

**Адаптированная учебная программа
на 1 полугодие 2025-2026 учебный год
Английский язык**

2025-2026 оқу жылы /учебный год/ academic year (Eyes Open)

Бейсембаева Айлана

Разделы программы	Содержание адаптации (изменение объема, глубины изучения учебного материала ГОСО)	Ожидаемые результаты	Реальные результаты к концу полугодия
Cross curricular unit	I TERM		
Unit 1: Our class	6.2.1.1 understand a sequence of supported classroom instructions	understands a sequence of supported classroom instructions	+
	6.4.2.1 understand with little support specific information and detail in short, simple texts on a	understands with little support specific information and detail in short, simple texts on a	+
	6.6.8.1 use future forms <i>will</i> for predictions and <i>be going to</i> to talk about already decided plans on a limited range of familiar general and curricular topic	uses future forms <i>will</i> for predictions and <i>be going to</i> to talk about already decided plans on a limited range of familiar general and curricular topic	+
	6.2.2.1 understand an increasing range of unsupported basic questions which ask for personal information	understands an increasing range of unsupported basic questions which ask for personal information	<i>with teacher's support</i>
	6.5.2.1 write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics;	writes with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics;	+
	6.2.2.1 understand an increasing range of unsupported basic questions which ask for personal information	understands an increasing range of unsupported basic questions which ask for personal information	+
	6.5.3.1 write with support factual descriptions at text level which describe people, places and objects	writes with support factual descriptions at text level which describe people, places and objects	<i>with teacher's support.</i>
	6.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	interacts with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	+
	6.5.2.1 write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics;	writes with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics;	+
	6.4.9.1 recognise the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics	recognises the difference between fact and opinion in short, simple texts on a wide range of general and curricular topics	+
	6.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	understands the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	<i>with teacher's support.</i>
Unit 2: Helping and heroes	6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics	provides basic information about themselves and others at sentence level on an increasing range of general topics	+
	6.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	understands the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	<i>with teacher's support</i>

	6.5.6.1 link, with some support, sentences into a coherent paragraph using basic connectors on a limited range of familiar general topics	links, with some support, sentences into a coherent paragraph using basic connectors on a limited range of familiar general topics	+
	6.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics	understands supported narratives, including some extended talk, on an increasing range of general and curricular topics	+
	6.6.9.1 use appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics;	uses appropriately an increased variety of present and past simple active and some passive forms on a growing range of familiar general and curricular topics;	+
	6.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics	understands supported narratives, including some extended talk, on an increasing range of general and curricular topics	+
	6.4.2.1 understand with little support specific information and detail in short, simple texts on a limited range of general and curricular topics	understands with little support specific information and detail in short, simple texts on a limited range of general and curricular topics	+
	6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	uses appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	+
	6.5.3.1 write with support factual descriptions at text level which describe people, places and objects	writes with support factual descriptions at text level which describe people, places and objects	+
	6.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics	understands supported narratives, including some extended talk, on an increasing range of general and curricular topics	+
	6.3.2.1 ask simple questions to get information about a limited range of general topics	asks simple questions to get information about a limited range of general topics	+
	6.3.5.1 interact with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	interacts with peers to negotiate, agree and organise priorities and plans for completing classroom tasks	<i>with teacher's support.</i>
	II - Term		
Unit 3. Our Countryside	6.2.5.1 understand most specific information and detail of short, supported talk on a wide range of familiar topics	understands most specific information and detail of short, supported talk on a wide range of familiar topics	<i>with teacher's support.</i>
	6.3.2.1 ask more complex questions to get information about a growing range of general topics and some curricular topics	asks more complex questions to get information about a growing range of general topics and some curricular topics	
	6.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics	gives an opinion at sentence level on a limited range of general and curricular topics	+
	6.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts	understands specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts	
	6.5.2.1 write with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics	writes with minimal support about real and imaginary past events, activities and experiences on a range of familiar general topics and some curricular topics	+
	6.6.3.1 use a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topic	uses a growing variety of adjectives and regular and irregular comparative and superlative adjectives on a limited range of familiar general and curricular topic	<i>with teacher's support.</i>
	6.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics.	understands with little or no support the main points in extended talk on a wide range of general and curricular topics.	+

