:*** scooter, kite, skateboard, skipping rope, yo-yo, boat, Frisbee, ball, bat, bike |
| **November** | **COME AND PLAY!** | **4.** | ***Toys:*** scooter, kite, skateboard, skipping rope, yo-yo, boat, Frisbee, ball, bat, bike  ***Structure:*** He/ she’s got a… | What’s your name?  How are you?  How old are you?  What day is it today?  He/ she’s got a…  Come and play! | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Toys:*** scooter, kite, skateboard, skipping rope, yo-yo, boat, Frisbee, ball, bat, bike  ***Structure:*** He/ she’s got a… | C.B. page 20,21 “Listen to the story! Let’s play!” tr. 1.22  “Find and say who” |  | | | ***Toys:*** scooter, kite, skateboard, skipping rope, yo-yo, boat, Frisbee, ball, bat, bike |
| **5.** | ***Toys:*** scooter, kite, skateboard, skipping rope, yo-yo, boat, Frisbee, ball, bat, bike  ***Structure:*** He/ she’s got a… | What’s your name?  How are you?  How old are you?  What day is it today?  He/ she’s got a…  Come and play!  Where’s Flo?  Over there. She’s got a green kite. | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Toys:*** scooter, kite, skateboard, skipping rope, yo-yo, boat, Frisbee, ball, bat, bike  ***Structure:*** He/ she’s got a… | C.B. page 22 “Listen and say true or false!” tr. 1.23  “Listen and say the chant ” tr. 1.24 |  | | | ***Toys:*** scooter, kite, skateboard, skipping rope, yo-yo, boat, Frisbee, ball, bat, bike |
| 6. | ***Toys:*** scooter, kite, skateboard, skipping rope, yo-yo, boat, Frisbee, ball, bat, bike  ***Structure:*** He/ she’s got a…  ***Transport:*** lorry, helicopter, plane, motorbike, van, wheel | What’s your name?  How are you?  How old are you?  What day is it today?  He/ she’s got a…  Come and play!  Where’s Flo?  Over there. She’s got a green kite. | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Toys:*** scooter, kite, skateboard, skipping rope, yo-yo, boat, Frisbee, ball, bat, bike  ***Structure:*** He/ she’s got a… | C.B. page 24,25 “Listen and find!” tr. 1.26  “Listen and say the chant ” tr. 1.24 |  | | | ***Transport:*** lorry, helicopter, plane, motorbike, van, wheel |
| 7. | ***Toys:*** scooter, kite, skateboard, skipping rope, yo-yo, boat, Frisbee, ball, bat, bike  ***Structure:*** He/ she’s got a…  ***Transport:*** lorry, helicopter, plane, motorbike, van, wheel | What’s your name?  How are you?  How old are you?  What day is it today?  He/ she’s got a…  Come and play!  Where’s Flo?  Over there. She’s got a green kite. | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Toys:*** scooter, kite, skateboard, skipping rope, yo-yo, boat, Frisbee, ball, bat, bike  ***Structure:*** He/ she’s got a… | C.B. page 24,25 “Listen and find!” tr. 1.26  “Listen and say the chant ” tr. 1.24 |  | | | ***Transport:*** lorry, helicopter, plane, motorbike, van, wheel |
| **November** | **COME AND PLAY!** | **8.** | TEST 3 | | | | | | | |
| **December** | **1.** | ***Wild animals:*** dolphin, bat, zebra, crocodile, snake, parrot, penguin, monkey, lion, giraffe  ***Structures:***  It can…  It can’t…  Can it…? | What’s your name?  How are you?  How old are you?  What day is it today? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Wild animals:*** dolphin, bat, zebra, crocodile, snake, parrot, penguin, monkey, lion, giraffe | C.B. page 27 “Listen and find!” tr. 1.27  “Listen and say the chant ” tr. 1.28 |  | | | ***Wild animals:*** dolphin, bat, zebra, crocodile, snake, parrot, penguin, monkey, lion, giraffe |
| **AT THE WILD LIFE PARK** | **2.** | ***Wild animals:*** dolphin, bat, zebra, crocodile, snake, parrot, penguin, monkey, lion, giraffe  ***Structures:***  It can…  It can’t…  Can it…? | What’s your name?  How are you?  How old are you?  What day is it today? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Wild animals:*** dolphin, bat, zebra, crocodile, snake, parrot, penguin, monkey, lion, giraffe | C.B. page 27 “Listen and find!” tr. 1.27  “Listen and say the chant ” tr. 1.28 |  | | | C.B. page 27 |
