

## الخطة الفصلية المعدلة للفصل الثاني



### تم تحميل هذا الملف من موقع المناهج القطرية

موقع المناهج ⇨ المناهج القطرية ⇨ الصف الثالث ⇨ لغة انجليزية ⇨ الفصل الثاني ⇨ ملفات متنوعة ⇨ الملف

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منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي للمدرس

المزيد من مادة  
لغة انجليزية:

### التواصل الاجتماعي بحسب الصف الثالث



صفحة المناهج  
القطرية على  
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

### المزيد من الملفات بحسب الصف الثالث والمادة لغة انجليزية في الفصل الثاني

أوراق عمل الأندلس غير مجابة تحضيرية لاختبار منتصف الفصل

1

أوراق عمل لاختبار منتصف الفصل من مدرسة الفرقان غير مجابة

2

أنشطة في الزمن الماضي البسيط وقراءة النصوص والكتابة منتصف الفصل مجابة

3

أنشطة في الزمن الماضي البسيط وقراءة النصوص والكتابة منتصف الفصل غير مجابة

4

تلخيص الوجدتين السادسة والسابعة

5

Semester Overview - Academic Year 2025 - 2026

Subject: English- Grade: 3

Semester: 2

| Week   | Module  | No. of blocks | Competencies/21 <sup>st</sup> century skills  | Values/ Cross-cutting issues                             | Learning outcomes   |
|--|---|---------------|---|--|---|
| <b>Week 1</b><br>From 4/1 till<br>8/1/2026   | <b>2 Support Lessons</b><br>+<br><b>Module 6</b><br><b>All year Round</b> | 4             | <b>Literacy</b><br>Creative & critical thinking<br><br><b>Problem-Solving</b>                     | Respect and compassion<br><br><b>Safety and Security</b> | <b>Practice</b> literacy activities<br><b>Recognizing</b> the meaning of new words related to seasons and activities through various contexts.  |
| <b>Week 2</b><br>From 11/1 till<br>15/1/2026 | <b>Module 6</b><br><br><b>All year Round</b>                              | 10            | <b>Cooperation &amp; Participation</b><br><br>Numeracy<br><b>Creative &amp; critical thinking</b> | Positivity and endeavor<br><br><b>Life skills</b>        | <b>Communicating</b> with peers to talk about specific interests during different seasons and telling the time.<br><br><b>Writing about</b> different seasons and activities using appropriate word choice and structure. |
| <b>Week 3</b><br>From 18/1 till<br>22/1/2026 |   |               |   |  |   |
| <b>Week 4</b><br>From 25/1 till<br>29/1/2026 | <b>Module 7</b><br><b>Food and Drink</b>                                  | 10            | <b>Problem-Solving</b><br>Cooperation & Participation<br><br><b>Inquiry and research</b>          | Respect and compassion<br><br><b>Health Education</b>    | <b>Recognizing</b> the meaning of new words related to food and drink by using various contexts.  |
| <b>Week 5</b>                                |   |               |   |  |   |

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| From 1/2 till<br>5/2/2026                     |   |  |   |                          | <b>Working with peers</b> to talk about food around the world, showing respect towards diversity.<br><b>Searching for information to write</b> about food or traditional dishes in specific countries using appropriate structures and appropriate writing mechanics. |
| <b>Week 6</b><br>From 8/2 till<br>12/2/2026   | <b>Module 7</b><br><b>Food and Drink</b><br><br><b>Module 8</b><br><b>Where were you yesterday?</b><br><br><b>+Sports Day</b> | 1 block<br>(Module 7)<br><br>3<br>blocks<br>(Module 8) | <b>Problem-Solving</b>                  | Positivity &<br>endeavor | <b>Write</b> about food or traditional dishes in specific countries using appropriate structures and appropriate writing mechanics.<br><b>Identifying</b> the meaning of new words related to environmental issues using various contexts.                            |
| <b>The First day of Ramadan on 18/2/2026</b>  |   |  |   |                          |   |
| <b>Week 7</b><br>From 15/2 till<br>19 /2/2026 | <b>Module 8</b><br><b>Where were you yesterday?</b><br><b>(Ramadan timing)</b>  | 8  | <b>Creative &amp; critical thinking</b> | <b>Life Skills</b>       | <b>Talking with classmates</b> about past experiences positively.<br><b>Writing</b> about what someone did previously at specific places expressing their feelings using appropriate adjectives.  |
| <b>Week 8</b><br>From 22/2 till<br>26/2/2026  |   |  |   |                          |   |

