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| **2025-2026 EĞİTİM-ÖĞRETİM YILI .... İLKOKULU 2. SINIF İNGİLİZCE DERSİ ÜNİTELENDİRİLMİŞ YILLIK PLANI** | | | | | | | | | | | |
| **DURATION** | | | **UNIT/THEME/LEARNING AREA - CONTENT FRAMEWORK** | | **LEARNING OUTCOMES AND PROCESS COMPONENTS** | | **INTERPROGRAM COMPONENTS** | | | **IMPORTANT DAYS AND WEEKS** |
| **MONTH** | **WEEK** | **HOUR** | **THEME** | **TOPIC (CONTENT FRAMEWORK)** | **LEARNING OUTCOMES** | **PROCESS COMPONENTS** | **SOCIAL EMOTIONAL LEARNING SKILLS** | **LITERACY SKILLS** | **VALUES** |
| SEPTEMBER | 1. WEEK:  08-12 SEPTEMBER | 2 | SCHOOL LIFE | Greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations | LISTENING ENG.2.1.L1 Pupils can get ready for the listeningwatching-comprehension process for the current content on greetings and introductions at school people and places at school days of the week national days and celebrations. READING ENG.2.1.R1 Pupils can get ready for the reading-comprehension process about the current content on greetings and introductions at school people and places at school days of the week national days and celebrations. WRITING ENG.2.1.W1 Pupils can get ready for the writing-expression process about the current content on greetings and introductions at school people and places at school days of the week national days and celebrations in an age- and level-appropriate way. SPEAKING ENG.2.1.S1 Pupils can get ready for speaking-expression process about the current content on greetings and introductions at school people and places at school days of the week national days and celebrations with the help of supplementary audio-visual materials. | Pupils activate their pre-existing knowledge and experiences related to the current theme and content by recalling it in herhis own language in their minds. Pupils recognise concrete and simple relationships between the previous knowledge and experience and the clues to the current content by responding to simple questions with physical actions without speaking Turkish or without having a translation. Pupils make simple predictions about the current content by using pre-existing knowledge and experience based on the realia pictures and context. Pupils activate their pre-existing knowledge and past experiences related to the current theme and content. Pupils recognise simple and basic relationships between their pre-existing knowledge past experiences and clues to the current content. Pupils make simple preliminary predictions about the current content based on recognised relationships. Pupils activate their pre-existing knowledge and experiences used in the initial processes of listeningviewing andor reading and associate it with the current content in a simple way. Pupils understand correctly what the current writing task is as guided and assigned. Pupils become familiar with modelexample content through repetition and imitation after completing the stage of recalling pre-existing knowledge and experience used during the initial processes of listeningwatchingreading and associating it with the current content. | SELS1.1.. Self-Awareness SkillSELS1.2.. Self-Regulation SkillSELS1.3.. Self- Reflection Skill SELS2.1. Communication SkillSELS2.2.. Cooperation SkillSELS2.3.. Social Awareness SkillSELS3.1.. Adaptability SkillSELS3.2.. Flexibility SkillSELS3.3.. Responsible Decision-Making Skill 162 THE ENGLISH LANGUAGE CURRICULUM | LS1. Information LiteracyLS2. Digital LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic Literacy | V3.. DiligenceV4.. FriendshipV6.. HonestyV7.. AestheticsV10.. ModestyV11.. IndependenceV12.. PatienceV14.. RespectV15.. Love and AffectionV18.. CleanlinessV19.. PatriotismV20.. Benevolence 1064 THE ENGLISH LANGUAGE CURRICULUM | İlköğretim haftası |
| SEPTEMBER | 2. WEEK:  15-19 SEPTEMBER | 2 | SCHOOL LIFE | Greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations | LISTENING ENG.2.1.L2 Pupils can bring information about the current content on greetings and introductions at school people and places at school days of the week national days and celebrations together with key details and main components while listeningwatching it. READING ENG.2.1.R2 P upils can bring information about the current content on greetings and introductions at school people and places at school days of the week national days and celebrations through skimming looking quickly at the audio-visual elements and reading the content very quickly. WRITING ENG.2.1.W2 P upils can copy the modelexample on the writing task about the current content on greetings and introductions at school people and places at school days of the week national days and celebrations based on the modelexample provided to practise for further writing activities. SPEAKING ENG.2.1.S2 P upils can imitate the modelexample for producing verbal content about the current theme on greetings and introductions at school people and places at school days of the week national days and celebrations. | Pupils make simple predictions about the current content based on the surrounding audio visual elements scattered around the classroom in relation to the current theme. Pupils comprehend the topic of the current content by listening towatching it as a whole without having intervals. Pupils recognise concretesimplebasic details and components within the whole introductory content by watching and listening to it by noticing the basic components. Pupils make simple predictions about the topic of the current content by exploring the audio-visual clues surrounding it. Pupils grasp the topic of the current content generally by looking at the surrounding audio visual materials quickly through skimming. Pupils recognise simple and basic details through major components by reading the content very quickly and silently through scanning. Pupils rewrite modelexample content and some similar content by imitating it in order to gain familiarity with the content to be produced and to develop manual copying skills. Pupils become familiar with the modelsample content through repetition and imitation in context while and after listening towatching it with the help of audio-visual aids. | SELS1.1.. Self-Awareness SkillSELS1.2.. Self-Regulation SkillSELS1.3.. Self- Reflection Skill SELS2.1. Communication SkillSELS2.2.. Cooperation SkillSELS2.3.. Social Awareness SkillSELS3.1.. Adaptability SkillSELS3.2.. Flexibility SkillSELS3.3.. Responsible Decision-Making Skill 162 THE ENGLISH LANGUAGE CURRICULUM | LS1. Information LiteracyLS2. Digital LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic Literacy | V3.. DiligenceV4.. FriendshipV6.. HonestyV7.. AestheticsV10.. ModestyV11.. IndependenceV12.. PatienceV14.. RespectV15.. Love and AffectionV18.. CleanlinessV19.. PatriotismV20.. Benevolence 1064 THE ENGLISH LANGUAGE CURRICULUM |  |
| SEPTEMBER | 3. WEEK:  22-26 SEPTEMBER | 2 | SCHOOL LIFE | Greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations | LISTENING ENG.2.1.L3 P upils can make meaning ofderive meaning from the current content on greetings and introductions at school people and places at school days of the week national days and celebrations through details by listeningwatching it carefully. READING ENG.2.1.R3 P upils can make meaning ofderive meaning from the current content about greetings and introductions at school people and places at school days of the week national days and celebrations by reading it carefully. WRITING ENG.2.1.W3 P upils can organise and form a content for the assigned writing task on the current content greetings and introductions at school people and places at school days of the week national days and celebrations based on the modelexample provided. SPEAKING ENG.2.1.S3 Pupils can organise simple new verbal content on greetings and introductions at school people and places at school days of the week national days and celebrations by speaking accurately efficiently and authentically. | Pupils check all initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals about the concept. Pupils locate the components of the current content within the whole by listening and watching it. Pupils make simple and basic classifications of the current content when necessary by grouping components words and other aspects with the help of visuals. Pupils make very simple comparisons of the current content when necessary to be aware of the differences between components words and other aspects with the help of visuals. Pupils recognise very concretesimplebasic horizontal and vertical relationships within the current content by being aware that some vocabulary relates to one set of components while another set relates to other components. Pupils internalise the current content personally in an age- and level-appropriate manner recognising that it is about herhis present life at school. Pupils check the current content in detail for the accuracy of initial predictions that are made earlier. Pupils classify the basic elements of the current content that contribute to the perception of it in a simple and meaningful way. Pupils compare basic elements of the current content that contribute to the perception of it in a simple and meaningful way. Pupils recognise basic horizontalvertical relationships within the current content that contribute to the perception of it in a simple and meaningful way. Pupils make simple basic and meaningful inferences from the information in the current content by examining it. Pupils internalise the information in the current content in an individualised and appropriate way according to their age and language level. Pupils organise a very simple short and meaningful content for a prepared andor unprepared writing task related to the current theme with suitable materials appropriate to the assigned writing type age and language level. Pupils design simple new verbal content by imitating modelsample content for prepared and or unprepared speaking situations based on the modelsample that was listened towatched earlier. Pupils organise simple new verbal content by imitating modelsample content for prepared unprepared speaking situations appropriate to the modelsample context age and language level. | SELS1.1.. Self-Awareness SkillSELS1.2.. Self-Regulation SkillSELS1.3.. Self- Reflection Skill SELS2.1. Communication SkillSELS2.2.. Cooperation SkillSELS2.3.. Social Awareness SkillSELS3.1.. Adaptability SkillSELS3.2.. Flexibility SkillSELS3.3.. Responsible Decision-Making Skill 162 THE ENGLISH LANGUAGE CURRICULUM | LS1. Information LiteracyLS2. Digital LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic Literacy | V3.. DiligenceV4.. FriendshipV6.. HonestyV7.. AestheticsV10.. ModestyV11.. IndependenceV12.. PatienceV14.. RespectV15.. Love and AffectionV18.. CleanlinessV19.. PatriotismV20.. Benevolence 1064 THE ENGLISH LANGUAGE CURRICULUM |  |
| SEPTEMBER | 4. WEEK:  29 SEPTEMBER-03 OCTOBER | 2 | SCHOOL LIFE | Greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations | LISTENING ENG.2.1.L4 Pupils can convey their knowledge experience thoughts and feelings about the whole listeningwatching-comprehension process in relation to the current content on greetings and introductions at school people and places at school days of the week national days and celebrations in a very simple way. READING ENG.2.1.R4 Pupils can convey their knowledge experiences thoughts and feelings related to the reading-comprehension process about the current content greetings and introductions at school people and places at school days of the week national days and celebrations for reflection in relation to themselves or others both individually andor with others. WRITING ENG.2.1.W4 Pupils can practise writing by constructing content for the assigned writing task on the current content greetings and introductions at school people and places at school days of the week national days and celebrations. SPEAKING ENG.2.1.S4 Pupils can form a simple new verbal content on greetings and introductions at school people and places at school days of the week national days and celebrations through reconstruction by speaking accurately efficiently and authentically. | Pupils convey their personal knowledge experiences thoughts and feelings in relation to the listeningwatching-comprehension process about the current content in a very simple way. Pupils convey their personal knowledge experiences thoughts and feelings in relation to the listeningwatching-comprehension process about the current content by sharing them with others in a very simple way. Pupils convey individually the knowledge experiences thoughts and feelings that have been in relation to the current reading-comprehension content and process very simply. Pupils convey the knowledge experiences thoughts and feelings that have been in relation to the current reading-comprehension content and process by sharing them with others very simply. Pupils use materials structural features discourse forms and punctuation appropriate to the assigned writing type age and language level for a prepared andor unprepared writing task. Pupils select and use target words language chunks and social language expressions appropriate to the assigned writing type age and language level for a prepared andor unprepared writing task related to the theme. Pupils express simple messages clearly for a prepared andor unprepared writing task related to the current theme. Pupils select and use accurate pronunciation discourse forms target words and language chunks for prepared andor unprepared speaking situations by imitating modelexample content appropriate to age and language level. Pupils select simple and contextually appropriate contentinformation quickly for impromptu speaking situations and present it in a natural and authentic way with appropriate and accurate materials and appropriate to the modelsample age language level and context question-answer pointing and saying selecting and saying etc. within the given thinking time. Pupils organise simple and contextually appropriate content for prepared speaking situations with accurate and appropriate materials and present it in a natural and authentic way short monologues dialogues show and tell pantomime drama etc.. Pupils express messages in a concrete simple and clear way for the listener in prepared and or unprepared speaking situations together with mimics gestures and body language. | SELS1.1.. Self-Awareness SkillSELS1.2.. Self-Regulation SkillSELS1.3.. Self- Reflection Skill SELS2.1. Communication SkillSELS2.2.. Cooperation SkillSELS2.3.. Social Awareness SkillSELS3.1.. Adaptability SkillSELS3.2.. Flexibility SkillSELS3.3.. Responsible Decision-Making Skill 162 THE ENGLISH LANGUAGE CURRICULUM | LS1. Information LiteracyLS2. Digital LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic Literacy | V3.. DiligenceV4.. FriendshipV6.. HonestyV7.. AestheticsV10.. ModestyV11.. IndependenceV12.. PatienceV14.. RespectV15.. Love and AffectionV18.. CleanlinessV19.. PatriotismV20.. Benevolence 1064 THE ENGLISH LANGUAGE CURRICULUM |  |