| **3.** | ***Wild animals:*** dolphin, bat, zebra, crocodile, snake, parrot, penguin, monkey, lion, giraffe  ***Structures:***  It can…  It can’t…  Can it…? | What’s your name?  How are you?  How old are you?  What day is it today? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Wild animals:*** dolphin, bat, zebra, crocodile, snake, parrot, penguin, monkey, lion, giraffe | C.B. page 28,29 “Listen to the story! At the wild life park” tr. 1.30  “Same or different” |  | | | ***Wild animals:*** dolphin, bat, zebra, crocodile, snake, parrot, penguin, monkey, lion, giraffe |
| **December** | **4.** | ***Wild animals:*** dolphin, bat, zebra, crocodile, snake, parrot, penguin, monkey, lion, giraffe  ***Structures:***  It can…  It can’t…  Can it…? | What’s your name?  How are you?  How old are you?  What day is it today? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Wild animals:*** dolphin, bat, zebra, crocodile, snake, parrot, penguin, monkey, lion, giraffe | C.B. page 28,29 “Listen to the story! At the wild life park” tr. 1.30  “Same or different”  A.B. page 27 |  | | | ***Wild animals:*** dolphin, bat, zebra, crocodile, snake, parrot, penguin, monkey, lion, giraffe |
| **5.** | ***Wild animals:*** dolphin, bat, zebra, crocodile, snake, parrot, penguin, monkey, lion, giraffe  ***Structures:***  It can…  It can’t…  Can it…? | What’s your name?  How are you?  How old are you?  What day is it today? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Wild animals:*** dolphin, bat, zebra, crocodile, snake, parrot, penguin, monkey, lion, giraffe | C.B. page 31 “Listen and say” tr. 1.31  “Listen and sing the song” tr. 1.33 |  | | | ***Wild animals:*** dolphin, bat, zebra, crocodile, snake, parrot, penguin, monkey, lion, giraffe |
| **Christmas**  **AT THE WILD LIFE PARK** | **6.** | ***Wild animals:*** dolphin, bat, zebra, crocodile, snake, parrot, penguin, monkey, lion, giraffe  ***Parts of an animal:*** wings, tail, beak, feathers | What’s your name?  How are you?  How old are you?  What day is it today? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Wild animals:*** dolphin, bat, zebra, crocodile, snake, parrot, penguin, monkey, lion, giraffe  ***Parts of an animal:*** wings, tail, beak, feathers | C.B. page 32,33 “Listen and find”: tr. 1.34  “Listen and sing the song” tr. 1.33 |  | | | ***Parts of an animal:*** wings, tail, beak, feathers |
| **7.** | Father Christmas, Christmas tree, card  Robin, bell, angel, star, tree, candle, tree | What’s your name?  How are you?  How old are you?  What day is it today? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m five | C.B. page 75 “Listen and say true or false”  C.B. page 75 “Listen and sing the song” tr. 2.36 |  | | | **Merry Christmass** |
| **January** | **AT THE WILD LIFE PARK** | **1.** | ***Wild animals:*** dolphin, bat, zebra, crocodile, snake, parrot, penguin, monkey, lion, giraffe  ***Parts of an animal:*** wings, tail, beak, feathers | What’s your name?  How are you?  How old are you?  What day is it today? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Wild animals:*** dolphin, bat, zebra, crocodile, snake, parrot, penguin, monkey, lion, giraffe  ***Parts of an animal:*** wings, tail, beak, feathers | C.B. page 32,33 “Listen and find”: tr. 1.34  “Listen and sing the song” tr. 1.33 |  | | | C.B. page 34 |
| **AT THE SHOP** | **2.** | **ТЕСТ 4** | | | | | | | |
| **3.** | ***Small toys:*** sharpeners, rubbers, stickers, marbles, balloons, badges, dinosaurs, key rings, felt tips, figures  ***Structures:*** Can I have…?  Yes, here you are.  No, sorry! | What’s your name?  How are you?  How old are you?  What day is it today?  Can you see the balloons? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Small toys:*** sharpeners, rubbers, stickers, marbles, balloons, badges, dinosaurs, key rings, felt tips, figures | C.B. page 35 “Listen and find”: tr. 1.35  “Listen and sing the song” tr. 1.36 |  | | | ***Small toys:*** sharpeners, rubbers, stickers, marbles, balloons, badges, dinosaurs, key rings, felt tips, figures |