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| <b>Week 9</b><br>From 1/3 till<br>5/3/2026   | <b>Module 9</b><br><b>In the past</b><br><b>(Ramadan timing)</b>   | 4 | <b>Problem-Solving</b><br>Numeracy   | <b>Personal rights,</b><br><b>responsibility &amp;</b><br><b>integrity</b> | <b>Identifying</b> the meaning of new words related to ancient people, civilization and sports using contextual clues.<br><b>Communicating in groups</b> to talk about actions that happened in the past showing responsibilities towards their actions. |
| <b>Week 10</b><br>From 8/3 till<br>12/3/2026   | <b>Exam revision</b><br><b>(Ramadan timing)</b>  | 4 | <b>Note:</b> in the revision lessons, the content of Round up lessons in the main resources can be exploited to prepare students for Mid-term exams. |  |  |
| <b>Week 11</b><br>From 15/3 till<br>19/3/2026  |  |   | Ramadan- Eid Vacation (15 <sup>th</sup> March- 23 <sup>rd</sup> March 2026) Estimated  |  |  |
| <b>Week 12</b><br>From 24/3 till<br>26/3/2026  | <b>Eid Break</b><br><b>Exam revision</b>   | 3 | Revision for modules 6 and 7   |  |  |
| <b>Week 13</b><br>From 29/3 till<br>2/4/2026   | <b>Module 9</b><br><b>In the past</b><br>➤ <b>Our world 1</b><br>➤ <b>Our world 2</b><br>➤ <b>Let's play</b><br>➤ <b>Story</b><br>➤ <b>Phonics</b> | 5 | <b>Problem-Solving</b><br>Numeracy   | <b>Personal rights,</b><br><b>responsibility &amp;</b><br><b>integrity</b> | <b>Identifying</b> the meaning of new words related to ancient people, civilization and sports using contextual clues.<br><b>Communicating in groups</b> to talk about actions that happened in the past showing responsibilities towards their actions. |
| <b>Week 14</b><br>From 5/4 till<br>7/4/2026  | <b>Exam revision</b>   | 1 | <b>Listening &amp; Speaking Exams</b><br><br>Long Weekend Vacation 8-9 April 2026  |  |  |
| <b>Mid Term 2 Exams will be from 12<sup>th</sup> April till 21<sup>st</sup> April 2026</b><br><b>(support Lessons)</b> |  |   |  |  |  |

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| <b>Week 16</b><br>From 22/4 till<br>23/4/2026 | <b>Module 9</b><br><b>In the past</b><br>➤ Project 1<br>➤ Project 2  | 2 | <b>Cooperation &amp; Participation</b>   | <b>Values Education</b><br><b>Life Skills</b>  | <b>Writing</b> about past experiences using appropriate time expressions.   |
| <b>Week 17</b><br>26/4 till<br>30/4/2026      | <b>Module 10</b><br><b>The world around us</b><br>➤ Song 1<br>➤ Song 2<br>➤ Top Stars 1<br>➤ Top Stars 2<br>➤ Our world 1  | 5 | Problem-Solving<br><b>Cooperation and participation</b><br><b>Creative &amp; critical thinking</b> | Personal rights, responsibility & integrity<br><b>The Environment and Sustainability</b> | <b>Identifying</b> the meaning of new words related to animals and sports using contextual clues.<br><b>Communicating in groups</b> to describe and compare things, people, and animals.<br><b>Writing</b> about one's favourite animal using conjunctions. |
| <b>Week 18</b><br>3/5 till 7/5/2026           | <b>Module 10</b><br><b>The world around us</b><br>➤ Our world 2<br>➤ Let's play<br>➤ Phonics<br>➤ Project 1<br>➤ Project 2 | 5 | Problem-Solving<br><b>Cooperation and participation</b><br><b>Creative &amp; critical thinking</b> | Personal rights, responsibility & integrity<br><b>The Environment and Sustainability</b> | <b>Identifying</b> the meaning of new words related to animals and sports using contextual clues.<br><b>Communicating in groups</b> to describe and compare things, people, and animals.<br><b>Writing</b> about one's favourite animal using conjunctions. |
| <b>Week 19</b><br>10/5 till<br>14/5/2026      | <b>Support</b>   | 5 |  |  |   |
| <b>Week 20</b><br>17/5 till<br>21/5/2026      | <b>Revision</b>  | 5 |  |  |   |
| <b>Week 21</b>                                | <b>Revision</b>  | 2 | Eid Al Adha Vacation 26-28 <sup>th</sup> May 2026  |  |   |