| OCTOBER | 5. WEEK:  06-10 OCTOBER | 2 | SCHOOL LIFE | Greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations | WRITING ENG.2.1.W5 Pupils can reorganise and use information by reconstructing it in the new written tasks about the greetings and introductions at school people and places at school days of the week national days and celebrations to communicate with other people. SPEAKING ENG.2.1.S5 Pupils can reorganise and use information about the current theme on greetings and introductions at school people and places at school days of the week national days and celebrations by reconstructing it to communicate with other people. VOCABULARY ENG.2.1.V1 Pupils can select and use the target vocabulary of the current content about greetings and introductions at school people and places at school days of the week national days and celebrations accurately authentically spontaneously and naturally and use it appropriately and effectively when communicating with others. GRAMMAR ENG.2.1.G1 Pupils can select and use the language including target grammatical elements of the current content about greetings and introductions at school people and places at school days of the week national days and celebrations accurately authentically spontaneously and naturally and use it appropriately and effectively when communicating with others. | Pupils use similar information from the current content in different contexts by simply meaningfully and individually reorganising it. Pupils engage in simple written communication by sharing reconstructed meaningful information related to the current theme with others. Pupils use the presented information in different contexts in a simple natural accurate and necessary way by reorganising it individually and verbally. Pupils engage in verbal communication by sharing the reconstructed meaningful information with others. Pupils hearview target vocabulary in the current content as a whole in context. Pupils repeat the target vocabulary of the current content as a whole class and in groups after hearingwatching the target material and source together with pointing to the pictures displayed in class. Pupils recognise the use of the target words in the target material and source by listening watching it several times and seeing how and where the target words are used to describe the current concept. Pupils associate the contextual meanings of target words reinforced and recognised through whole class group and individual repetition with pre-existing conceptual meanings in mind. Pupils recognise the meaning of the target vocabulary whose use is noticed and which are repeated through whole class group and individual repetition. Pupils make use of the semantically related target vocabulary in a spontaneous authentic and natural way in various contextual activities and exercises without analysis with the help of recalling their background knowledge in Turkish in hisher mind. Pupils use the target words spontaneously and appropriately in different communicative contexts such as peers at school and friends family and other people outside the school by being aware of their differences. Pupils become familiar with the current content by listening viewing and reading it several times. Pupils reinforce familiarity with the target content by listening towatching it several more times if necessary through the recognition of actions involved in it. Pupils listen towatch an audiovisualwritten presentation of current content with target language chunks representing target language use narrated through body language and verbal repetition. Pupils gain auditoryvisual awareness by listeningwatchingreading the presentation of the content containing similar language chunks with common structures through body language and verbal repetition. Pupils repeat target language chunks many times in the current auditoryvisualwritten context many times without knowing analysing or thinking about their rules verbally automatically and by pointing. Pupils repeat the auditoryvisualwritten content containing target language chunks many times automatically naturally and verbally within short simple and meaningful sentences without knowing analysing or thinking about their rules. | SELS1.1.. Self-Awareness SkillSELS1.2.. Self-Regulation SkillSELS1.3.. Self- Reflection Skill SELS2.1. Communication SkillSELS2.2.. Cooperation SkillSELS2.3.. Social Awareness SkillSELS3.1.. Adaptability SkillSELS3.2.. Flexibility SkillSELS3.3.. Responsible Decision-Making Skill 162 THE ENGLISH LANGUAGE CURRICULUM | LS1. Information LiteracyLS2. Digital LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic Literacy | V3.. DiligenceV4.. FriendshipV6.. HonestyV7.. AestheticsV10.. ModestyV11.. IndependenceV12.. PatienceV14.. RespectV15.. Love and AffectionV18.. CleanlinessV19.. PatriotismV20.. Benevolence 1064 THE ENGLISH LANGUAGE CURRICULUM | Ahilik Kültürü haftası |
| OCTOBER | 6. WEEK:  13-17 OCTOBER | 2 | SCHOOL LIFE | Greetings and introductions at school, people and places at school, months of the year, ages and birthday celebrations; national days and celebrations | WRITING ENG.2.1.W6 Pupils can convey their knowledge experiences thoughts and feelings related to the writing-expression process about the current content greetings and introductions at school people and places at school days of the week national days and celebrations very simply for reflection in relation to themselves or others both individually andor with others. SPEAKING ENG.2.1.S6 Pupils can convey their knowledge experiences thoughts and feelings related to the writing-expression process about the current content greetings and introductions at school people and places at school days of the week national days and celebrations very simply for reflection in relation to themselves or others both individually andor with others. PRONUNCIATION ENG.2.1.P1 Pupils can select and use the target phonological elements of the current content about greetings and introductions at school people and places at school days of the week national days and celebrations accurately authentically and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. | Pupils convey individually the knowledge experiences thoughts and feelings that have been in relation to the current writing-expression content and process very simply. Pupils convey the knowledge experiences thoughts and feelings that have been in relation to the current writing-expression content and process by sharing them with others very simply. Pupils convey individually the knowledge experiences thoughts and feelings that have been in relation to the current writing-expression content and process in a very simple way. Pupils convey the knowledge experiences thoughts and feelings that have been in relation to the current writing-expression content and process by sharing them with others in a very simple way. Pupils listen towatch the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances. Pupils reinforce the target phonological elements by repeating them after the source several times as a whole class in groups and individually. Pupils recognise the target phonological elements of the current content when they are heard in different contexts. Pupils recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately authentically and naturally through spontaneous decision-making processes. Pupils use the target theme-specific phonological elements of the current content appropriately spontaneously and effectively when communicating with others. | SELS1.1.. Self-Awareness SkillSELS1.2.. Self-Regulation SkillSELS1.3.. Self- Reflection Skill SELS2.1. Communication SkillSELS2.2.. Cooperation SkillSELS2.3.. Social Awareness SkillSELS3.1.. Adaptability SkillSELS3.2.. Flexibility SkillSELS3.3.. Responsible Decision-Making Skill 162 THE ENGLISH LANGUAGE CURRICULUM | LS1. Information LiteracyLS2. Digital LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic Literacy | V3.. DiligenceV4.. FriendshipV6.. HonestyV7.. AestheticsV10.. ModestyV11.. IndependenceV12.. PatienceV14.. RespectV15.. Love and AffectionV18.. CleanlinessV19.. PatriotismV20.. Benevolence 1064 THE ENGLISH LANGUAGE CURRICULUM |  |
| OCTOBER | 7. WEEK:  20-24 OCTOBER | 2 | CLASSROOM LIFE | Classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year | LISTENING ENG.2.2.L1 Pupils can get ready for the listeningwatching-comprehension process for the current content on classroom life with classroom instructions and language classroom furniture devices and objects colours. READING ENG.2.2.R1 Pupils can get ready for the reading-comprehension process about the current content on classroom life with classroom instructions and language classroom furniture devices and objects colours. WRITING ENG.2.2.W1 Pupils can get ready for the writing-expression process about the current content on classroom life with classroom instructions and language classroom furniture devices and objects colours in an age- and level-appropriate way. SPEAKING ENG.2.2.S1 Pupils can get ready for speaking-expression process about the current content on classroom life with classroom instructions and language classroom furniture devices and objects colours with the help of supplementary audio-visual materials. | Pupils activate their pre-existing knowledge and experiences related to the current theme and content by recalling it in herhis own language in their minds. Pupils recognise concrete and simple relationships between the previous knowledge and experience and the clues to the current content by responding to simple questions with physical actions without speaking Turkish or without having a translation. Pupils make simple predictions about the current content by using pre-existing knowledge and experience based on the realia pictures and context. Pupils activate their pre-existing knowledge and past experiences related to the current theme and content. Pupils recognise simple and basic relationships between their pre-existing knowledge past experiences and clues to the current content. Pupils make simple preliminary predictions about the current content based on recognised relationships. Pupils activate their pre-existing knowledge and experiences used in the initial processes of listeningviewing andor reading and associate it with the current content in a simple way. Pupils understand correctly what the current writing task is as guided and assigned. Pupils become familiar with modelexample content through repetition and imitation after completing the stage of recalling pre-existing knowledge and experience used during the initial processes of listeningwatchingreading and associating it with the current content. | SELS1.1.. Self-Awareness SkillSELS1.2.. Self-Regulation SkillSELS1.3.. Self- Reflection Skill SELS2.1. Communication SkillSELS2.2.. Cooperation SkillSELS2.3.. Social Awareness SkillSELS3.1.. Adaptability SkillSELS3.2.. Flexibility SkillSELS3.3.. Responsible Decision-Making Skill 162 THE ENGLISH LANGUAGE CURRICULUM | LS1. Information LiteracyLS2. Digital LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic Literacy | V3.. DiligenceV4.. FriendshipV6.. HonestyV7.. AestheticsV10.. ModestyV11.. IndependenceV12.. PatienceV13.. Healthy LivingV14.. RespectV15.. Love and AffectionV18.. CleanlinessV20.. Benevolence 1064 THE ENGLISH LANGUAGE CURRICULUM |  |
| OCTOBER | 8. WEEK:  27-31 OCTOBER | 2 | CLASSROOM LIFE | Classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year | LISTENING ENG.2.2.L2 Pupils can bring information about the current content on classroom life with classroom instructions and language classroom furniture devices and objects colours together with key details and main components while listeningwatching it. READING ENG.2.2.R2 Pupils can bring information about the current content on classroom life with classroom instructions and language classroom furniture devices and objects colours through skimming looking quickly at the audio-visual elements and reading the content very quickly. WRITING ENG.2.2.W2 Pupils can copy the modelexample on the writing task about the current content on classroom life with classroom instructions and language classroom furniture devices and objects colours based on the modelexample provided to practise for further writing activities. SPEAKING ENG.2.2.S2 Pupils can imitate the modelexample for producing verbal content about the current theme on classroom life with classroom instructions and language classroom furniture devices and objects colours. | Pupils make simple predictions about the current content based on the surrounding audio visual elements scattered around the classroom in relation to the current theme. Pupils comprehend the topic of the current content by listening towatching it as a whole without having intervals. Pupils recognise concretesimplebasic details and components within the whole introductory content by watching and listening to it by noticing the basic components. Pupils make simple predictions about the topic of the current content by exploring the audio-visual clues surrounding it. Pupils grasp the topic of the current content generally by looking at the surrounding audio visual materials quickly through skimming. Pupils recognise simple and basic details through major components by reading the content very quickly and silently through scanning. Pupils rewrite modelexample content and some similar content by imitating it in order to gain familiarity with the content to be produced and to develop manual copying skills. Pupils become familiar with the modelsample content through repetition and imitation in context while and after listening towatching it with the help of audio-visual aids. | SELS1.1.. Self-Awareness SkillSELS1.2.. Self-Regulation SkillSELS1.3.. Self- Reflection Skill SELS2.1. Communication SkillSELS2.2.. Cooperation SkillSELS2.3.. Social Awareness SkillSELS3.1.. Adaptability SkillSELS3.2.. Flexibility SkillSELS3.3.. Responsible Decision-Making Skill 162 THE ENGLISH LANGUAGE CURRICULUM | LS1. Information LiteracyLS2. Digital LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic Literacy | V3.. DiligenceV4.. FriendshipV6.. HonestyV7.. AestheticsV10.. ModestyV11.. IndependenceV12.. PatienceV13.. Healthy LivingV14.. RespectV15.. Love and AffectionV18.. CleanlinessV20.. Benevolence 1064 THE ENGLISH LANGUAGE CURRICULUM | Cumhuriyet Bayramı |
| NOVEMBER | 9. WEEK:  03-07 NOVEMBER | 2 | CLASSROOM LIFE | Classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year | LISTENING ENG.2.2.L3 Pupils can make meaning ofderive meaning from the current content on classroom life with classroom instructions and language classroom furniture devices and objects colours through details by listeningwatching it carefully. READING ENG.2.2.R3 Pupils can make meaning ofderive meaning from the current content about classroom life with classroom instructions and language classroom furniture devices and objects colours by reading it carefully. WRITING ENG.2.2.W3 Pupils can organise and form a content for the assigned writing task on the current content classroom life with classroom instructions and language classroom furniture devices and objects colours based on the modelexample provided. SPEAKING ENG.2.2.S3 Pupils can organise simple new verbal content on classroom life with classroom instructions and language classroom furniture devices and objects colours by speaking accurately efficiently and authentically. | Pupils check all initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals about the concept. Pupils locate the components of the current content within the whole by listening and watching it. Pupils make simple and basic classifications of the current content when necessary by grouping components words and other aspects with the help of visuals. Pupils make very simple comparisons of the current content when necessary to be aware of the differences between components words and other aspects with the help of visuals. Pupils recognise very concretesimplebasic horizontal and vertical relationships within the current content by being aware that some vocabulary relates to one set of components while another set relates to other components. Pupils internalise the current content personally in an age- and level-appropriate manner recognising that it is about herhis present life at school. Pupils check the current content in detail for the accuracy of initial predictions that are made earlier. Pupils classify the basic elements of the current content that contribute to the perception of it in a simple and meaningful way. Pupils compare basic elements of the current content that contribute to the perception of it in a simple and meaningful way. Pupils recognise basic horizontalvertical relationships within the current content that contribute to the perception of it in a simple and meaningful way. Pupils make simple basic and meaningful inferences from the information in the current content by examining it. Pupils internalise the information in the current content in an individualised and appropriate way according to their age and language level. Pupils organise a very simple short and meaningful content for a prepared andor unprepared writing task related to the current theme with suitable materials appropriate to the assigned writing type age and language level. Pupils design simple new verbal content by imitating modelsample content for prepared and or unprepared speaking situations based on the modelsample that was listened towatched earlier. Pupils organise simple new verbal content by imitating modelsample content for prepared unprepared speaking situations appropriate to the modelsample context age and language level. | SELS1.1.. Self-Awareness SkillSELS1.2.. Self-Regulation SkillSELS1.3.. Self- Reflection Skill SELS2.1. Communication SkillSELS2.2.. Cooperation SkillSELS2.3.. Social Awareness SkillSELS3.1.. Adaptability SkillSELS3.2.. Flexibility SkillSELS3.3.. Responsible Decision-Making Skill 162 THE ENGLISH LANGUAGE CURRICULUM | LS1. Information LiteracyLS2. Digital LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic Literacy | V3.. DiligenceV4.. FriendshipV6.. HonestyV7.. AestheticsV10.. ModestyV11.. IndependenceV12.. PatienceV13.. Healthy LivingV14.. RespectV15.. Love and AffectionV18.. CleanlinessV20.. Benevolence 1064 THE ENGLISH LANGUAGE CURRICULUM | Kızılay haftasu Organ Bağışı ve Nakli haftası Lösemili Çocuklar haftası |