| **4.** | ***Small toys:*** sharpeners, rubbers, stickers, marbles, balloons, badges, dinosaurs, key rings, felt tips, figures  ***Structures:*** Can I have…?  Yes, here you are.  No, sorry! | What’s your name?  How are you?  How old are you?  What day is it today?  Can you see the balloons? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Small toys:*** sharpeners, rubbers, stickers, marbles, balloons, badges, dinosaurs, key rings, felt tips, figures | C.B. page 35 “Listen and find”: tr. 1.35  “Listen and sing the song” tr. 1.36 |  | | | C.B. page 35 |
| **January** | **AT THE SHOP** | **5.** | ***Small toys:*** sharpeners, rubbers, stickers, marbles, balloons, badges, dinosaurs, key rings, felt tips, figures  ***Structures:*** Can I have…?  Yes, here you are.  No, sorry! | What’s your name?  How are you?  How old are you?  What day is it today?  Can you see the balloons? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Small toys:*** sharpeners, rubbers, stickers, marbles, balloons, badges, dinosaurs, key rings, felt tips, figures | C.B. page 36,37 “Listen to the story. The surprise”: tr. 1.38  “Find and say who” |  | | | ***Small toys:*** sharpeners, rubbers, stickers, marbles, balloons, badges, dinosaurs, key rings, felt tips, figures |
| **6.** | ***Small toys:*** sharpeners, rubbers, stickers, marbles, balloons, badges, dinosaurs, key rings, felt tips, figures  ***Structures:*** Can I have…?  Yes, here you are.  No, sorry! | What’s your name?  How are you?  How old are you?  What day is it today?  Can you see the balloons? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Small toys:*** sharpeners, rubbers, stickers, marbles, balloons, badges, dinosaurs, key rings, felt tips, figures | C.B. page 36,37 “Listen to the story. The surprise”: tr. 1.38  “Find and say who”  A.B. page 34 “Listen and circle” tr. 1.37  “Count. Write the number” |  | | | ***Small toys:*** sharpeners, rubbers, stickers, marbles, balloons, badges, dinosaurs, key rings, felt tips, figures |
| **7.** | ***Small toys:*** sharpeners, rubbers, stickers, marbles, balloons, badges, dinosaurs, key rings, felt tips, figures  ***Structures:*** Can I have…?  Yes, here you are.  No, sorry! | What’s your name?  How are you?  How old are you?  What day is it today?  Can you see the balloons? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Small toys:*** sharpeners, rubbers, stickers, marbles, balloons, badges, dinosaurs, key rings, felt tips, figures | C.B. page 36,37 “Listen to the story. The surprise”: tr. 1.38  “Find and say who”  C.B. page 39 “Listen and sing the song” tr.1.40 |  | | | ***Small toys:*** sharpeners, rubbers, stickers, marbles, balloons, badges, dinosaurs, key rings, felt tips, figures |
| **8.** | ***Small toys:*** sharpeners, rubbers, stickers, marbles, balloons, badges, dinosaurs, key rings, felt tips, figures  ***Structures:*** Can I have…?  Yes, here you are.  No, sorry!  ***Numbers:*** 30- 100 | What’s your name?  How are you?  How old are you?  What day is it today?  Can you see the balloons? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Small toys:*** sharpeners, rubbers, stickers, marbles, balloons, badges, dinosaurs, key rings, felt tips, figures | C.B. page 40,41 “Listen and find”: tr. 1.41 |  | | | ***Small toys:*** sharpeners, rubbers, stickers, marbles, balloons, badges, dinosaurs, key rings, felt tips, figures |
| **February** | **AT THE SHOP** | **1.** | ***Small toys:*** sharpeners, rubbers, stickers, marbles, balloons, badges, dinosaurs, key rings, felt tips, figures  ***Structures:*** Can I have…?  Yes, here you are.  No, sorry!  ***Numbers:*** 30- 100 | What’s your name?  How are you?  How old are you?  What day is it today?  Can you see the balloons? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Small toys:*** sharpeners, rubbers, stickers, marbles, balloons, badges, dinosaurs, key rings, felt tips, figures | C.B. page 40,41 “Listen and find”: tr. 1.41 |  | | | C.B. page 42 |
| **February** |  | **2.** | **ТЕСТ 5** | | | | | | | |
| **LUNCHTIME** | **3.** | **Food:** cheese, tuna, chicken, tomatoes, sardines, sausages, rice, bread, lettuce, eggs  ***Structures:*** Do you like?  Can I have? | What’s your name?  How are you?  How old are you?  What day is it today?  It’s lunchtime!  Can I have…? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  **Food:** cheese, tuna, chicken, tomatoes, sardines, sausages, rice, bread, lettuce, eggs  ***Structures:*** Do you like?  Can I have? | C.B. page 43 “Listen and find”: tr. 2.1    C.B. page 43 “Listen and sing the song”: tr. 2.2 |  | | **Food:** cheese, tuna, chicken, tomatoes, sardines, sausages, rice, bread, lettuce, eggs | |