	6.6.13.1 use <i>might, may, could</i> to express possibility on a limited range of familiar general and curricular topics	uses <i>might, may, could</i> to express possibility on a limited range of familiar general and curricular topics	+
	6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	uses appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	+
	6.2.6.1 deduce meaning from context in short, supported talk on an increasing range of general and curricular topics	deduces meaning from context in short, supported talk on an increasing range of general and curricular topics	<i>with teacher's support</i>
	6.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	understands the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	+
	6.5.6.1 link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics;	links, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics;	+
Unit 4. Drama and comedy	6.2.1.1 understand with little or no support the main points in extended talk on a wide range of general and curricular topics	understands with little or no support the main points in extended talk on a wide range of general and curricular topics	+
	6.4.2.1 understand specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts	understands specific information and detail in texts on a growing range of familiar general and curricular topics, including some extended texts	+
	6.5.3.1 write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics; 6.6.10.1 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics	writes with some support about personal feelings and opinions on a limited range of familiar general and curricular topics; uses present continuous forms with present and future meaning on a limited range of familiar general and curricular topics	+
	6.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics	keeps interaction going in basic exchanges on a growing range of general and curricular topics	+
	6.5.2.1 write with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics;	writes with some support about real and imaginary past events, activities and experiences on a limited range of familiar general topics and some curricular topics;	+
	6.5.5.1 develop with support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics;	develops with support coherent arguments supported when necessary by examples and reasons for a limited range of written genres in familiar general and curricular topics;	<i>with teacher's support</i>
	6.4.1.1 understand the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	understands the main points in texts on a growing range of unfamiliar general and curricular topics, including some extended texts	+
	6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	uses appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics	+
	6.2.6.1 Deduce meaning from context in supported extended talk on a range of general and curricular topics 6.4.3.1 Understand the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts 6.5.8.1 Spell most high-frequency vocabulary accurately for a limited range of familiar general topics and some curricular topics	Deduces meaning from context in supported extended talk on a range of general and curricular topics Understands the detail of an argument on a limited range of familiar general and curricular topics, including some extended texts Spells most high-frequency vocabulary accurately for a	+

		<p>limited range of familiar general topics and some curricular topics</p>	
	<p>6.3.4.1 respond with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics 6.6.15.1 use common verbs followed by infinitive verb / verb + ing patterns, use infinitive of purpose on a limited range of familiar general and curricular topics</p>	<p>responds with limited flexibility at sentence level to unexpected comments on an increasing range of general and curricular topics uses common verbs followed by infinitive verb / verb + ing patterns, use infinitive of purpose on a limited range of familiar general and curricular topics</p>	+

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на II полугодие 2025-2026 учебный год
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Бейсембаева Айлана