| NOVEMBER | 10-14 NOVEMBER | 2 | 1. Dönem Ara Tatili | 1. Dönem Ara Tatili | 1. Dönem Ara Tatili |  |  |  |  | Atatürk haftası Afet Eğitimi Hazırlık Günü Dünya Diyabet Günü |
| NOVEMBER | 10. WEEK:  17-21 NOVEMBER | 2 | CLASSROOM LIFE | Classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year | LISTENING ENG.2.2.L4 Pupils can convey their knowledge experience thoughts and feelings about the whole listeningwatching-comprehension process in relation to the current content on classroom life with classroom instructions and language classroom furniture devices and objects colours in a very simple way. READING ENG.2.2.R4 Pupils can convey their knowledge experiences thoughts and feelings related to the reading-comprehension process about the current content classroom life with classroom instructions and language classroom furniture devices and objects colours for reflection in relation to themselves or others both individually andor with others. WRITING ENG.2.2.W4 Pupils can practise writing by constructing content for the assigned writing task on the current content classroom life with classroom instructions and language classroom furniture devices and objects colours. SPEAKING ENG.2.2.S4 Pupils can form a simple new verbal content on classroom life with classroom instructions and language classroom furniture devices and objects colours through reconstruction by speaking accurately efficiently and authentically. | Pupils convey their personal knowledge experiences thoughts and feelings in relation to the listeningwatching-comprehension process about the current content in a very simple way. Pupils convey their personal knowledge experiences thoughts and feelings in relation to the listeningwatching-comprehension process about the current content by sharing them with others in a very simple way. Pupils convey individually the knowledge experiences thoughts and feelings that have been in relation to the current reading-comprehension content and process very simply. Pupils convey the knowledge experiences thoughts and feelings that have been in relation to the current reading-comprehension content and process by sharing them with others very simply. Pupils use materials structural features discourse forms and punctuation appropriate to the assigned writing type age and language level for a prepared andor unprepared writing task. Pupils select and use target words language chunks and social language expressions appropriate to the assigned writing type age and language level for a prepared andor unprepared writing task related to the theme. Pupils express simple messages clearly for a prepared andor unprepared writing task related to the current theme. Pupils select and use accurate pronunciation discourse forms target words and language chunks for prepared andor unprepared speaking situations by imitating modelexample content appropriate to age and language level. Pupils select simple and contextually appropriate contentinformation quickly for impromptu speaking situations and present it in a natural and authentic way with appropriate and accurate materials and appropriate to the modelsample age language level and context question-answer pointing and saying selecting and saying etc. within the given thinking time. Pupils organise simple and contextually appropriate content for prepared speaking situations with accurate and appropriate materials and present it in a natural and authentic way short monologues dialogues show and tell pantomime drama etc.. Pupils express messages in a concrete simple and clear way for the listener in prepared and or unprepared speaking situations together with mimics gestures and body language. | SELS1.1.. Self-Awareness SkillSELS1.2.. Self-Regulation SkillSELS1.3.. Self- Reflection Skill SELS2.1. Communication SkillSELS2.2.. Cooperation SkillSELS2.3.. Social Awareness SkillSELS3.1.. Adaptability SkillSELS3.2.. Flexibility SkillSELS3.3.. Responsible Decision-Making Skill 162 THE ENGLISH LANGUAGE CURRICULUM | LS1. Information LiteracyLS2. Digital LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic Literacy | V3.. DiligenceV4.. FriendshipV6.. HonestyV7.. AestheticsV10.. ModestyV11.. IndependenceV12.. PatienceV13.. Healthy LivingV14.. RespectV15.. Love and AffectionV18.. CleanlinessV20.. Benevolence 1064 THE ENGLISH LANGUAGE CURRICULUM | Dünya Felsefe Günü Dünya Çocuk Hakları Günü |
| NOVEMBER | 11. WEEK:  24-28 NOVEMBER | 2 | CLASSROOM LIFE | Classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year | WRITING ENG.2.2.W5 Pupils can reorganise and use information by reconstructing it in the new written tasks about the classroom life with classroom instructions and language classroom furniture devices and objects colours to communicate with other people. SPEAKING ENG.2.2.S5 Pupils can reorganise and use information about the current theme on classroom life with classroom instructions and language classroom furniture devices and objects colours by reconstructing it to communicate with other people. VOCABULARY ENG.2.2.V1 Pupils can select and use the target vocabulary of the current content about classroom life with classroom instructions and language classroom furniture devices and objects colours accurately authentically spontaneously and naturally and use it appropriately and effectively when communicating with others. GRAMMAR ENG.2.2.G1 Pupils can select and use the language including target grammatical elements of the current content about classroom life with classroom instructions and language classroom furniture devices and objects colours accurately authentically spontaneously and naturally and use it appropriately and effectively when communicating with others. | Pupils use similar information from the current content in different contexts by simply meaningfully and individually reorganising it. Pupils engage in simple written communication by sharing reconstructed meaningful information related to the current theme with others. Pupils use the presented information in different contexts in a simple natural accurate and necessary way by reorganising it individually and verbally. Pupils engage in verbal communication by sharing the reconstructed meaningful information with others. Pupils hearview target vocabulary in the current content as a whole in context. Pupils repeat the target vocabulary of the current content as a whole class and in groups after hearingwatching the target material and source together with pointing to the pictures displayed in class. Pupils recognise the use of the target words in the target material and source by listening watching it several times and seeing how and where the target words are used to describe the current concept. Pupils associate the contextual meanings of target words reinforced and recognised through whole class group and individual repetition with pre-existing conceptual meanings in mind. Pupils recognise the meaning of the target vocabulary whose use is noticed and which are repeated through whole class group and individual repetition. Pupils make use of the semantically related target vocabulary in a spontaneous authentic and natural way in various contextual activities and exercises without analysis with the help of recalling their background knowledge in Turkish in hisher mind. Pupils use the target words spontaneously and appropriately in different communicative contexts such as peers at school and friends family and other people outside the school by being aware of their differences. Pupils become familiar with the current content by listening viewing and reading it several times. Pupils reinforce familiarity with the target content by listening towatching it several more times if necessary through the recognition of actions involved in it. Pupils listen towatch an audiovisualwritten presentation of current content with target language chunks representing target language use narrated through body language and verbal repetition. Pupils gain auditoryvisual awareness by listeningwatchingreading the presentation of the content containing similar language chunks with common structures through body language and verbal repetition. Pupils repeat target language chunks many times in the current auditoryvisualwritten context many times without knowing analysing or thinking about their rules verbally automatically and by pointing. Pupils repeat the auditoryvisualwritten content containing target language chunks many times automatically naturally and verbally within short simple and meaningful sentences without knowing analysing or thinking about their rules. | SELS1.1.. Self-Awareness SkillSELS1.2.. Self-Regulation SkillSELS1.3.. Self- Reflection Skill SELS2.1. Communication SkillSELS2.2.. Cooperation SkillSELS2.3.. Social Awareness SkillSELS3.1.. Adaptability SkillSELS3.2.. Flexibility SkillSELS3.3.. Responsible Decision-Making Skill 162 THE ENGLISH LANGUAGE CURRICULUM | LS1. Information LiteracyLS2. Digital LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic Literacy | V3.. DiligenceV4.. FriendshipV6.. HonestyV7.. AestheticsV10.. ModestyV11.. IndependenceV12.. PatienceV13.. Healthy LivingV14.. RespectV15.. Love and AffectionV18.. CleanlinessV20.. Benevolence 1064 THE ENGLISH LANGUAGE CURRICULUM | Öğretmenler Günü |
| DECEMBER | 12. WEEK:  01-05 DECEMBER | 2 | CLASSROOM LIFE | Classroom instructions and language; classroom furniture, objects, and devices; school subjects; seasons of the year | WRITING ENG.2.2.W6 Pupils can convey their knowledge experiences thoughts and feelings related to the writing-expression process about the current content classroom life with classroom instructions and language classroom furniture devices and objects colours very simply for reflection in relation to themselves or others both individually andor with others. SPEAKING ENG.2.2.S6 Pupils can convey their knowledge experiences thoughts and feelings related to the writing-expression process about the current content classroom life with classroom instructions and language classroom furniture devices and objects colours very simply for reflection in relation to themselves or others both individually andor with others. PRONUNCIATION ENG.2.2.P1 Pupils can select and use the target phonological elements of the current content about classroom life with classroom instructions and language classroom furniture devices and objects colours accurately authentically and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. | Pupils convey individually the knowledge experiences thoughts and feelings that have been in relation to the current writing-expression content and process very simply. Pupils convey the knowledge experiences thoughts and feelings that have been in relation to the current writing-expression content and process by sharing them with others very simply. Pupils convey individually the knowledge experiences thoughts and feelings that have been in relation to the current writing-expression content and process in a very simple way. Pupils convey the knowledge experiences thoughts and feelings that have been in relation to the current writing-expression content and process by sharing them with others in a very simple way. Pupils listen towatch the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances. Pupils reinforce the target phonological elements by repeating them after the source several times as a whole class in groups and individually. Pupils recognise the target phonological elements of the current content when they are heard in different contexts. Pupils recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately authentically and naturally through spontaneous decision-making processes. Pupils use the target theme-specific phonological elements of the current content appropriately spontaneously and effectively when communicating with others. | SELS1.1.. Self-Awareness SkillSELS1.2.. Self-Regulation SkillSELS1.3.. Self- Reflection Skill SELS2.1. Communication SkillSELS2.2.. Cooperation SkillSELS2.3.. Social Awareness SkillSELS3.1.. Adaptability SkillSELS3.2.. Flexibility SkillSELS3.3.. Responsible Decision-Making Skill 162 THE ENGLISH LANGUAGE CURRICULUM | LS1. Information LiteracyLS2. Digital LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic Literacy | V3.. DiligenceV4.. FriendshipV6.. HonestyV7.. AestheticsV10.. ModestyV11.. IndependenceV12.. PatienceV13.. Healthy LivingV14.. RespectV15.. Love and AffectionV18.. CleanlinessV20.. Benevolence 1064 THE ENGLISH LANGUAGE CURRICULUM | Dünya Engelliler Günü |
| DECEMBER | 13. WEEK:  08-12 DECEMBER | 2 | PERSONAL LIFE | Parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing. | LISTENING ENG.2.3.L1 Pupils can get ready for the listeningwatching-comprehension process for the current content on personal life with basic parts of the human body physical features clothes days of the week ages and birthdays weather conditions READING ENG.2.3.R1 Pupils can get ready for the reading-comprehension process about the current content on personal life with basic parts of the human body physical features clothes days of the week ages and birthdays weather conditions. WRITING ENG.2.3.W1 Pupils can get ready for the writing-expression process about the current content on personal life with basic parts of the human body physical features clothes days of the week ages and birthdays weather conditionsin an age- and level-appropriate way. SPEAKING ENG.2.3.S1 Pupils can get ready for speaking-expression process about the current content on personal life with basic parts of the human body physical features clothes days of the week ages and birthdays weather conditionswith the help of supplementary audio-visual materials. | Pupils activate their pre-existing knowledge and experiences related to the current theme and content by recalling it in herhis own language in their minds. Pupils recognise concrete and simple relationships between the previous knowledge and experience and the clues to the current content by responding to simple questions with physical actions without speaking Turkish or without having a translation. Pupils make simple predictions about the current content by using pre-existing knowledge and experience based on the realia pictures and context. Pupils activate their pre-existing knowledge and past experiences related to the current theme and content. Pupils recognise simple and basic relationships between their pre-existing knowledge past experiences and clues to the current content. Pupils make simple preliminary predictions about the current content based on recognised relationships. Pupils activate their pre-existing knowledge and experiences used in the initial processes of listeningviewing andor reading and associate it with the current content in a simple way. Pupils understand correctly what the current writing task is as guided and assigned. Pupils become familiar with modelexample content through repetition and imitation after completing the stage of recalling pre-existing knowledge and experience used during the initial processes of listeningwatchingreading and associating it with the current content. | SELS1.1.. Self-Awareness SkillSELS1.2.. Self-Regulation SkillSELS1.3.. Self- Reflection Skill SELS2.1. Communication SkillSELS2.2.. Cooperation SkillSELS2.3.. Social Awareness SkillSELS3.1.. Adaptability SkillSELS3.2.. Flexibility SkillSELS3.3.. Responsible Decision-Making Skill 162 THE ENGLISH LANGUAGE CURRICULUM | LS1. Information LiteracyLS2. Digital LiteracyLS4. Visual LiteracyLS5. Cultural Literacy 81 THE ENGLISH LANGUAGE CURRICULUM | V3.. DiligenceV4.. FriendshipV6.. HonestyV7.. AestheticsV10.. ModestyV11.. IndependenceV12.. PatienceV14.. RespectV15.. Love and AffectionV18.. CleanlinessV20.. Benevolence 1064 THE ENGLISH LANGUAGE CURRICULUM | Mevlana haftası İnsan Hakları ve Demokrasi haftası |