| **4.** | **Food:** cheese, tuna, chicken, tomatoes, sardines, sausages, rice, bread, lettuce, eggs  ***Structures:*** Do you like?  Can I have? | What’s your name?  How are you?  How old are you?  What day is it today?  It’s lunchtime!  Can I have…? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  **Food:** cheese, tuna, chicken, tomatoes, sardines, sausages, rice, bread, lettuce, eggs  ***Structures:*** Do you like?  Can I have? | C.B. page 43 “Listen and find”: tr. 2.1    C.B. page 43 “Listen and sing the song”: tr. 2.2 |  | | C.B. page 43 | |
| **February** | **5.** | **Food:** cheese, tuna, chicken, tomatoes, sardines, sausages, rice, bread, lettuce, eggs  ***Structures:*** Do you like?  Can I have? | What’s your name?  How are you?  How old are you?  What day is it today?  I’ve got a fish.  No, thank you!  Egg for me, please! | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  **Food:** cheese, tuna, chicken, tomatoes, sardines, sausages, rice, bread, lettuce, eggs  ***Structures:*** Do you like?  Can I have? | C.B. page 44,45 “Listen to the story. Let’s go fishing!”: tr. 2.4    C.B. page 43 “Same or different?”: |  | | **Food:** cheese, tuna, chicken, tomatoes, sardines, sausages, rice, bread, lettuce, eggs | |
| **6.** | **Food:** cheese, tuna, chicken, tomatoes, sardines, sausages, rice, bread, lettuce, eggs  ***Structures:*** Do you like?  Can I have? | What’s your name?  How are you?  How old are you?  What day is it today?  I’ve got a fish.  No, thank you!  Egg for me, please | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  **Food:** cheese, tuna, chicken, tomatoes, sardines, sausages, rice, bread, lettuce, eggs  ***Structures:*** Do you like?  Can I have? | C.B. page 46 “Listen and find!”: tr. 2.5  A.B. page 44 |  | | **Food:** cheese, tuna, chicken, tomatoes, sardines, sausages, rice, bread, lettuce, eggs | |
| **7.** | **Food:** cheese, tuna, chicken, tomatoes, sardines, sausages, rice, bread, lettuce, eggs  ***Structures:*** Do you like?  Can I have? | What’s your name?  How are you?  How old are you?  What day is it today?  I like…  I don’t like… | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  **Food:** cheese, tuna, chicken, tomatoes, sardines, sausages, rice, bread, lettuce, eggs  ***Structures:*** I like/ I don’t like… | C.B. page 46 “Listen and find!”: tr. 2.5  C.B. page 47 “Listen and sing the song!”: tr. 2.6 |  | | **A.B. page 45** | |
| **FATHER’S**  **DAY** | **8.** | **Food:** cheese, tuna, chicken, tomatoes, sardines, sausages, rice, bread, lettuce, eggs  ***Food groups:*** meat, fish, dairy, fruit, vegetables, cereal. | What’s your name?  How are you?  How old are you?  What day is it today?  I like…  I don’t like… | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Food groups:*** meat, fish, dairy, fruit, vegetables, cereal. | C.B. page 48,49 “Listen and find!”: tr. 2.8 |  | | ***Food groups:*** meat, fish, dairy, fruit, vegetables, cereal. | |
| **March** | **LUNCHTIME** | **1.** | **Food:** cheese, tuna, chicken, tomatoes, sardines, sausages, rice, bread, lettuce, eggs  ***Food groups:*** meat, fish, dairy, fruit, vegetables, cereal. | What’s your name?  How are you?  How old are you?  What day is it today?  I like…  I don’t like… | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Food groups:*** meat, fish, dairy, fruit, vegetables, cereal. | C.B. page 48,49 “Listen and find!”: tr. 2.8 |  | | **C.B. page 50** | |
| **March** | **MOTHER’S**  **DAY** | **2.** | **TEST 6** | | | | | | | |
| **AT THE FAIR** | **3.** | ***Feelings:*** sad, happy, scared, cross, bored, sleepy, dizzy, hungry, thirsty, hot, cold  ***Structure:***  Are you…?  Yes./ No, I’m… | What’s your name?  How are you?  How old are you?  What day is it today?  I’m dizzy/ thirsty  Can I have a drink? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Feelings:*** sad, happy, scared, cross, bored, sleepy, dizzy, hungry, thirsty, hot, cold | C.B. page 51 “Listen and find!”: tr. 2.9  C.B. page 51 “Listen and say the chant!”: tr. 2.10 |  | | ***Feelings:*** sad, happy, scared, cross, bored, sleepy, dizzy, hungry, thirsty, hot, cold | |