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| 24/5 till<br>25/5/2026   |   |   |                                       |
| <b>Week 22</b><br>31/5 till 3/6/2026   | <b>Revision</b>   | 2 | <b>Listening &amp; Speaking Exams</b> |
| <b>Week 23</b><br>7/6 till 11/6/2026   | <b>End of Term 2 Exams will be from 4/6/2026 till 15/6/2026</b> |   |                                       |
| <b>Week 24</b><br>14/6 till<br>15/6/2026                                     |   |   |                                       |
| <b>Number of<br/>blocks</b>  | <b>79 blocks</b>  |   |                                       |
| <b>Summar Vacation 28/6/2026 to 20/8/2026</b>                                |   |   |                                       |
| <b>The First Day of The New Academic Year 2026/2027 will be on 23/8/2026</b> |   |   |                                       |

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## The focus of the module's lessons

| lessons     | Focus                     |
|-------------|---------------------------|
| Song 1      | Listening                 |
| Song 2      | Speaking/writing          |
| Top Stars 1 | Reading/writing           |
| Top Stars 2 | Speaking                  |
| Our world 1 | Reading/writing           |
| Our world 2 | Speaking                  |
| Let's Play  | Speaking/writing          |
| Story/ CLIL | Reading/writing           |
| Project 1   | Reading (Text analysis)   |
| Project 2   | Writing                   |
| Project 3   | Writing                   |
| Phonics     | All skills are integrated |

## Enrichment Lessons

| lessons                        | Module |
|--------------------------------|--------|
| CLIL 6<br>Top Time 3           | 6      |
| Story<br>CLIL7                 | 7      |
| CLIL 8<br>Top time 4           | 8      |
| CLIL 9                         | 9      |
| Story<br>CLIL 10<br>Top Time 5 | 10     |

## General Notes & Recommendations

- The teaching package components are full and extensive. (Refer to the introduction in the teacher's book for more details.) Teachers should make use of ALL the teacher's resources.
- In addition to promoting independent learning, **workbook** materials reinforce concepts and support classroom teaching. Therefore, teachers should select materials that align with their instruction, help students acquire target skills, and facilitate the assessment of module outcomes.
- The **grammar reference** section is an essential part of the textbooks and should be exploited appropriately: teachers can use them as a discovery task or as a post-teaching consolidation to clarify and check understanding.
- The **enrichment lessons** (listed in the table above) can be exploited to enhance reading and writing skills aligned with the plan entitled (literacy plan). Make sure to utilize them to address all students' needs.
- **Project lessons** will be taught within 2/3 blocks.
- A **brief quiz** should be designed to take only 10–15 minutes to ensure efficient time management.
- All **the support lessons** will be dedicated to enhancing reading and writing skills aligned with the plan titled (Literacy Plan). Make sure to utilize the students' notebooks. In support lessons, you need to incorporate the appropriate competencies, values and cross-cutting issues based on the content you select to support students' literacy skills.
- During exam periods, teaching hours are redirected towards support sessions rather than continuing with the planned material.
- **Revision lessons:**

- Teachers should use the data collected throughout the module, such as assessment results, classroom performance, and observed areas of difficulty, to plan revision activities that address actual learning gaps and reinforce key concepts where support is most needed.
- Revision lessons should be targeted, purposeful, and should address the specific skill gaps identified through assessment data and teacher observations.
- in the revision lessons, the content of Round up lessons in the main resources can be exploited to prepare students for End-term exams.
- **Values and Competencies:**
  - **Values education** has been taken into consideration while designing the course.
  - Teachers should identify core values, such as honesty, respect, responsibility, empathy, and perseverance, etc. and instill them in their students to foster ethical behavior. Teachers should discuss with their students the importance of such values for their personal growth and interactions with others.
  - Teachers should carry out activities in ways that guide students to understand their place in the classroom and in school, in their family and in the wider community, and as citizens of the world. Simultaneously, they become conscious of their respective rights and responsibilities.
  - **Key competencies** are woven into the resource activities, and students are expected to be constantly acquiring and developing them. The activities require students to activate the knowledge, skills, and attitudes leading to the development of different competencies. Yet, the teachers should:
    - use approaches for delivering the activities that maximize the benefit for all students.

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- use the activities to promote positive relationships among students; encourage teamwork, collaboration, and mutual respect, etc.
- implement activities that build empathy, conflict resolution, skills building, and effective communication.
- **The learning outcomes** mentioned above are NOT exhaustive. They only aim to provide guidance on determining the end goals of each module.
  - Module outcome(s) should incorporate the appropriate match of competencies and values/cross-cutting issues in the outcome(s) of each module.
  - Lessons should be planned in ways that lead to the achievement of the module outcome(s); Lesson components/elements should gradually build student competency toward the mastery of the targeted language skill.
  - Teaching material (textbooks and/or supplementary) and formative assessment should be aligned with the module outcome(s)

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