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| **Long-term plan unit:** Module 5. My food | **School: 270** |
| **Date: 14.02.2017** | **Teacher name:** Tugelbayeva Aiymzhan |
| **Grade: 1**  | **Number present:**  | **absent:** |
| **Theme of the lesson: Our world – Time for CLIL** |
| **Learning objectives that this lesson is contributing to** | **S5** consolidate food and drink items;**R1** recognise and identify some familiar sight words from local environment ;**L2** recognise with support a limited range of basic common personal questions spoken slowly and distinctly;**W2** Learners given worksheet with letters to overwrite. **UE9** learn about food from the USA, Kazakhstan and Turkey.  |
| **Lesson objectives** | **Learners will be able to:** |
| To understand the difference between fruit and vegetables.  |
| **Success criteria** | **Learners have met the learning objective (R1) if they can:*** To explore other subject areas (Science)
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| **Value links** | Cooperation Respect |
| **Cross-curricular links** | PE, Art, Science |
| **ICT skills** | Using videos& pictures with URL |
| **Previous learning** | Project time  |
| **Plan** |
| **Planned timings** | **Planned activities** | **Resources** |
| **Beginning****5 mins** | Teacher greets students; students respond to greeting and take their places.**Warming up**The aim of the activity is for each pupil to remember what the previous pupil has said and add one extra food item, so that a “chain” is formed. The pupil who breaks the “chain” either by forgetting one item or his/her own, is out of the chain or pays a forfeit with mimes an action etc. then the game starts again. Ex: Pupil 1: I like bananas. Pupil 2: I like bananas and apples; Pupil 3: I like bananas, apples and pears. Etc. | PosterActivity worksheets |
| **Middle****30mins** | ***Activity 1. Project time***Refer the pupils to the project and the picture. Tell the pupils that they are going to draw or attach photos of a food item they like. Refer them to the sentences. Tell them to present their projects to the class.*Ex: I like chicken. Yummy!* ***Activity 2.*** Hand out the Plasticine to the pupils. The pupils use it to make their favourite fruit or vegetables. Then they talk about it. ***Activity 3. Read and find the stickers.***E:\1 кл\images\Smileys_ACT_m5b.jpgDynamic break (W) (2)“Hockey, pockey” | Flashcards Wide range of food flashcards:<http://www.mes-english.com/flashcards/food.php>Poster “My food”Activity Book, page 55 |
| **End****5 mins** | ReflectionTo ask the pupils about likes and dislikes for food;Good bye song Students sing a good-bye song and dance | ICT video “Hello, goodbye” |
| **Additional information** |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | **Assessment – how are you planning to check learners’ learning?** | **Health and safety checkICT links** |
| • More support will be given to weaker learners by giving them a modified worksheets in some tasks with greater support | * through questioning and the redirecting of questioning
* Through formative assessment

• Through observation of the stage of revision | • Health promoting techniques• Breaks and physical activities used.• Points from Safety rules used at this lesson.• Use video 10 minutes |
| ReflectionWere the lesson objectives/learning objectives realistic? What did the learners learn today? What was the learning atmosphere like? Did my planned differentiation work well? Did I stick to timings? What changes did I make from my plan and why? |  |
| Summary evaluationWhat two things went really well (consider both teaching and learning)?1:2:What two things would have improved the lesson (consider both teaching and learning)?1: 2:What have I learned from this lesson about the class or individuals that will inform my next lesson? |