| **4.** | ***Feelings:*** sad, happy, scared, cross, bored, sleepy, dizzy, hungry, thirsty, hot, cold  ***Structure:***  Are you…?  Yes./ No, I’m… | What’s your name?  How are you?  How old are you?  What day is it today?  I’m dizzy/ thirsty  Can I have a drink?  If you’re happy, clap your hands,  If you’re dizzy, hold your head, etc. | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Feelings:*** sad, happy, scared, cross, bored, sleepy, dizzy, hungry, thirsty, hot, cold | C.B. page 51 “Listen and find!”: tr. 2.9  C.B. page 51 “Listen and say the chant!”: tr. 2.10 |  | | C.B. page 51 | |
| **5.** | ***Feelings:*** sad, happy, scared, cross, bored, sleepy, dizzy, hungry, thirsty, hot, cold  ***Structure:***  Are you…?  Yes./ No, I’m… | What’s your name?  How are you?  How old are you?  What day is it today?  I love fairs!  I’m scared!  Wow! It’s fantastic! | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Feelings:*** sad, happy, scared, cross, bored, sleepy, dizzy, hungry, thirsty, hot, cold | C.B. page 52,53 “Listen to the story! At the fair”: tr. 2.12  C.B. page 53 “Find and say who!”: |  | | ***Feelings:*** sad, happy, scared, cross, bored, sleepy, dizzy, hungry, thirsty, hot, cold | |
| **6.** | ***Feelings:*** sad, happy, scared, cross, bored, sleepy, dizzy, hungry, thirsty, hot, cold  ***Structure:***  Are you…?  Yes./ No, I’m… | What’s your name?  How are you?  How old are you?  What day is it today?  I love fairs!  I’m scared!  Wow! It’s fantastic! | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Feelings:*** sad, happy, scared, cross, bored, sleepy, dizzy, hungry, thirsty, hot, cold | “Listen to the story! At the fair”: tr. 2.12  C.B. page 54 “Listen and say the number”: tr. 2.13  A.B. page 50 “Listen and number”  “read and color!” |  | | A.B. page 51 | |
| **March** | **AT THE FAIR** | **7.** | ***Feelings:*** sad, happy, scared, cross, bored, sleepy, dizzy, hungry, thirsty, hot, cold  ***Structure:***  Are you…?  Yes./ No, I’m…  ***Music instruments:*** violin, piano, flute, xylophone, guitar | What’s your name?  How are you?  How old are you?  What day is it today? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Music instruments:*** violin, piano, flute, xylophone, guitar | C.B. page 56, 57 “Listen and find. Say ”: tr. 2.16  A.B. page 56 “Listen and number. Write” tr. 2.18  “Listen, choose and write” tr. 2.19 |  | | ***Music instruments:*** violin, piano, flute, xylophone, guitar | |
| **8.** | ***Feelings:*** sad, happy, scared, cross, bored, sleepy, dizzy, hungry, thirsty, hot, cold  ***Structure:***  Are you…?  Yes./ No, I’m…  ***Music instruments:*** violin, piano, flute, xylophone, guitar | What’s your name?  How are you?  How old are you?  What day is it today?  What’s this?  It’s a guitar. | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Music instruments:*** violin, piano, flute, xylophone, guitar | C.B. page 56, 57 “Listen and find. Say ”: tr. 2.16 |  | | ***Music instruments:*** violin, piano, flute, xylophone, guitar | |
| **April** | **1.** | ***Feelings:*** sad, happy, scared, cross, bored, sleepy, dizzy, hungry, thirsty, hot, cold  ***Structure:***  Are you…?  Yes./ No, I’m…  ***Music instruments:*** violin, piano, flute, xylophone, guitar | What’s your name?  How are you?  How old are you?  What day is it today?  What’s this?  It’s a guitar. | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Music instruments:*** violin, piano, flute, xylophone, guitar | C.B. page 57 “Listen and find. Say ”: tr. 2.17 |  | | **C.B. page 58** | |
|  | **TEST 7** | | | | | | | |