III - Term			
Unit 5. Our Health	6.2.1.1 understand a sequence of supported classroom instructions	understands a sequence of supported classroom instructions	+
	6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics	provides basic information about themselves and others at sentence level on an increasing range of general topics	+
	6.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics	deduces meaning from context in short texts on a limited range of familiar general and curricular topics	+
	6.5.8.1 spell most high-frequency words accurately for a limited range of	spells most high-frequency words accurately for a limited range of	+
	6.6.7.1 use simple perfect forms of common verbs to express what has happened [indefinite time] on a limited range of familiar general and curricular topics	uses simple perfect forms of common verbs to express what has happened [indefinite time] on a limited range of familiar general and curricular topics	+
	6.5.5.1 link without support sentences using basic coordinating connectors	links without support sentences using basic coordinating connectors	+
	6.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics	understands the main points of supported extended talk on a range of general and curricular topics	<i>with teacher's support.</i>
	6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics	uses appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics	+
	6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts	reads independently a limited range of short simple fiction and non-fiction texts	+
	6.3.6.1 communicate meaning clearly at sentence and discourse level during pair, group and whole class exchanges;	communicates meaning clearly at sentence and discourse level during pair, group and whole class exchanges;	+
6.5.6.1 link, with some support, sentences into a coherent paragraph using basic connectors on a limited range of familiar general topics	links, with some support, sentences into a coherent paragraph using basic connectors on a limited range of familiar general topics	+	
Unit 6. Travel and holidays	6.2.8.1 understand supported narratives, including some extended talk, on an increasing range of general and curricular topics	understands supported narratives, including some extended talk, on an increasing range of general and curricular topics	+
	6.3.3.1 give an opinion at sentence level on a limited range of general and curricular topics	gives an opinion at sentence level on a limited range of general and curricular topics	+
	6.4.7.1 recognise typical features at word, sentence and text level in a limited range of written genres	recognises typical features at word, sentence and text level in a limited range of written genres	+
	6.5.1.1 plan, write, edit and proofread work at text level with support on a limited range of general and curricular topic 6.6.17.1 use <i>if</i> clauses (in zero conditionals) use <i>where</i> clauses use <i>before/after</i> clauses (with past reference) use defining relative clauses with <i>which who that where</i> to give details on a limited range of familiar general	plans, writes, edits and proofreads work at text level with support on a limited range of general and curricular topic uses <i>if</i> clauses (in zero conditionals) use <i>where</i> clauses use <i>before/after</i> clauses (with past reference) use defining relative clauses with <i>which who that where</i> to give details on	+ <i>with teacher's support</i>

	and curricular topics	a limited range of familiar general and curricular topics	
	6.2.6.1 deduce meaning from context in supported extended talk on a range of general and curricular topics; 6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics	deduces meaning from context in supported extended talk on a range of general and curricular topics; provides basic information about themselves and others at sentence level on an increasing range of general topics	with teacher's support. +
	6.6.6.1 use basic personal and demonstrative pronouns and quantitative pronouns <i>some, any, something, nothing anything</i> on a limited range of familiar general and curricular topics	uses basic personal and demonstrative pronouns and quantitative pronouns <i>some, any, something, nothing anything</i> on a limited range of familiar general and curricular topics	+
	6.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics	deduces meaning from context in short texts on a limited range of familiar general and curricular topics	+
	6.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics	keeps interaction going in basic exchanges on a growing range of general and curricular topics	+
	6.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics	understands the main points in a limited range of short simple texts on general and curricular topics	+
Unit 7. Reading for pleasure	6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics	provides basic information about themselves and others at sentence level on an increasing range of general topics	+
	6.4.1.1 understand the main points in a limited range of short simple texts on general and curricular topics	understands the main points in a limited range of short simple texts on general and curricular topics	+
	6.4.4.1 read independently a limited range of short simple fiction and non-fiction	reads independently a limited range of short simple fiction and non-fiction	+
	6.5.8.1 spell most high-frequency words accurately for a limited range of general topics of familiar general topics	spells most high-frequency words accurately for a limited range of general topics of familiar general topics	+
	6.4.8.1 use with some support familiar paper and digital reference resources to check meaning	uses with some support familiar paper and digital reference resources to check meaning	+
	6.3.5.1 keep interaction going in basic exchanges on a growing range of general and curricular topics	keeps interaction going in basic exchanges on a growing range of general and curricular topics	+
	6.2.8.1 Understand supported narratives including some extended talk, on a range of general and curricular topics 6.5.6.1 Link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics 6.3.4.1 Respond with limited flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics	Understands supported narratives including some extended talk, on a range of general and curricular topics Links, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics Responds with limited flexibility at both sentence and discourse level to unexpected comments on a range of general and curricular topics	+
	IV – term		
Unit 8. Our neighbourhood	6.2.5.1 understand most specific information and detail of short, supported talk on a wide range of familiar topics curricular topics.	understands most specific information and detail of short, supported talk on a wide range of familiar topics curricular topics.	+
	6.3.2.1 ask simple questions to get information about a limited range of general topics	asks simple questions to get information about a limited range of general topics	+