| DECEMBER | 14. WEEK:  15-19 DECEMBER | 2 | PERSONAL LIFE | Parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing. | LISTENING ENG.2.3.L2 Pupils can bring information about the current content on personal life with basic parts of the human body physical features clothes days of the week ages and birthdays weather conditions together with key details and main components while listeningwatching it. READING ENG.2.3.R2 Pupils can bring information about the current content on personal life with basic parts of the human body physical features clothes days of the week ages and birthdays weather conditions through skimming looking quickly at the audio-visual elements and reading the content very quickly. WRITING ENG.2.3.W2 Pupils can copy the modelexample on the writing task about the current content on personal life with basic parts of the human body physical features clothes days of the week ages and birthdays weather conditionsbased on the modelexample provided to practise for further writing activities. SPEAKING ENG.2.3.S2 Pupils can imitate the modelexample for producing verbal content about the current theme on personal life with basic parts of the human body physical features clothes days of the week ages and birthdays weather conditions. | Pupils make simple predictions about the current content based on the surrounding audio visual elements scattered around the classroom in relation to the current theme. Pupils comprehend the topic of the current content by listening towatching it as a whole without having intervals. Pupils recognise concretesimplebasic details and components within the whole introductory content by watching and listening to it by noticing the basic components. Pupils make simple predictions about the topic of the current content by exploring the audio-visual clues surrounding it. Pupils grasp the topic of the current content generally by looking at the surrounding audio visual materials quickly through skimming. Pupils recognise simple and basic details through major components by reading the content very quickly and silently through scanning. Pupils rewrite modelexample content and some similar content by imitating it in order to gain familiarity with the content to be produced and to develop manual copying skills. Pupils become familiar with the modelsample content through repetition and imitation in context while and after listening towatching it with the help of audio-visual aids. | SELS1.1.. Self-Awareness SkillSELS1.2.. Self-Regulation SkillSELS1.3.. Self- Reflection Skill SELS2.1. Communication SkillSELS2.2.. Cooperation SkillSELS2.3.. Social Awareness SkillSELS3.1.. Adaptability SkillSELS3.2.. Flexibility SkillSELS3.3.. Responsible Decision-Making Skill 162 THE ENGLISH LANGUAGE CURRICULUM | LS1. Information LiteracyLS2. Digital LiteracyLS4. Visual LiteracyLS5. Cultural Literacy 81 THE ENGLISH LANGUAGE CURRICULUM | V3.. DiligenceV4.. FriendshipV6.. HonestyV7.. AestheticsV10.. ModestyV11.. IndependenceV12.. PatienceV14.. RespectV15.. Love and AffectionV18.. CleanlinessV20.. Benevolence 1064 THE ENGLISH LANGUAGE CURRICULUM | Tutum Yatırım ve Türk Malları haftası |
| DECEMBER | 15. WEEK:  22-26 DECEMBER | 2 | PERSONAL LIFE | Parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing. | LISTENING ENG.2.3.L3 Pupils can make meaning ofderive meaning from the current content on personal life with basic parts of the human body physical features clothes days of the week ages and birthdays weather conditions through details by listeningwatching it carefully. READING ENG.2.3.R3 Pupils can make meaning ofderive meaning from the current content about personal life with basic parts of the human body physical features clothes days of the week ages and birthdays weather conditions by reading it carefully. WRITING ENG.2.3.W3 Pupils can organise and form a content for the assigned writing task on the current content personal life with basic parts of the human body physical features clothes days of the week ages and birthdays weather conditionsbased on the modelexample provided. SPEAKING ENG.2.3.S3 Pupils can organise simple new verbal content on personal life with basic parts of the human body physical features clothes days of the week ages and birthdays weather conditions by speaking accurately efficiently and authentically. | Pupils check all initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals about the concept. Pupils locate the components of the current content within the whole by listening and watching it. Pupils make simple and basic classifications of the current content when necessary by grouping components words and other aspects with the help of visuals. Pupils make very simple comparisons of the current content when necessary to be aware of the differences between components words and other aspects with the help of visuals. Pupils recognise very concretesimplebasic horizontal and vertical relationships within the current content by being aware that some vocabulary relates to one set of components while another set relates to other components. Pupils internalise the current content personally in an age- and level-appropriate manner recognising that it is about herhis present life at school. Pupils check the current content in detail for the accuracy of initial predictions that are made earlier. Pupils classify the basic elements of the current content that contribute to the perception of it in a simple and meaningful way. Pupils compare basic elements of the current content that contribute to the perception of it in a simple and meaningful way. Pupils recognise basic horizontalvertical relationships within the current content that contribute to the perception of it in a simple and meaningful way. Pupils make simple basic and meaningful inferences from the information in the current content by examining it. Pupils internalise the information in the current content in an individualised and appropriate way according to their age and language level. Pupils organise a very simple short and meaningful content for a prepared andor unprepared writing task related to the current theme with suitable materials appropriate to the assigned writing type age and language level. Pupils design simple new verbal content by imitating modelsample content for prepared and or unprepared speaking situations based on the modelsample that was listened towatched earlier. Pupils organise simple new verbal content by imitating modelsample content for prepared unprepared speaking situations appropriate to the modelsample context age and language level. | SELS1.1.. Self-Awareness SkillSELS1.2.. Self-Regulation SkillSELS1.3.. Self- Reflection Skill SELS2.1. Communication SkillSELS2.2.. Cooperation SkillSELS2.3.. Social Awareness SkillSELS3.1.. Adaptability SkillSELS3.2.. Flexibility SkillSELS3.3.. Responsible Decision-Making Skill 162 THE ENGLISH LANGUAGE CURRICULUM | LS1. Information LiteracyLS2. Digital LiteracyLS4. Visual LiteracyLS5. Cultural Literacy 81 THE ENGLISH LANGUAGE CURRICULUM | V3.. DiligenceV4.. FriendshipV6.. HonestyV7.. AestheticsV10.. ModestyV11.. IndependenceV12.. PatienceV14.. RespectV15.. Love and AffectionV18.. CleanlinessV20.. Benevolence 1064 THE ENGLISH LANGUAGE CURRICULUM | Mehmet Akif Ersoyu Anma haftası |
| DECEMBER | 16. WEEK:  29 DECEMBER-02 JANUARY | 2 | PERSONAL LIFE | Parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing. | LISTENING ENG.2.3.L4 Pupils can convey their knowledge experience thoughts and feelings about the whole listeningwatching-comprehension process in relation to the current content on personal life with basic parts of the human body physical features clothes days of the week ages and birthdays weather conditions in a very simple way. READING ENG.2.3.R4 Pupils can convey their knowledge experiences thoughts and feelings related to the reading-comprehension process about the current content personal life with basic parts of the human body physical features clothes days of the week ages and birthdays weather conditions for reflection in relation to themselves or others both individually andor with others. WRITING ENG.2.3.W4 Pupils can practise writing by constructing content for the assigned writing task on the current content personal life with basic parts of the human body physical features clothes days of the week ages and birthdays. SPEAKING ENG.2.3.S4 Pupils can form a simple new verbal content on personal life with basic parts of the human body physical features clothes days of the week ages and birthdays weather conditions through reconstruction by speaking accurately efficiently and authentically. | Pupils convey their personal knowledge experiences thoughts and feelings in relation to the listeningwatching-comprehension process about the current content in a very simple way. Pupils convey their personal knowledge experiences thoughts and feelings in relation to the listeningwatching-comprehension process about the current content by sharing them with others in a very simple way. Pupils convey individually the knowledge experiences thoughts and feelings that have been in relation to the current reading-comprehension content and process very simply. Pupils convey the knowledge experiences thoughts and feelings that have been in relation to the current reading-comprehension content and process by sharing them with others very simply. Pupils use materials structural features discourse forms and punctuation appropriate to the assigned writing type age and language level for a prepared andor unprepared writing task. Pupils select and use target words language chunks and social language expressions appropriate to the assigned writing type age and language level for a prepared andor unprepared writing task related to the theme. Pupils express simple messages clearly for a prepared andor unprepared writing task related to the current theme. Pupils select and use accurate pronunciation discourse forms target words and language chunks for prepared andor unprepared speaking situations by imitating modelexample content appropriate to age and language level. Pupils select simple and contextually appropriate contentinformation quickly for impromptu speaking situations and present it in a natural and authentic way with appropriate and accurate materials and appropriate to the modelsample age language level and context question-answer pointing and saying selecting and saying etc. within the given thinking time. Pupils organise simple and contextually appropriate content for prepared speaking situations with accurate and appropriate materials and present it in a natural and authentic way short monologues dialogues show and tell pantomime drama etc.. | SELS1.1.. Self-Awareness SkillSELS1.2.. Self-Regulation SkillSELS1.3.. Self- Reflection Skill SELS2.1. Communication SkillSELS2.2.. Cooperation SkillSELS2.3.. Social Awareness SkillSELS3.1.. Adaptability SkillSELS3.2.. Flexibility SkillSELS3.3.. Responsible Decision-Making Skill 162 THE ENGLISH LANGUAGE CURRICULUM | LS1. Information LiteracyLS2. Digital LiteracyLS4. Visual LiteracyLS5. Cultural Literacy 81 THE ENGLISH LANGUAGE CURRICULUM | V3.. DiligenceV4.. FriendshipV6.. HonestyV7.. AestheticsV10.. ModestyV11.. IndependenceV12.. PatienceV14.. RespectV15.. Love and AffectionV18.. CleanlinessV20.. Benevolence 1064 THE ENGLISH LANGUAGE CURRICULUM |  |
| JANUARY | 17. WEEK:  05-09 JANUARY | 2 | PERSONAL LIFE | Parts of the body and physical features; personal characters; weather conditions; clothing according to seasons and weather conditions; preferences for clothing. | WRITING ENG.2.3.W6 Pupils can convey their knowledge experiences thoughts and feelings related to the writing-expression process about the current content personal life with basic parts of the human body physical features clothes days of the week ages and birthdays weather conditionsvery simply for reflection in relation to themselves or others both individually andor with others. SPEAKING ENG.2.3.S6 Pupils can convey their knowledge experiences thoughts and feelings related to the writing-expression process about the current content personal life with basic parts of the human body physical features clothes days of the week ages and birthdays weather conditions very simply for reflection in relation to themselves or others both individually andor with others. PRONUNCIATION ENG.2.3.P1 Pupils can select and use the target phonological elements of the current content about personal life with basic parts of the human body physical features clothes days of the week ages and birthdays weather conditions accurately authentically and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. | Pupils convey individually the knowledge experiences thoughts and feelings that have been in relation to the current writing-expression content and process very simply. Pupils convey the knowledge experiences thoughts and feelings that have been in relation to the current writing-expression content and process by sharing them with others very simply. Pupils convey individually the knowledge experiences thoughts and feelings that have been in relation to the current writing-expression content and process in a very simple way. Pupils convey the knowledge experiences thoughts and feelings that have been in relation to the current writing-expression content and process by sharing them with others in a very simple way. Pupils listen towatch the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances. Pupils reinforce the target phonological elements by repeating them after the source several times as a whole class in groups and individually. Pupils recognise the target phonological elements of the current content when they are heard in different contexts. Pupils recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately authentically and naturally through spontaneous decision-making processes. Pupils use the target theme-specific phonological elements of the current content appropriately spontaneously and effectively when communicating with others. | SELS1.1.. Self-Awareness SkillSELS1.2.. Self-Regulation SkillSELS1.3.. Self- Reflection Skill SELS2.1. Communication SkillSELS2.2.. Cooperation SkillSELS2.3.. Social Awareness SkillSELS3.1.. Adaptability SkillSELS3.2.. Flexibility SkillSELS3.3.. Responsible Decision-Making Skill 162 THE ENGLISH LANGUAGE CURRICULUM | LS1. Information LiteracyLS2. Digital LiteracyLS4. Visual LiteracyLS5. Cultural Literacy 81 THE ENGLISH LANGUAGE CURRICULUM | V3.. DiligenceV4.. FriendshipV6.. HonestyV7.. AestheticsV10.. ModestyV11.. IndependenceV12.. PatienceV14.. RespectV15.. Love and AffectionV18.. CleanlinessV20.. Benevolence 1064 THE ENGLISH LANGUAGE CURRICULUM | Enerji Tasarrufu haftası |
| JANUARY | 18. WEEK:  12-16 JANUARY | 2 | Activity Week | Activity Week | Activity Week |  |  |  |  |  |
| JANUARY | :  19-23 JANUARY | 2 | Semester Holiday | Semester Holiday | Semester Holiday |  |  |  |  |  |
| JANUARY | 26-30 JANUARY | 2 | Semester Holiday | Semester Holiday | Semester Holiday |  |  |  |  |  |
| FEBRUARY | 19. WEEK:  02-06 FEBRUARY | 2 | FAMILY LIFE | Family members and family members physical appearances and physical features | LISTENING ENG.2.4.L1 Pupils can get ready for the listeningwatching-comprehension process for the current content on family life with family members and family members physical appearances and physical features. READING ENG.2.4.R1 Pupils can get ready for the reading-comprehension process about the current content on family life with family members and family members physical appearances and physical features. | Pupils activate their pre-existing knowledge and experiences related to the current theme and content by recalling it in herhis own language in their minds. Pupils recognise concrete and simple relationships between the previous knowledge and experience and the clues to the current content by responding to simple questions with physical actions without speaking Turkish or without having a translation. Pupils make simple predictions about the current content by using pre-existing knowledge and experience based on the realia pictures and context. Pupils activate their pre-existing knowledge and past experiences related to the current theme and content. Pupils recognise simple and basic relationships between their pre-existing knowledge past experiences and clues to the current content. Pupils make simple preliminary predictions about the current content based on recognised relationships. Pupils activate their pre-existing knowledge and experiences used in the initial processes of listeningviewing andor reading and associate it with the current content in a simple way. Pupils understand correctly what the current writing task is as guided and assigned. Pupils become familiar with modelexample content through repetition and imitation after completing the stage of recalling pre-existing knowledge and experience used during the initial processes of listeningwatchingreading and associating it with the current content. | SELS1.1.. Self-Awareness SkillSELS1.2.. Self-Regulation SkillSELS1.3.. Self- Reflection Skill SELS2.1. Communication SkillSELS2.1.. Communication SkillSELS2.2.. Cooperation SkillSELS2.3.. Social Awareness SkillSELS3.1.. Adaptability SkillSELS3.2.. Flexibility SkillSELS3.3.. Responsible Decision-Making Skill 162 THE ENGLISH LANGUAGE CURRICULUM | LS1. Information LiteracyLS2. Digital LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic Literacy | V2.. Family IntegrityV3.. DiligenceV4.. FriendshipV6.. HonestyV7.. AestheticsV8.. PrivacyV10.. ModestyV11.. IndependenceV12.. PatienceV14.. RespectV15.. Love and AffectionV20.. Benevolence 1064 THE ENGLISH LANGUAGE CURRICULUM |  |