| **2.** | ***Indoor activities:***  watch TV, read, play on the computer, do my homework, cook, make a model, paint, sleep, do a puzzle, play a game  ***Structures:*** I’m …ing! | What’s your name?  How are you?  How old are you?  What day is it today?  What are you doing? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Indoor activities:***  watch TV, read, play on the computer, do my homework, cook, make a model, paint, sleep, do a puzzle, play a game | C.B. page 57 “Listen and find. ”: tr. 2.20  C.B. page 57 “Listen and say the chant. ”: tr. 2.21 |  | | ***Indoor activities:***  watch TV, read, play on the computer, do my homework, cook, make a model, paint, sleep, do a puzzle, play a game | |
| **April** | **AT HOME** | **3.** | ***Indoor activities:***  watch TV, read, play on the computer, do my homework, cook, make a model, paint, sleep, do a puzzle, play a game  ***Structures:*** I’m …ing! | What’s your name?  How are you?  How old are you?  What day is it today?  What are you doing?  Can I make a puzzle with you? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Indoor activities:***  watch TV, read, play on the computer, do my homework, cook, make a model, paint, sleep, do a puzzle, play a game | C.B. page 57 “Listen and find. ”: tr. 2.20  C.B. page 57 “Listen and say the chant. ”: tr. 2.21 |  | | C.B. page 57 | |
| **4.** | ***Indoor activities:***  watch TV, read, play on the computer, do my homework, cook, make a model, paint, sleep, do a puzzle, play a game  ***Structures:*** I’m …ing! | What’s your name?  How are you?  How old are you?  What day is it today?  What are you doing?  Can I make a puzzle with you? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Indoor activities:***  watch TV, read, play on the computer, do my homework, cook, make a model, paint, sleep, do a puzzle, play a game | C.B. page 60,61 “Listen to the story. Norton to the rescue! ”: tr. 2.23  C.B. page 61 “Same or different” |  | | ***Indoor activities:***  watch TV, read, play on the computer, do my homework, cook, make a model, paint, sleep, do a puzzle, play a game | |
| **5.** | ***Indoor activities:***  watch TV, read, play on the computer, do my homework, cook, make a model, paint, sleep, do a puzzle, play a game  ***Structures:*** I’m …ing! | What’s your name?  How are you?  How old are you?  What day is it today?  What are you doing?  Can I make a puzzle with you? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Indoor activities:***  watch TV, read, play on the computer, do my homework, cook, make a model, paint, sleep, do a puzzle, play a game | “Listen to the story. Norton to the rescue! ”: tr. 2.23  C.B. page 62 “Listen and find” tr. 2.24  C.B. page 63 “Listen and sing the song” tr. 2.25  A.B. “Listen and number” tr. 2.22 |  | | ***Indoor activities:***  watch TV, read, play on the computer, do my homework, cook, make a model, paint, sleep, do a puzzle, play a game | |
| **6.** | ***Structures:*** I’m …ing!  ***Uses of water:*** wash my hands, have a shower, wash up, clean my teeth, have a bath | What’s your name?  How are you?  How old are you?  What day is it today?  What are you doing? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Uses of water:*** wash my hands, have a shower, wash up, clean my teeth, have a bath | “Listen to the story. Norton to the rescue! ”: tr. 2.23  C.B. page 64,65 “Listen and find” tr. 2.26 |  | | ***Uses of water:*** wash my hands, have a shower, wash up, clean my teeth, have a bath | |
| **April** | **AT HOME** | **7.** | ***Structures:*** I’m …ing!  ***Uses of water:*** wash my hands, have a shower, wash up, clean my teeth, have a bath | What’s your name?  How are you?  How old are you?  What day is it today?  What are you doing? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Uses of water:*** wash my hands, have a shower, wash up, clean my teeth, have a bath | “Listen to the story. Norton to the rescue! ”: tr. 2.23  C.B. page 64,65 “Listen and find” tr. 2.26 |  | | ***Uses of water:*** wash my hands, have a shower, wash up, clean my teeth, have a bath | |
| **8.** | ***Structures:*** I’m …ing!  ***Uses of water:*** wash my hands, have a shower, wash up, clean my teeth, have a bath | What’s your name?  How are you?  How old are you?  What day is it today?  What are you doing? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Uses of water:*** wash my hands, have a shower, wash up, clean my teeth, have a bath | “Listen to the story. Norton to the rescue! ”: tr. 2.23  C.B. page 64,65 “Listen and find” tr. 2.26 |  | | C.B. page 66 | |