	6.3.7.1 use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics general and curricular topics 6.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics	uses appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics general and curricular topics deduces meaning from context in short texts on a limited range of familiar general and curricular topics	+ +
	6.5.6.1 link, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics; 6.6.6.1 use basic personal and demonstrative pronouns and quantitative pronouns <i>some, any, something, nothing anything</i> on a limited range of familiar general and curricular topics	links, with minimal support, sentences into coherent paragraphs using basic connectors on a growing range of familiar general topics; uses basic personal and demonstrative pronouns and quantitative pronouns <i>some, any, something, nothing anything</i> on a limited range of familiar general and curricular topics	+ +
	6.5.3.1 write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics; 6.6.15.1 use common verbs followed by infinitive verb / verb + ing patterns on a limited range of familiar general and curricular topics	writes with some support about personal feelings and opinions on a limited range of familiar general and curricular topics; uses common verbs followed by infinitive verb / verb + ing patterns on a limited range of familiar general and curricular topics	+ +
	6.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics 6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics	understands the main points of supported extended talk on a range of general and curricular topics provides basic information about themselves and others at sentence level on an increasing range of general topics	+ +
	6.4.7.1 recognise typical features at word, sentence and text level in a range of written genres	recognises typical features at word, sentence and text level in a range of written genres	+
Unit 9. Transport.	6.2.3.1 understand an increasing range of unsupported basic questions on general and curricular topics 6.3.1.1 provide basic information about themselves and others at sentence level on an increasing range of general topics	6.2.3.1 understands an increasing range of unsupported basic questions on general and curricular topics 6.3.1.1 provides basic information about themselves and others at sentence level on an increasing range of general topics	+ +
	6.3.2.1 ask simple questions to get information about a limited range of general and curricular topics 6.4.2.1 understand independently specific information and detail in short, simple texts on a limited range of general and curricular topics;	6.3.2.1 asks simple questions to get information about a limited range of general and curricular topics 6.4.2.1 understands independently specific information and detail in short, simple texts on a limited range of general and curricular topics;	+ +
	6.5.5.1 link without support sentences using basic coordinating connectors 6.6.9.1 use simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topic	6.5.5.1 links without support sentences using basic coordinating connectors 6.6.9.1 uses simple present and simple past regular and irregular forms to describe routines, habits and states on a limited range of familiar general and curricular topic	+ +
	6.2.1.1 understand a sequence of supported classroom instructions	6.2.1.1 understands a sequence of supported classroom instructions	+
	6.6.10.1 use present continuous forms with present and future meaning on a limited range of familiar general and curricular topics	6.6.10.1 uses present continuous forms with present and future meaning on a limited range of familiar general and	+

		curricular topics	
	6.4.5.1 deduce meaning from context in short texts on a limited range of familiar general and curricular topics	6.4.5.1 deduces meaning from context in short texts on a limited range of familiar general and curricular topics	+
	6.2.4.1 understand the main points of supported extended talk on a range of general and curricular topics	6.2.4.1 understands the main points of supported extended talk on a range of general and curricular topics	+
	6.4.4.1 read independently a limited range of short simple fiction and non-fiction texts;	6.4.4.1 reads independently a limited range of short simple fiction and non-fiction texts;	+
	6.4.7.1 recognize typical features at word, sentence and text level in a limited range of written genres	6.4.7.1 recognizes typical features at word, sentence and text level in a limited range of written genres	+
	6.2.4.1 Understand with limited support the main points of extended talk on a range of general and curricular topics 6.5.3.1 Write with some support about personal feelings and opinions on a limited range of familiar general and curricular topics 6.3.7.1 Use appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics	6.2.4.1 Understands with limited support the main points of extended talk on a range of general and curricular topics 6.5.3.1 Writes with some support about personal feelings and opinions on a limited range of familiar general and curricular topics 6.3.7.1 Uses appropriate subject-specific vocabulary and syntax to talk about a limited range of general topics, and some curricular topics	 + + +