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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) | | | | |
| **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. | | | | | Poster  Activity 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.jpg  Dynamic 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** | Reflection  To 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 check ICT 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 | |
| Reflection  Were 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 evaluation  What 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? | | | | | | |