| **May** | **AT THE POOL** | **1.** | **TEST 8** | | | | | | | |
| **2.** | ***Outdoor activities:*** swim, float, write a postcard, eat an ice-cream, drink a milkshake, read a comic, listen to the radio, watch, have a shower, take a photo  ***Structure:*** He/ she’s…ing. | What’s your name?  How are you?  How old are you?  What day is it today?  What is he/she doing? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Outdoor activities:*** swim, float, write a postcard, eat an ice-cream, drink a milkshake, read a comic, listen to the radio, watch, have a shower, take a photo | C.B. page 67 “Listen and find” tr. 2.28  C.B. page 67 “Listen and sing the song” tr. 2.29 |  | | ***Outdoor activities:*** swim, float, write a postcard, eat an ice-cream, drink a milkshake, read a comic, listen to the radio, watch, have a shower, take a photo | |
| **3.** | ***Outdoor activities:*** swim, float, write a postcard, eat an ice-cream, drink a milkshake, read a comic, listen to the radio, watch, have a shower, take a photo  ***Structure:*** He/ she’s…ing | What’s your name?  How are you?  How old are you?  What day is it today?  What is he/she doing? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Outdoor activities:*** swim, float, write a postcard, eat an ice-cream, drink a milkshake, read a comic, listen to the radio, watch, have a shower, take a photo | C.B. page 67 “Listen and find” tr. 2.28  C.B. page 67 “Listen and sing the song” tr. 2.29 |  | | C.B. page 67 | |
| **AT THE POOL** | **4.** | ***Outdoor activities:*** swim, float, write a postcard, eat an ice-cream, drink a milkshake, read a comic, listen to the radio, watch, have a shower, take a photo  ***Structure:*** He/ she’s…ing | What’s your name?  How are you?  How old are you?  What day is it today?  What is he/she doing? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Outdoor activities:*** swim, float, write a postcard, eat an ice-cream, drink a milkshake, read a comic, listen to the radio, watch, have a shower, take a photo | C.B. page 68,69 “Listen to the story. Happy holiday” tr. 2.31  C.B. page 67 “Find and say who” |  | | ***Outdoor activities:*** swim, float, write a postcard, eat an ice-cream, drink a milkshake, read a comic, listen to the radio, watch, have a shower, take a photo | |
| **May** | **5.** | ***Outdoor activities:*** swim, float, write a postcard, eat an ice-cream, drink a milkshake, read a comic, listen to the radio, watch, have a shower, take a photo  ***Structure:*** He/ she’s…ing | What’s your name?  How are you?  How old are you?  What day is it today?  What is he/she doing? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc.  ***Outdoor activities:*** swim, float, write a postcard, eat an ice-cream, drink a milkshake, read a comic, listen to the radio, watch, have a shower, take a photo | “Listen to the story. Happy holiday” tr. 2.31  A.B. page 66 “Listen and number”  C.B. page 70 “Listen and find” tr. 2.32  C.B. page 71 “Listen and sing the song” tr. 2.33 |  | | ***Outdoor activities:*** swim, float, write a postcard, eat an ice-cream, drink a milkshake, read a comic, listen to the radio, watch, have a shower, take a photo | |
| **6.** | ***Structure:*** He/ she’s…ing  ***Children’s game in art:*** play leapfrog, play marbles, dance, play with a top. | What’s your name?  How are you?  How old are you?  What day is it today?  What is he/she doing? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc. | C.B. page 72,73 “Listen and find” tr. 2.34  C.B. page 71 “read and find” |  | | ***Children’s game in art:*** play leapfrog, play marbles, dance, play with a top. | |
| **7.** | ***Structure:*** He/ she’s…ing  ***Children’s game in art:*** play leapfrog, play marbles, dance, play with a top | What’s your name?  How are you?  How old are you?  What day is it today?  What is he/she doing? | My Name is…  I’m fine, thank you!  I’m so-so!  I’m six/ seven  It’s Monday, Tuesday, etc. | C.B. page 72,73 “Listen and find” tr. 2.34  C.B. page 71 “read and find” |  | | **C.B. page 74** | |
| **8.** | **TEST 9** | | | | | | | |