| FEBRUARY | 20. WEEK:  09-13 FEBRUARY | 2 | FAMILY LIFE | Family members and family members physical appearances and physical features | WRITING ENG.2.4.W1 Pupils can get ready for the writing-expression process about the current content on family life with family members and family members physical appearances and physical features in an age- and level-appropriate way. SPEAKING ENG.2.4.S1 Pupils can get ready for the speaking-expression process about the current content on family life with family members and family members physical appearances and physical features with the help of supplementary audio-visual materials. | Pupils activate their pre-existing knowledge and experiences related to the current theme and content by recalling it in herhis own language in their minds. Pupils recognise concrete and simple relationships between the previous knowledge and experience and the clues to the current content by responding to simple questions with physical actions without speaking Turkish or without having a translation. Pupils make simple predictions about the current content by using pre-existing knowledge and experience based on the realia pictures and context. Pupils activate their pre-existing knowledge and past experiences related to the current theme and content. Pupils recognise simple and basic relationships between their pre-existing knowledge past experiences and clues to the current content. Pupils make simple preliminary predictions about the current content based on recognised relationships. Pupils activate their pre-existing knowledge and experiences used in the initial processes of listeningviewing andor reading and associate it with the current content in a simple way. Pupils understand correctly what the current writing task is as guided and assigned. Pupils become familiar with modelexample content through repetition and imitation after completing the stage of recalling pre-existing knowledge and experience used during the initial processes of listeningwatchingreading and associating it with the current content. | SELS1.1.. Self-Awareness SkillSELS1.2.. Self-Regulation SkillSELS1.3.. Self- Reflection Skill SELS2.1. Communication SkillSELS2.1.. Communication SkillSELS2.2.. Cooperation SkillSELS2.3.. Social Awareness SkillSELS3.1.. Adaptability SkillSELS3.2.. Flexibility SkillSELS3.3.. Responsible Decision-Making Skill 162 THE ENGLISH LANGUAGE CURRICULUM | LS1. Information LiteracyLS2. Digital LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic Literacy | V2.. Family IntegrityV3.. DiligenceV4.. FriendshipV6.. HonestyV7.. AestheticsV8.. PrivacyV10.. ModestyV11.. IndependenceV12.. PatienceV14.. RespectV15.. Love and AffectionV20.. Benevolence 1064 THE ENGLISH LANGUAGE CURRICULUM |  |
| FEBRUARY | 21. WEEK:  16-20 FEBRUARY | 2 | FAMILY LIFE | Family members and family members physical appearances and physical features | LISTENING ENG.2.4.L2 Pupils can bring information about the current content on family life with family members and family members physical appearances and physical features together with key details and main components while listeningwatching it. READING ENG.2.4.R2 P upils can bring information about the current content on family life with family members and family members physical appearances and physical features through skimming looking quickly at the audio-visual elements and reading the content very quickly. WRITING ENG.2.4.W2 P upils can copy the modelexample on the writing task about the current content on family life with family members and family members physical appearances and physical features based on the modelexample provided to practise for further writing activities. SPEAKING ENG.2.4.S2 Pupils can imitate the modelexample for producing verbal content about the current theme on family life with family members and family members physical appearances and physical features. | Pupils make simple predictions about the current content based on the surrounding audio visual elements scattered around the classroom in relation to the current theme. Pupils comprehend the topic of the current content by listening towatching it as a whole without having intervals. Pupils recognise concretesimplebasic details and components within the whole introductory content by watching and listening to it by noticing the basic components. Pupils make simple predictions about the topic of the current content by exploring the audio-visual clues surrounding it. Pupils grasp the topic of the current content generally by looking at the surrounding audio visual materials quickly through skimming. Pupils recognise simple and basic details through major components by reading the content very quickly and silently through scanning. Pupils rewrite modelexample content and some similar content by imitating it in order to gain familiarity with the content to be produced and to develop manual copying skills. Pupils become familiar with the modelsample content through repetition and imitation in context while and after listening towatching it with the help of audio-visual aids. | SELS1.1.. Self-Awareness SkillSELS1.2.. Self-Regulation SkillSELS1.3.. Self- Reflection Skill SELS2.1. Communication SkillSELS2.1.. Communication SkillSELS2.2.. Cooperation SkillSELS2.3.. Social Awareness SkillSELS3.1.. Adaptability SkillSELS3.2.. Flexibility SkillSELS3.3.. Responsible Decision-Making Skill 162 THE ENGLISH LANGUAGE CURRICULUM | LS1. Information LiteracyLS2. Digital LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic Literacy | V2.. Family IntegrityV3.. DiligenceV4.. FriendshipV6.. HonestyV7.. AestheticsV8.. PrivacyV10.. ModestyV11.. IndependenceV12.. PatienceV14.. RespectV15.. Love and AffectionV20.. Benevolence 1064 THE ENGLISH LANGUAGE CURRICULUM |  |
| FEBRUARY | 22. WEEK:  23-27 FEBRUARY | 2 | FAMILY LIFE | Family members and family members physical appearances and physical features | LISTENING ENG.2.4.L3 Pupils can make meaning ofderive meaning from the current content on family life with family members and family members physical appearances and physical features through details by listeningwatching it carefully. READING ENG.2.4.R3 P upils can make meaning ofderive meaning from the current content about family life with family members and family members physical appearances and physical features by reading it carefully. WRITING ENG.2.4.W3 P upils can organise and form a content for the assigned writing task on the current content family life with family members and family members physical appearances and physical features based on the modelexample provided. SPEAKING ENG.2.4.S3 Pupils can organise simple new verbal content on family life with family members and family members physical appearances and physical features by speaking accurately efficiently and authentically. | Pupils check all initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals about the concept. Pupils locate the components of the current content within the whole by listening and watching it. Pupils make simple and basic classifications of the current content when necessary by grouping components words and other aspects with the help of visuals. Pupils make very simple comparisons of the current content when necessary to be aware of the differences between components words and other aspects with the help of visuals. Pupils recognise very concretesimplebasic horizontal and vertical relationships within the current content by being aware that some vocabulary relates to one set of components while another set relates to other components. Pupils internalise the current content personally in an age- and level-appropriate manner recognising that it is about herhis present life at school. Pupils check the current content in detail for the accuracy of initial predictions that are made earlier. Pupils classify the basic elements of the current content that contribute to the perception of it in a simple and meaningful way. Pupils compare basic elements of the current content that contribute to the perception of it in a simple and meaningful way. Pupils recognise basic horizontalvertical relationships within the current content that contribute to the perception of it in a simple and meaningful way. Pupils make simple basic and meaningful inferences from the information in the current content by examining it. Pupils internalise the information in the current content in an individualised and appropriate way according to their age and language level. Pupils organise very simple short and meaningful content for a prepared andor unprepared writing task related to the current theme with suitable materials appropriate to the assigned writing type age and language level. Pupils design simple new verbal content by imitating modelsample content for prepared and or unprepared speaking situations based on the modelsample that was listened towatched earlier. Pupils organise simple new verbal content by imitating modelsample content for prepared unprepared speaking situations appropriate to the modelsample context age and language level. | SELS1.1.. Self-Awareness SkillSELS1.2.. Self-Regulation SkillSELS1.3.. Self- Reflection Skill SELS2.1. Communication SkillSELS2.1.. Communication SkillSELS2.2.. Cooperation SkillSELS2.3.. Social Awareness SkillSELS3.1.. Adaptability SkillSELS3.2.. Flexibility SkillSELS3.3.. Responsible Decision-Making Skill 162 THE ENGLISH LANGUAGE CURRICULUM | LS1. Information LiteracyLS2. Digital LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic Literacy | V2.. Family IntegrityV3.. DiligenceV4.. FriendshipV6.. HonestyV7.. AestheticsV8.. PrivacyV10.. ModestyV11.. IndependenceV12.. PatienceV14.. RespectV15.. Love and AffectionV20.. Benevolence 1064 THE ENGLISH LANGUAGE CURRICULUM | Yeşilay Haftası |
| MARCH | 23. WEEK:  02-06 MARCH | 2 | FAMILY LIFE | Family members and family members physical appearances and physical features | LISTENING ENG.2.4.L4 Pupils can convey their knowledge experience thoughts and feelings about the whole listeningwatching-comprehension process in relation to the current content on family life with family members and family members physical appearances and physical features in a very simple way. READING ENG.2.4.R4 Pupils can convey their knowledge experiences thoughts and feelings related to the reading-comprehension process about the current content family life with family members and family members physical appearances and physical features for reflection in relation to themselves or others both individually andor with others. WRITING ENG.2.4.W4 Pupils can practise writing by constructing content for the assigned writing task on the current content family life with family members and family members physical appearances and physical features. SPEAKING ENG.2.4.S4 Pupils can form a simple new verbal content on family life with family members and family members physical appearances and physical features through reconstruction by speaking accurately efficiently and authentically. | Pupils convey their personal knowledge experiences thoughts and feelings in relation to the listeningwatching-comprehension process about the current content in a very simple way. Pupils convey their personal knowledge experiences thoughts and feelings in relation to the listeningwatching-comprehension process about the current content by sharing them with others in a very simple way. Pupils convey individually the knowledge experiences thoughts and feelings that have been in relation to the current reading-comprehension content and process very simply. Pupils convey the knowledge experiences thoughts and feelings that have been in relation to the current reading-comprehension content and process by sharing them with others very simply. Pupils use materials structural features discourse forms and punctuation appropriate to the assigned writing type age and language level for a prepared andor unprepared writing task. Pupils select and use target words language chunks and social language expressions appropriate to the assigned writing type age and language level for a prepared andor unprepared writing task related to the theme. Pupils express simple messages clearly for a prepared andor unprepared writing task related to the current theme. Pupils select and use accurate pronunciation discourse forms target words and language chunks for prepared andor unprepared speaking situations by imitating modelexample content appropriate to age and language level. Pupils select simple and contextually appropriate contentinformation quickly for impromptu speaking situations and present it in a natural and authentic way with appropriate and accurate materials and appropriate to the modelsample age language level and context question-answer pointing and saying selecting and saying etc. within the given thinking time. Pupils organise simple and contextually appropriate content for prepared speaking situations with accurate and appropriate materials and present it in a natural and authentic way short monologues dialogues show and tell pantomime drama etc.. Pupils express messages in a concrete simple and clear way for the listener in prepared and or unprepared speaking situations together with mimics gestures and body language. | SELS1.1.. Self-Awareness SkillSELS1.2.. Self-Regulation SkillSELS1.3.. Self- Reflection Skill SELS2.1. Communication SkillSELS2.1.. Communication SkillSELS2.2.. Cooperation SkillSELS2.3.. Social Awareness SkillSELS3.1.. Adaptability SkillSELS3.2.. Flexibility SkillSELS3.3.. Responsible Decision-Making Skill 162 THE ENGLISH LANGUAGE CURRICULUM | LS1. Information LiteracyLS2. Digital LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic Literacy | V2.. Family IntegrityV3.. DiligenceV4.. FriendshipV6.. HonestyV7.. AestheticsV8.. PrivacyV10.. ModestyV11.. IndependenceV12.. PatienceV14.. RespectV15.. Love and AffectionV20.. Benevolence 1064 THE ENGLISH LANGUAGE CURRICULUM |  |
| MARCH | 24. WEEK:  09-13 MARCH | 2 | FAMILY LIFE | Family members and family members physical appearances and physical features | WRITING ENG.2.4.W5 Pupils can reorganise and use information by reconstructing it in the new written tasks about the family life with family members and family members physical appearances and physical features to communicate with other people. SPEAKING ENG.2.4.S5 Pupils can reorganise and use information about the current theme on family life with family members and family members physical appearances and physical features by reconstructing it to communicate with other people. VOCABULARY ENG.2.4.V1 Pupils can select and use the target vocabulary of the current content about family life with family members and family members physical appearances and physical features accurately authentically spontaneously and naturally and use it appropriately and effectively when communicating with others. GRAMMAR ENG.2.4.G1 Pupils can select and use the language including target grammatical elements of the current content about family life with family members and family members physical appearances and physical features accurately authentically spontaneously and naturally and use it appropriately and effectively when communicating with others. | Pupils use similar information from the current content in different contexts by simply meaningfully and individually reorganising it. Pupils engage in simple written communication by sharing reconstructed meaningful information related to the current theme with others. Pupils use the presented information in different contexts in a simple natural accurate and necessary way by reorganising it individually and verbally. Pupils engage in verbal communication by sharing the reconstructed meaningful information with others. Pupils hearview target vocabulary in the current content as a whole in context. Pupils repeat the target vocabulary of the current content as a whole class and in groups after hearingwatching the target material and source together with pointing to the pictures displayed in class. Pupils recognise the use of the target words in the target material and source by listening watching it several times and seeing how and where the target words are used to describe the current concept. Pupils associate the contextual meanings of target words reinforced and recognised through whole class group and individual repetition with pre-existing conceptual meanings in mind. Pupils recognise the meaning of the target vocabulary whose use is noticed and which are repeated through whole class group and individual repetition. Pupils make use of the semantically related target vocabulary in a spontaneous authentic and natural way in various contextual activities and exercises without analysis with the help of recalling their background knowledge in Turkish in hisher mind. Pupils use the target words spontaneously and appropriately in different communicative contexts such as peers at school and friends family and other people outside the school by being aware of their differences. Pupils become familiar with the current content by listening viewing and reading it several times. Pupils reinforce familiarity with the target content by listening towatching it several more times if necessary through the recognition of actions involved in it. Pupils listen towatch an audiovisualwritten presentation of current content with target language chunks representing target language use narrated through body language and verbal repetition. Pupils gain auditoryvisual awareness by listeningwatchingreading the presentation of the content containing similar language chunks with common structures through body language and verbal repetition. Pupils repeat target language chunks many times in the current auditoryvisualwritten context many times without knowing analysing or thinking about their rules verbally automatically and by pointing. Pupils repeat the auditoryvisualwritten content containing target language chunks many times automatically naturally and verbally within short simple and meaningful sentences without knowing analysing or thinking about their rules. Pupils act out physically the language chunks in the heardviewedseen content without knowing analysing or thinking about their rules. Pupils repeat the language chunks in the auditoryvisualwritten content automatically and act them out simultaneously and physically without knowing analysing or thinking about their rules. Pupils automatically select and use similar target language chunks related to the current content heardseenread in oral communication without knowing analysing or thinking about their rules. | SELS1.1.. Self-Awareness SkillSELS1.2.. Self-Regulation SkillSELS1.3.. Self- Reflection Skill SELS2.1. Communication SkillSELS2.1.. Communication SkillSELS2.2.. Cooperation SkillSELS2.3.. Social Awareness SkillSELS3.1.. Adaptability SkillSELS3.2.. Flexibility SkillSELS3.3.. Responsible Decision-Making Skill 162 THE ENGLISH LANGUAGE CURRICULUM | LS1. Information LiteracyLS2. Digital LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic Literacy | V2.. Family IntegrityV3.. DiligenceV4.. FriendshipV6.. HonestyV7.. AestheticsV8.. PrivacyV10.. ModestyV11.. IndependenceV12.. PatienceV14.. RespectV15.. Love and AffectionV20.. Benevolence 1064 THE ENGLISH LANGUAGE CURRICULUM | Bilim ve Teknoloji WEEKsı İstiklâl Marşının Kabulü ve Mehmet Akif Ersoyu Anma Günü |