Содержание программы

Содержание обучения по данной программе включает:

1. Сферы общения и темы .

II. Языковой материал.

III.Речевые умения в области аудирования и говорения.

IV.Комплекс знаний и представлений о национально-культурных особенностях и реалиях страны изучаемого языка, минимум этикетно-узуальных форм речи для общения в различных сферах и ситуациях.

V. Общие учебные умения.

**I.Сферы общения и темы.**

Предметная сторона содержания обучения отражает следующую тематику:

*1. Социально-бытовая сфера общения.*

Я и моя семья.

Друзья.

Здоровье.

Мой дом.

Игрушки,

Мир животных.

Еда.

Одежда.

Магазин. Покупки.

*2. Социально-культурная сфера общения.*

Путешествия.

Транспорт.

Погода.

Природа в различные времена года.

Герои сказок и мультфильмов, песни, стихи, танцы, поделки.

Обычаи, традиции, праздники.

*3. Учебно-трудовая сфера общения.*

Школа.

*4.Игровая сфера общения.*

Любимые игры.

**II. Речевые умения в области аудирования и говорения.**

По окончании курса обучения детей английскому языку по данной программе должны быть сформированы следующие речевые умения:

1. В области аудирования:

- Умение в условиях непосредственного общения с педагогом и сверстниками понимать и адекватно реагировать на высказывания партнеров по общению в пределах тематики обозначенной программой;

- умение адекватно реагировать на просьбы и указания педагога, сверстников, исходящие из игровой или учебной ситуации;

- умение полностью и точно понимать короткие сообщения, построенные на знакомом языковом материале;

- умение понимать общее содержание коротких и несложных аутентичных текстов (рифмовки, стихи, сказки, рассказы).

1. В области говорения:

- умение приветствовать кого-либо и прощаться на английском языке;

- умение осведомиться о самочувствии кого-либо и адекватно ответить самому на подобный вопрос;

- умение задавать общие и специальные вопросы с целью получения интересующей информации, определенной тематикой и ситуацией общения;

- умение выражать свое мнение по определенному тематикой кругу вопросов;

- умение рассказать о себе (назвать имя, пол, возраст, место жительства, предпочтения, описать свои способности);

- умение рассказать о своей семье (назвать членов семьи, их имена, профессии, умения);

- умение описать животное либо игрушку;

- умение описать любимого литературного героя или героя мультфильма;

- умение выражать свое согласие или несогласие, способность или неспособность выполнить действие или команду;

**III.Комплекс знаний и представлений о национально-культурных особенностях и реалиях страны изучаемого языка, минимум этикетно-визуальных форм речи для общения в различных сферах и ситуациях.**

Данный компонент содержания обучения включает:

А) знание детьми:

- имен собственных;

- названия стран изучаемого языка;

- названия отдельных животных, растений, наиболее типичных для этих стран;

- государственной символики (флаг);

-детского фольклора (игры, песни, рифмовки, считалки и др.)

б) а также умение:

-употреблять формулы речевого этикета в конкретных ситуациях общения;

-играть в игры сверстников страны изучаемого языка;

- сравнивать обычаи, лежащие в основе празднования Рождества, Нового года, Пасхи и других праздников, дня рождения сверстников в стране изучаемого языка и своей стране.

**V. Общеучебные умения.**

Несмотря на преимущественно игровую форму организации раннего обучения дети овладевают общеучебными навыками и умениями, которые в дальнейшем помогут им включиться в учебную деятельность и адаптироваться к школьным условиям.

При непосредственной форме устного общения у детей развиваются:

- умение слушать педагога и собеседника (аудитивное внимание);

- умение работать индивидуально, в паре, в группе, фронтально, взаимодействуя друг с другом;

- умение контролировать и оценивать свои действия (неречевые и речевые);

- умение соблюдать культуру общения в речевом и неречевом поведении;

**-** при работе с учебником умение сосредоточить внимание, выслушать инструкцию педагога, выполнить соответственные речевые или неречевые действия.

Учебно-методическое обеспечение программы

Так как в основу данной программы положены материалы УМК «Incredible English» то этот УМК и непосредственно сама программа рассматриваются как основные средства обучения по данной программе. Кроме этого, в качестве дополнительных средств рекомендованы:

1. **Обучающие видеокурсы для детей:**

- «Английский язык для малышей с Хрюшей и Степашкой» в 5-ти частях;

- “Incredible English DVD 1,2”

2. **Аудиоматериал по английскому языку:**

- «Super Songs (for very young learners)»;

- «Teddy bear».

- «Super Simple songs 1,2,3»

- «Gracie Lou»

«Robby Rabit 1,2»