| MARCH | 16-20 MARCH | 2 | 2. Dönem Ara Tatili | 2. Dönem Ara Tatili | 2. Dönem Ara Tatili |  |  |  |  | Tüketiciyi Koruma WEEKsı Türk Dünyası ve Toplulukları WEEKsı |
| MARCH | 25. WEEK:  23-27 MARCH | 2 | FAMILY LIFE | Family members and family members physical appearances and physical features | WRITING ENG.2.4.W6 Pupils can convey their knowledge experiences thoughts and feelings related to the writing-expression process about the current content family life with family members and family members physical appearances and physical features very simply for reflection in relation to themselves or others both individually andor with others. SPEAKING ENG.2.4.S6 Pupils can convey their knowledge experiences thoughts and feelings related to the writing-expression process about the current content family life with family members and family members physical appearances and physical features very simply for reflection in relation to themselves or others both individually andor with others. PRONUNCIATION ENG.2.4.P1 Pupils can select and use the target phonological elements of the current content about family life with family members and family members physical appearances and physical features accurately authentically and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. | Pupils convey individually the knowledge experiences thoughts and feelings that have been in relation to the current writing-expression content and process very simply. Pupils convey the knowledge experiences thoughts and feelings that have been in relation to the current writing-expression content and process by sharing them with others very simply. Pupils convey individually the knowledge experiences thoughts and feelings that have been in relation to the current writing-expression content and process in a very simple way. Pupils convey the knowledge experiences thoughts and feelings that have been in relation to the current writing-expression content and process by sharing them with others in a very simple way. Pupils listen towatch the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances. Pupils reinforce the target phonological elements by repeating them after the source several times as a whole class in groups and individually. Pupils recognise the target phonological elements of the current content when they are heard in different contexts. Pupils recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately authentically and naturally through spontaneous decision-making processes. Pupils use the target theme-specific phonological elements of the current content appropriately spontaneously and effectively when communicating with others. | SELS1.1.. Self-Awareness SkillSELS1.2.. Self-Regulation SkillSELS1.3.. Self- Reflection Skill SELS2.1. Communication SkillSELS2.1.. Communication SkillSELS2.2.. Cooperation SkillSELS2.3.. Social Awareness SkillSELS3.1.. Adaptability SkillSELS3.2.. Flexibility SkillSELS3.3.. Responsible Decision-Making Skill 162 THE ENGLISH LANGUAGE CURRICULUM | LS1. Information LiteracyLS2. Digital LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic Literacy | V2.. Family IntegrityV3.. DiligenceV4.. FriendshipV6.. HonestyV7.. AestheticsV8.. PrivacyV10.. ModestyV11.. IndependenceV12.. PatienceV14.. RespectV15.. Love and AffectionV20.. Benevolence 1064 THE ENGLISH LANGUAGE CURRICULUM | Orman WEEKsı Dünya Tiyatrolar Günü |
| MARCH | 26. WEEK:  30 MARCH-03 APRIL | 2 | HOMES HOUSES NEIGHBOURHOODS | Parts rooms and furniture in the house | LISTENING ENG.2.5.L1 Pupils can get ready for the listeningwatching-comprehension process for the current content on homes houses and neighbourhoods with parts rooms and furniture in the house pets in the house. READING ENG.2.5.R1 Pupils can get ready for the reading-comprehension process about the current content on homes houses and neighbourhoods with parts rooms and furniture in the house pets in the house. WRITING ENG.2.5.W1 Pupils can get ready for the writing-expression process about the current content on homes houses and neighbourhoods with parts rooms and furniture in the house pets in the house in an age- and level-appropriate way. SPEAKING ENG.2.5.S1 Pupils can get ready for speaking-expression process about the current content on homes houses and neighbourhoods with parts rooms and furniture in the house pets in the house with the help of supplementary audio-visual materials. | Pupils activate their pre-existing knowledge and experiences related to the current theme and content by recalling it in herhis own language in their minds. Pupils recognise concrete and simple relationships between the previous knowledge and experience and the clues to the current content by responding to simple questions with physical actions without speaking Turkish or without having a translation. Pupils make simple predictions about the current content by using pre-existing knowledge and experience based on the realia pictures and context. Pupils activate their pre-existing knowledge and past experiences related to the current theme and content. Pupils recognise simple and basic relationships between their pre-existing knowledge past experiences and clues to the current content. Pupils make simple preliminary predictions about the current content based on recognised relationships. Pupils activate their pre-existing knowledge and experiences used in the initial processes of listeningviewing andor reading and associate it with the current content in a simple way. Pupils understand correctly what the current writing task is as guided and assigned. Pupils become familiar with modelexample content through repetition and imitation after completing the stage of recalling pre-existing knowledge and experience used during the initial processes of listeningwatchingreading and associating it with the current content. | SELS1.1.. Self-Awareness SkillSELS1.2.. Self-Regulation SkillSELS1.3.. Self- Reflection Skill SELS2.1. Communication SkillSELS2.2.. Cooperation SkillSELS2.3.. Social Awareness SkillSELS3.1.. Adaptability SkillSELS3.2.. Flexibility SkillSELS3.3.. Responsible Decision-Making Skill 162 THE ENGLISH LANGUAGE CURRICULUM | LS1. Information LiteracyLS2. Digital LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic Literacy 121 THE ENGLISH LANGUAGE CURRICULUM | V3.. DiligenceV4.. FriendshipV5.. SensitivityV6.. HonestyV7.. AestheticsV9.. CompassionV10.. ModestyV11.. IndependenceV12.. PatienceV14.. RespectV15.. Love and AffectionV20.. Benevolence 1064 THE ENGLISH LANGUAGE CURRICULUM | Kütüphaneler WEEKsı Kanser WEEKsı Dünya Otizm Farkındalık Günü |
| APRIL | 27. WEEK:  06-10 APRIL | 2 | HOMES HOUSES NEIGHBOURHOODS | Parts rooms and furniture in the house | LISTENING ENG.2.5.L2 Pupils can bring information about the current content on homes houses and neighbourhoods with parts rooms and furniture in the house pets in the house together with key details and main components while listeningwatching it. READING ENG.2.5.R2 P upils can bring information about the current content on homes houses and neighbourhoods with parts rooms and furniture in the house pets in the house through skimming looking quickly at the audio-visual elements and reading the content very quickly. WRITING ENG.2.5.W2 Pupils can copy the modelexample on the writing task about the current content on homes houses and neighbourhoods with parts rooms and furniture in the house pets in the house based on the modelexample provided to practise for further writing activities. SPEAKING ENG.2.5.S2 Pupils can imitate the modelexample for producing verbal content about the current theme on homes houses and neighbourhoods with parts rooms and furniture in the house pets in the house. | Pupils make simple predictions about the current content based on the surrounding audio visual elements scattered around the classroom in relation to the current theme. Pupils comprehend the topic of the current content by listening towatching it as a whole without having intervals. Pupils recognise concretesimplebasic details and components within the whole introductory content by watching and listening to it by noticing the basic components. Pupils make simple predictions about the topic of the current content by exploring the audio-visual clues surrounding it. Pupils grasp the topic of the current content generally by looking at the surrounding audio visual materials quickly through skimming. Pupils recognise simple and basic details through major components by reading the content very quickly and silently through scanning. Pupils rewrite modelexample content and some similar content by imitating it in order to gain familiarity with the content to be produced and to develop manual copying skills. Pupils become familiar with the modelsample content through repetition and imitation in context while and after listening towatching it with the help of audio-visual aids. | SELS1.1.. Self-Awareness SkillSELS1.2.. Self-Regulation SkillSELS1.3.. Self- Reflection Skill SELS2.1. Communication SkillSELS2.2.. Cooperation SkillSELS2.3.. Social Awareness SkillSELS3.1.. Adaptability SkillSELS3.2.. Flexibility SkillSELS3.3.. Responsible Decision-Making Skill 162 THE ENGLISH LANGUAGE CURRICULUM | LS1. Information LiteracyLS2. Digital LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic Literacy 121 THE ENGLISH LANGUAGE CURRICULUM | V3.. DiligenceV4.. FriendshipV5.. SensitivityV6.. HonestyV7.. AestheticsV9.. CompassionV10.. ModestyV11.. IndependenceV12.. PatienceV14.. RespectV15.. Love and AffectionV20.. Benevolence 1064 THE ENGLISH LANGUAGE CURRICULUM | Kanser WEEKsı Dünya Sağlık GününDünya Sağlık WEEKsı Kişisel Verileri Koruma Günü |
| APRIL | 28. WEEK:  13-17 APRIL | 2 | HOMES HOUSES NEIGHBOURHOODS | Parts rooms and furniture in the house | LISTENING ENG.2.5.L3 Pupils can make meaning ofderive meaning from the current content on homes houses and neighbourhoods with parts rooms and furniture in the house pets in the house through details by listeningwatching it carefully. READING ENG.2.5.R3 Pupils can make meaning ofderive meaning from the current content about homes houses and neighbourhoods with parts rooms and furniture in the house pets in the house by reading it carefully. WRITING ENG.2.5.W3 Pupils can organise and form a content for the assigned writing task on the current content homes houses and neighbourhoods with parts rooms and furniture in the house pets in the house based on the modelexample provided. SPEAKING ENG.2.5.S3 Pupils can organise simple new verbal content on homes houses and neighbourhoods with parts rooms and furniture in the house pets in the house by speaking accurately efficiently and authentically. | Pupils check all initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals about the concept. Pupils locate the components of the current content within the whole by listening and watching it. Pupils make simple and basic classifications of the current content when necessary by grouping components words and other aspects with the help of visuals. Pupils make very simple comparisons of the current content when necessary to be aware of the differences between components words and other aspects with the help of visuals. Pupils recognise very concretesimplebasic horizontal and vertical relationships within the current content by being aware that some vocabulary relates to one set of components while another set relates to other components. Pupils internalise the current content personally in an age and level-appropriate manner recognising that it is about herhis present life at school. Pupils check the current content in detail for the accuracy of initial predictions that are made earlier. Pupils classify the basic elements of the current content that contribute to the perception of it in a simple and meaningful way. Pupils compare basic elements of the current content that contribute to the perception of it in a simple and meaningful way. Pupils recognise basic horizontalvertical relationships within the current content that contribute to the perception of it in a simple and meaningful way. Pupils make simple basic and meaningful inferences from the information in the current content by examining it. Pupils internalise the information in the current content in an individualised and appropriate way according to their age and language level. Pupils organise a very simple short and meaningful content for a prepared andor unprepared writing task related to the current theme with suitable materials appropriate to the assigned writing type age and language level. Pupils design simple new verbal content by imitating modelsample content for prepared and or unprepared speaking situations based on the modelsample that was listened towatched earlier. Pupils organise simple new verbal content by imitating modelsample content for prepared unprepared speaking situations appropriate to the modelsample context age and language level. | SELS1.1.. Self-Awareness SkillSELS1.2.. Self-Regulation SkillSELS1.3.. Self- Reflection Skill SELS2.1. Communication SkillSELS2.2.. Cooperation SkillSELS2.3.. Social Awareness SkillSELS3.1.. Adaptability SkillSELS3.2.. Flexibility SkillSELS3.3.. Responsible Decision-Making Skill 162 THE ENGLISH LANGUAGE CURRICULUM | LS1. Information LiteracyLS2. Digital LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic Literacy 121 THE ENGLISH LANGUAGE CURRICULUM | V3.. DiligenceV4.. FriendshipV5.. SensitivityV6.. HonestyV7.. AestheticsV9.. CompassionV10.. ModestyV11.. IndependenceV12.. PatienceV14.. RespectV15.. Love and AffectionV20.. Benevolence 1064 THE ENGLISH LANGUAGE CURRICULUM | Turizm WEEKsı |
| APRIL | 29. WEEK:  20-24 APRIL | 2 | HOMES HOUSES NEIGHBOURHOODS | Parts rooms and furniture in the house | LISTENING ENG.2.5.L4 Pupils can convey their knowledge experience thoughts and feelings about the whole listeningwatching-comprehension process in relation to the current content on homes houses and neighbourhoods with parts rooms and furniture in the house pets in the house in a very simple way. READING ENG.2.5.R4 Pupils can convey their knowledge experiences thoughts and feelings related to the reading-comprehension process about the current content homes houses and neighbourhoods with parts rooms and furniture in the house pets in the house for reflection in relation to themselves or others both individually andor with others. WRITING ENG.2.5.W4 Pupils can practise writing by constructing content for the assigned writing task on the current content homes houses and neighbourhoods with parts rooms and furniture in the house pets in the house. SPEAKING ENG.2.5.S4 Pupils can form a simple new verbal content on homes houses and neighbourhoods with parts rooms and furniture in the house pets in the house through reconstruction by speaking accurately efficiently and authentically. | Pupils convey their personal knowledge experiences thoughts and feelings in relation to the listeningwatching-comprehension process about the current content in a very simple way. Pupils convey their personal knowledge experiences thoughts and feelings in relation to the listeningwatching-comprehension process about the current content by sharing them with others in a very simple way. Pupils convey individually the knowledge experiences thoughts and feelings that have been in relation to the current reading-comprehension content and process very simply. Pupils convey the knowledge experiences thoughts and feelings that have been in relation to the current reading-comprehension content and process by sharing them with others very simply. Pupils use materials structural features discourse forms and punctuation appropriate to the assigned writing type age and language level for a prepared andor unprepared writing task. Pupils select and use target words language chunks and social language expressions appropriate to the assigned writing type age and language level for a prepared andor unprepared writing task related to the theme. Pupils express simple messages clearly for a prepared andor unprepared writing task related to the current theme. Pupils select and use accurate pronunciation discourse forms target words and language chunks for prepared andor unprepared speaking situations by imitating modelexample content appropriate to age and language level. Pupils select simple and contextually appropriate contentinformation quickly for impromptu speaking situations and present it in a natural and authentic way with appropriate and accurate materials and appropriate to the modelsample age language level and context question-answer pointing and saying selecting and saying etc. within the given thinking time. Pupils organise simple and contextually appropriate content for prepared speaking situations with accurate and appropriate materials and present it in a natural and authentic way short monologues dialogues show and tell pantomime drama etc.. Pupils express messages in a concrete simple and clear way for the listener in prepared and or unprepared speaking situations together with mimics gestures and body language. | SELS1.1.. Self-Awareness SkillSELS1.2.. Self-Regulation SkillSELS1.3.. Self- Reflection Skill SELS2.1. Communication SkillSELS2.2.. Cooperation SkillSELS2.3.. Social Awareness SkillSELS3.1.. Adaptability SkillSELS3.2.. Flexibility SkillSELS3.3.. Responsible Decision-Making Skill 162 THE ENGLISH LANGUAGE CURRICULUM | LS1. Information LiteracyLS2. Digital LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic Literacy 121 THE ENGLISH LANGUAGE CURRICULUM | V3.. DiligenceV4.. FriendshipV5.. SensitivityV6.. HonestyV7.. AestheticsV9.. CompassionV10.. ModestyV11.. IndependenceV12.. PatienceV14.. RespectV15.. Love and AffectionV20.. Benevolence 1064 THE ENGLISH LANGUAGE CURRICULUM | Ulusal Egemenlik ve Çocuk Bayramı |
| APRIL | 30. WEEK:  27 APRIL-01 MAY | 2 | HOMES HOUSES NEIGHBOURHOODS | Parts rooms and furniture in the house | WRITING ENG.2.5.W5 Pupils can reorganise and use information by reconstructing it in the new written tasks about the homes houses and neighbourhoods with parts rooms and furniture in the house pets in the house to communicate with other people. SPEAKING ENG.2.5.S5 Pupils can reorganise and use information about the current theme on homes houses and neighbourhoods with parts rooms and furniture in the house pets in the house by reconstructing it to communicate with other people. VOCABULARY ENG.2.5.V1 Pupils can select and use the target vocabulary of the current content about homes houses and neighbourhoods with parts rooms and furniture in the house pets in the house accurately authentically spontaneously and naturally and use it appropriately and effectively when communicating with others. GRAMMAR ENG.2.5.G1 Pupils can select and use the language including target grammatical elements of the current content about homes houses and neighbourhoods with parts rooms and furniture in the house pets in the house accurately authentically spontaneously and naturally and use it appropriately and effectively when communicating with others. | Pupils use similar information from the current content in different contexts by simply meaningfully and individually reorganising it. Pupils engage in simple written communication by sharing reconstructed meaningful information related to the current theme with others. Pupils use the presented information in different contexts in a simple natural accurate and necessary way by reorganising it individually and verbally. Pupils engage in verbal communication by sharing the reconstructed meaningful information with others. Pupils hearview target vocabulary in the current content as a whole in context. Pupils repeat the target vocabulary of the current content as a whole class and in groups after hearingwatching the target material and source together with pointing to the pictures displayed in class. Pupils recognise the use of the target words in the target material and source by listening watching it several times and seeing how and where the target words are used to describe the current concept. Pupils associate the contextual meanings of target words reinforced and recognised through whole class group and individual repetition with pre-existing conceptual meanings in mind. Pupils recognise the meaning of the target vocabulary whose use is noticed and which are repeated through whole class group and individual repetition. Pupils make use of the semantically related target vocabulary in a spontaneous authentic and natural way in various contextual activities and exercises without analysis with the help of recalling their background knowledge in Turkish in hisher mind. Pupils use the target words spontaneously and appropriately in different communicative contexts such as peers at school and friends family and other people outside the school by being aware of their differences. Pupils become familiar with the current content by listening viewing and reading it several times. Pupils reinforce familiarity with the target content by listening towatching it several more times if necessary through the recognition of actions involved in it. Pupils listen towatch an audiovisualwritten presentation of current content with target language chunks representing target language use narrated through body language and verbal repetition. Pupils gain auditoryvisual awareness by listeningwatchingreading the presentation of the content containing similar language chunks with common structures through body language and verbal repetition. Pupils repeat target language chunks many times in the current auditoryvisualwritten context many times without knowing analysing or thinking about their rules verbally automatically and by pointing. Pupils repeat the auditoryvisualwritten content containing target language chunks many times automatically naturally and verbally within short simple and meaningful sentences without knowing analysing or thinking about their rules. | SELS1.1.. Self-Awareness SkillSELS1.2.. Self-Regulation SkillSELS1.3.. Self- Reflection Skill SELS2.1. Communication SkillSELS2.2.. Cooperation SkillSELS2.3.. Social Awareness SkillSELS3.1.. Adaptability SkillSELS3.2.. Flexibility SkillSELS3.3.. Responsible Decision-Making Skill 162 THE ENGLISH LANGUAGE CURRICULUM | LS1. Information LiteracyLS2. Digital LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic Literacy 121 THE ENGLISH LANGUAGE CURRICULUM | V3.. DiligenceV4.. FriendshipV5.. SensitivityV6.. HonestyV7.. AestheticsV9.. CompassionV10.. ModestyV11.. IndependenceV12.. PatienceV14.. RespectV15.. Love and AffectionV20.. Benevolence 1064 THE ENGLISH LANGUAGE CURRICULUM | Kûtül Amâre Zaferi |
| MAY | 31. WEEK:  04-08 MAY | 2 | HOMES HOUSES NEIGHBOURHOODS | Parts rooms and furniture in the house | WRITING ENG.2.5.W6 Pupils can convey their knowledge experiences thoughts and feelings related to the writing-expression process about the current content homes houses and neighbourhoods with parts rooms and furniture in the house pets in the house very simply for reflection in relation to themselves or others both individually andor with others. SPEAKING ENG.2.5.S6 Pupils can convey their knowledge experiences thoughts and feelings related to the writing-expression process about the current content homes houses and neighbourhoods with parts rooms and furniture in the house pets in the house very simply for reflection in relation to themselves or others both individually andor with others. PRONUNCIATION ENG.2.5.P1 P upils can select and use the target phonological elements of the current content about homes houses and neighbourhoods with parts rooms and furniture in the house pets in the house accurately authentically and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. | Pupils convey individually the knowledge experiences thoughts and feelings that have been in relation to the current writing-expression content and process very simply. Pupils convey the knowledge experiences thoughts and feelings that have been in relation to the current writing-expression content and process by sharing them with others very simply. Pupils convey individually the knowledge experiences thoughts and feelings that have been in relation to the current writing-expression content and process in a very simple way. Pupils convey the knowledge experiences thoughts and feelings that have been in relation to the current writing-expression content and process by sharing them with others in a very simple way. Pupils listen towatch the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances. Pupils reinforce the target phonological elements by repeating them after the source several times as a whole class in groups and individually. Pupils recognise the target phonological elements of the current content when they are heard in different contexts. Pupils recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately authentically and naturally through spontaneous decision-making processes. Pupils use the target theme-specific phonological elements of the current content appropriately spontaneously and effectively when communicating with others. | SELS1.1.. Self-Awareness SkillSELS1.2.. Self-Regulation SkillSELS1.3.. Self- Reflection Skill SELS2.1. Communication SkillSELS2.2.. Cooperation SkillSELS2.3.. Social Awareness SkillSELS3.1.. Adaptability SkillSELS3.2.. Flexibility SkillSELS3.3.. Responsible Decision-Making Skill 162 THE ENGLISH LANGUAGE CURRICULUM | LS1. Information LiteracyLS2. Digital LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic Literacy 121 THE ENGLISH LANGUAGE CURRICULUM | V3.. DiligenceV4.. FriendshipV5.. SensitivityV6.. HonestyV7.. AestheticsV9.. CompassionV10.. ModestyV11.. IndependenceV12.. PatienceV14.. RespectV15.. Love and AffectionV20.. Benevolence 1064 THE ENGLISH LANGUAGE CURRICULUM | Bilişim WEEKsı Trafik ve İlkyardım WEEKsı İş Sağlığı ve Güvenliği WEEKsı |
| MAY | 32. WEEK:  11-15 MAY | 2 | LIFE IN THE CITY THE WORLD | Basic food types items and meals | LISTENING ENG.2.6.L1 Pupils can get ready for the listeningwatching-comprehension process for the current content on life in the city and the world with basic food types items and meals. READING ENG.2.6.R1 Pupils can get ready for the reading-comprehension process about the current content on life in the city and the world with basic food types items and meals. WRITING ENG.2.6.W1 Pupils can get ready for the writing-expression process about the current content on life in the city and the world with basic food types items and meals in an age- and level-appropriate way. SPEAKING ENG.2.6.S1 Pupils can get ready for the speaking-expression process about the current content on life in the city and the world with basic food types items and meals with the help of supplementary audio-visual materials. | Pupils activate their pre-existing knowledge and experiences related to the current theme and content by recalling it in herhis own language in their minds. Pupils recognise concrete and simple relationships between the previous knowledge and experience and the clues to the current content by responding to simple questions with physical actions without speaking Turkish or without having a translation. Pupils make simple predictions about the current content by using pre-existing knowledge and experience based on the realia pictures and context. Pupils activate their pre-existing knowledge and past experiences related to the current theme and content. Pupils recognise simple and basic relationships between their pre-existing knowledge past experiences and clues to the current content. Pupils make simple preliminary predictions about the current content based on recognised relationships. Pupils activate their pre-existing knowledge and experiences used in the initial processes of listeningviewing andor reading and associate it with the current content in a simple way. Pupils understand correctly what the current writing task is as guided and assigned. Pupils become familiar with modelexample content through repetition and imitation after completing the stage of recalling pre-existing knowledge and experience used during the initial processes of listeningwatchingreading and associating it with the current content. | SELS1.1.. Self-Awareness SkillSELS1.2.. Self-Regulation SkillSELS1.3.. Self- Reflection Skill SELS2.1. Communication SkillSELS2.2.. Cooperation SkillSELS2.3.. Social Awareness SkillSELS3.1.. Adaptability SkillSELS3.2.. Flexibility SkillSELS3.3.. Responsible Decision-Making Skill 162 THE ENGLISH LANGUAGE CURRICULUM | LS1. Information LiteracyLS2. Digital LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic Literacy | V3.. DiligenceV4.. FriendshipV6.. HonestyV7.. AestheticsV10.. ModestyV11.. IndependenceV12.. PatienceV13.. Healthy LivingV14.. RespectV15.. Love and AffectionV17.. ThriftinessV20.. Benevolence 1064 THE ENGLISH LANGUAGE CURRICULUM | Engelliler WEEKsı Vakıflar WEEKsı |
| MAY | 33. WEEK:  18-22 MAY | 2 | LIFE IN THE CITY THE WORLD | Basic food types items and meals | LISTENING ENG.2.6.L2 Pupils can bring information about the current content on life in the city and the world with basic food types items and meals together with key details and main components while listeningwatching it. READING ENG.2.6.R2 P upils can bring information about the current content on life in the city and the world with basic food types items and meals through skimming looking quickly at the audio-visual elements and reading the content very quickly. WRITING ENG.2.6.W2 Pupils can copy the modelexample on the writing task about the current content on life in the city and the world with basic food types items and meals based on the modelexample provided to practise for further writing activities. SPEAKING ENG.2.6.S2 Pupils can imitate the modelexample for producing verbal content about the current theme on life in the city and the world with basic food types items and meals. | Pupils make simple predictions about the current content based on the surrounding audio visual elements scattered around the classroom in relation to the current theme. Pupils comprehend the topic of the current content by listening towatching it as a whole without having intervals. Pupils recognise concretesimplebasic details and components within the whole introductory content by watching and listening to it by noticing the basic components. Pupils make simple predictions about the topic of the current content by exploring the audio-visual clues surrounding it. Pupils grasp the topic of the current content generally by looking at the surrounding audio visual materials quickly through skimming. Pupils recognise simple and basic details through major components by reading the content very quickly and silently through scanning. Pupils rewrite modelexample content and some similar content by imitating it in order to gain familiarity with the content to be produced and to develop manual copying skills. Pupils become familiar with the modelsample content through repetition and imitation in context while and after listening towatching it with the help of audio-visual aids. | SELS1.1.. Self-Awareness SkillSELS1.2.. Self-Regulation SkillSELS1.3.. Self- Reflection Skill SELS2.1. Communication SkillSELS2.2.. Cooperation SkillSELS2.3.. Social Awareness SkillSELS3.1.. Adaptability SkillSELS3.2.. Flexibility SkillSELS3.3.. Responsible Decision-Making Skill 162 THE ENGLISH LANGUAGE CURRICULUM | LS1. Information LiteracyLS2. Digital LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic Literacy | V3.. DiligenceV4.. FriendshipV6.. HonestyV7.. AestheticsV10.. ModestyV11.. IndependenceV12.. PatienceV13.. Healthy LivingV14.. RespectV15.. Love and AffectionV17.. ThriftinessV20.. Benevolence 1064 THE ENGLISH LANGUAGE CURRICULUM | Müzeler WEEKsı Atatürkü Anma ve Gençlik ve Spor Bayramı |
| MAY | 34. WEEK:  25-29 MAY | 2 | LIFE IN THE CITY THE WORLD | Basic food types items and meals | LISTENING ENG.2.6.L3 Pupils can make meaning ofderive meaning from the current content on life in the city and the world with basic food types items and meals through details by listeningwatching it carefully. READING ENG.2.6.R3 Pupils can make meaning ofderive meaning from the current content about life in the city and the world with basic food types items and meals by reading it carefully. WRITING ENG.2.6.W3 Pupils can organise and form a content for the assigned writing task on the current content life in the city and the world with basic food types items and meals based on the model example provided. SPEAKING ENG.2.6.S3 Pupils can organise simple new verbal content on life in the city and the world with basic food types items and meals by speaking accurately efficiently and authentically. | Pupils check all initial predictions related to the current content by being aware of the commonalities between self-predictions and clues provided as visuals about the concept. Pupils locate the components of the current content within the whole by listening and watching it. Pupils make simple and basic classifications of the current content when necessary by grouping components words and other aspects with the help of visuals. Pupils make very simple comparisons of the current content when necessary to be aware of the differences between components words and other aspects with the help of visuals. Pupils recognise very concretesimplebasic horizontal and vertical relationships within the current content by being aware that some vocabulary relates to one set of components while another set relates to other components. Pupils internalise the current content personally in an age- and level-appropriate manner recognising that it is about herhis present life at school. Pupils check the current content in detail for the accuracy of initial predictions that are made earlier. Pupils classify the basic elements of the current content that contribute to the perception of it in a simple and meaningful way. Pupils compare basic elements of the current content that contribute to the perception of it in a simple and meaningful way. Pupils recognise basic horizontalvertical relationships within the current content that contribute to the perception of it in a simple and meaningful way. Pupils make simple basic and meaningful inferences from the information in the current content by examining it. Pupils internalise the information in the current content in an individualised and appropriate way according to their age and language level. Pupils organise a very simple short and meaningful content for a prepared andor unprepared writing task related to the current theme with suitable materials appropriate to the assigned writing type age and language level. Pupils design simple new verbal content by imitating modelsample content for prepared and or unprepared speaking situations based on the modelsample that was listened towatched earlier. Pupils organise simple new verbal content by imitating modelsample content for prepared unprepared speaking situations appropriate to the modelsample context age and language level. | SELS1.1.. Self-Awareness SkillSELS1.2.. Self-Regulation SkillSELS1.3.. Self- Reflection Skill SELS2.1. Communication SkillSELS2.2.. Cooperation SkillSELS2.3.. Social Awareness SkillSELS3.1.. Adaptability SkillSELS3.2.. Flexibility SkillSELS3.3.. Responsible Decision-Making Skill 162 THE ENGLISH LANGUAGE CURRICULUM | LS1. Information LiteracyLS2. Digital LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic Literacy | V3.. DiligenceV4.. FriendshipV6.. HonestyV7.. AestheticsV10.. ModestyV11.. IndependenceV12.. PatienceV13.. Healthy LivingV14.. RespectV15.. Love and AffectionV17.. ThriftinessV20.. Benevolence 1064 THE ENGLISH LANGUAGE CURRICULUM | Etik Günü İstanbulun Fethi |
| JUNE | 35. WEEK:  01-05 JUNE | 2 | LIFE IN THE CITY THE WORLD | Basic food types items and meals | LISTENING ENG.2.6.L4 Pupils can convey their knowledge experience thoughts and feelings about the whole listeningwatching-comprehension process in relation to the current content on life in the city and the world with basic food types items and meals in a very simple way. READING ENG.2.6.R4 Pupils can convey their knowledge experiences thoughts and feelings related to the reading-comprehension process about the current content life in the city and the world with basic food types items and meals for reflection in relation to themselves or others both individually andor with others. WRITING ENG.2.6.W4 Pupils can practise writing by constructing content for the assigned writing task on the current content life in the city and the world with basic food types items and meals. SPEAKING ENG.2.6.S4 Pupils can form a simple new verbal content on life in the city and the world with basic food types items and meals through reconstruction by speaking accurately efficiently and authentically. | Pupils convey their personal knowledge experiences thoughts and feelings in relation to the listeningwatching-comprehension process about the current content in a very simple way. Pupils convey their personal knowledge experiences thoughts and feelings in relation to the listeningwatching-comprehension process about the current content by sharing them with others in a very simple way. Pupils convey individually the knowledge experiences thoughts and feelings that have been in relation to the current reading-comprehension content and process very simply. Pupils convey the knowledge experiences thoughts and feelings that have been in relation to the current reading-comprehension content and process by sharing them with others very simply. Pupils use materials structural features discourse forms and punctuation appropriate to the assigned writing type age and language level for a prepared andor unprepared writing task. Pupils select and use target words language chunks and social language expressions appropriate to the assigned writing type age and language level for a prepared andor unprepared writing task related to the theme. Pupils express simple messages clearly for a prepared andor unprepared writing task related to the current theme. Pupils select and use accurate pronunciation discourse forms target words and language chunks for prepared andor unprepared speaking situations by imitating modelexample content appropriate to age and language level. Pupils select simple and contextually appropriate contentinformation quickly for impromptu speaking situations and present it in a natural and authentic way with appropriate and accurate materials and appropriate to the modelsample age language level and context question-answer pointing and saying selecting and saying etc. within the given thinking time. Pupils organise simple and contextually appropriate content for prepared speaking situations with accurate and appropriate materials and present it in a natural and authentic way short monologues dialogues show and tell pantomime drama etc.. Pupils express messages in a concrete simple and clear way for the listener in prepared and or unprepared speaking situations together with mimics gestures and body language. | SELS1.1.. Self-Awareness SkillSELS1.2.. Self-Regulation SkillSELS1.3.. Self- Reflection Skill SELS2.1. Communication SkillSELS2.2.. Cooperation SkillSELS2.3.. Social Awareness SkillSELS3.1.. Adaptability SkillSELS3.2.. Flexibility SkillSELS3.3.. Responsible Decision-Making Skill 162 THE ENGLISH LANGUAGE CURRICULUM | LS1. Information LiteracyLS2. Digital LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic Literacy | V3.. DiligenceV4.. FriendshipV6.. HonestyV7.. AestheticsV10.. ModestyV11.. IndependenceV12.. PatienceV13.. Healthy LivingV14.. RespectV15.. Love and AffectionV17.. ThriftinessV20.. Benevolence 1064 THE ENGLISH LANGUAGE CURRICULUM | Etik Günü Hayat Boyu Öğrenme WEEKsı |
| JUNE | 36. WEEK:  08-12 JUNE | 2 | LIFE IN THE CITY THE WORLD | Basic food types items and meals | WRITING ENG.2.6.W5 Pupils can reorganise and use information by reconstructing it in the new written tasks about the life in the city and the world with basic food types items and meals to communicate with other people. SPEAKING ENG.2.6.S5 Pupils can reorganise and use information about the current theme on life in the city and the world with basic food types items and meals by reconstructing it to communicate with other people. VOCABULARY ENG.2.6.V1 Pupils can select and use the target vocabulary of the current content about life in the city and the world with basic food types items and meals accurately authentically spontaneously and naturally and use it appropriately and effectively when communicating with others. GRAMMAR ENG.2.6.G1 Pupils can select and use the language including target grammatical elements of the current content about life in the city and the world with basic food types items and meals accurately authentically spontaneously and naturally and use it appropriately and effectively when communicating with others. | Pupils use similar information from the current content in different contexts by simply meaningfully and individually reorganising it. Pupils engage in simple written communication by sharing reconstructed meaningful information related to the current theme with others. Pupils use the presented information in different contexts in a simple natural accurate and necessary way by reorganising it individually and verbally. Pupils engage in verbal communication by sharing the reconstructed meaningful information with others. Pupils hearview target vocabulary in the current content as a whole in context. Pupils repeat the target vocabulary of the current content as a whole class and in groups after hearingwatching the target material and source together with pointing to the pictures displayed in class. Pupils recognise the use of the target words in the target material and source by listening watching it several times and seeing how and where the target words are used to describe the current concept. Pupils associate the contextual meanings of target words reinforced and recognised through whole class group and individual repetition with pre-existing conceptual meanings in mind. Pupils recognise the meaning of the target vocabulary whose use is noticed and which are repeated through whole class group and individual repetition. Pupils make use of the semantically related target vocabulary in a spontaneous authentic and natural way in various contextual activities and exercises without analysis with the help of recalling their background knowledge in Turkish in hisher mind. Pupils use the target words spontaneously and appropriately in different communicative contexts such as peers at school and friends family and other people outside the school by being aware of their differences. Pupils become familiar with the current content by listening viewing and reading it several times. Pupils reinforce familiarity with the target content by listening towatching it several more times if necessary through the recognition of actions involved in it. Pupils listen towatch an audiovisualwritten presentation of current content with target language chunks representing target language use narrated through body language and verbal repetition. Pupils gain auditoryvisual awareness by listeningwatchingreading the presentation of the content containing similar language chunks with common structures through body language and verbal repetition. Pupils repeat target language chunks many times in the current auditoryvisualwritten context many times without knowing analysing or thinking about their rules verbally automatically and by pointing. Pupils repeat the auditoryvisualwritten content containing target language chunks many times automatically naturally and verbally within short simple and meaningful sentences without knowing analysing or thinking about their rules. | SELS1.1.. Self-Awareness SkillSELS1.2.. Self-Regulation SkillSELS1.3.. Self- Reflection Skill SELS2.1. Communication SkillSELS2.2.. Cooperation SkillSELS2.3.. Social Awareness SkillSELS3.1.. Adaptability SkillSELS3.2.. Flexibility SkillSELS3.3.. Responsible Decision-Making Skill 162 THE ENGLISH LANGUAGE CURRICULUM | LS1. Information LiteracyLS2. Digital LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic Literacy | V3.. DiligenceV4.. FriendshipV6.. HonestyV7.. AestheticsV10.. ModestyV11.. IndependenceV12.. PatienceV13.. Healthy LivingV14.. RespectV15.. Love and AffectionV17.. ThriftinessV20.. Benevolence 1064 THE ENGLISH LANGUAGE CURRICULUM | Etik Günü Çevre ve İklim Değişikliği WEEKsı |
| JUNE | 37. WEEK:  15-19 JUNE | 2 | LIFE IN THE CITY THE WORLD | Basic food types items and meals | WRITING ENG.2.6.W6 Pupils can convey their knowledge experiences thoughts and feelings related to the writing-expression process about the current content life in the city and the world with basic food types items and meals very simply for reflection in relation to themselves or others both individually andor with others. SPEAKING ENG.2.6.S6 Pupils can convey their knowledge experiences thoughts and feelings related to the writing-expression process about the current content life in the city and the world with basic food types items and meals very simply for reflection in relation to themselves or others both individually andor with others. PRONUNCIATION ENG.2.6.P1 P upils can select and use the target phonological elements of the current content about life in the city and the world with basic food types items and meals accurately authentically and naturally through spontaneous selection and using it in an appropriate and effective way when communicating with others. | Pupils convey individually the knowledge experiences thoughts and feelings that have been in relation to the current writing-expression content and process very simply. Pupils convey the knowledge experiences thoughts and feelings that have been in relation to the current writing-expression content and process by sharing them with others very simply. Pupils convey individually the knowledge experiences thoughts and feelings that have been in relation to the current writing-expression content and process in a very simple way. Pupils convey the knowledge experiences thoughts and feelings that have been in relation to the current writing-expression content and process by sharing them with others in a very simple way. Pupils listen towatch the current content by paying attention to the target phonological aspects including pronunciation and intonation of utterances. Pupils reinforce the target phonological elements by repeating them after the source several times as a whole class in groups and individually. Pupils recognise the target phonological elements of the current content when they are heard in different contexts. Pupils recognise target phonological elements specific to the current content when they are heard in different contexts and use them accurately authentically and naturally through spontaneous decision-making processes. Pupils use the target theme-specific phonological elements of the current content appropriately spontaneously and effectively when communicating with others. | SELS1.1.. Self-Awareness SkillSELS1.2.. Self-Regulation SkillSELS1.3.. Self- Reflection Skill SELS2.1. Communication SkillSELS2.2.. Cooperation SkillSELS2.3.. Social Awareness SkillSELS3.1.. Adaptability SkillSELS3.2.. Flexibility SkillSELS3.3.. Responsible Decision-Making Skill 162 THE ENGLISH LANGUAGE CURRICULUM | LS1. Information LiteracyLS2. Digital LiteracyLS4. Visual LiteracyLS5. Cultural LiteracyLS6. Civic Literacy | V3.. DiligenceV4.. FriendshipV6.. HonestyV7.. AestheticsV10.. ModestyV11.. IndependenceV12.. PatienceV13.. Healthy LivingV14.. RespectV15.. Love and AffectionV17.. ThriftinessV20.. Benevolence 1064 THE ENGLISH LANGUAGE CURRICULUM |  |
| JUNE | 38. WEEK:  22-26 JUNE | 2 | Activity Week | Activity Week | Activity Week |  |  |  |  |  |

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