

الخطة الفصلية للفصل الثاني



تم تحميل هذا الملف من موقع المناهج القطرية

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

تاريخ إضافة الملف على موقع المناهج: 2025-12-19 12:35:27

ملفات اكتب للمعلم اكتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل
منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي ا 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 الأول

نماذج مواضيع الكتابة المطلوبة لاختبار نهاية الفصل

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حل تدريبات كتاب الأنشطة والتمارين نهاية الفصل

2

حل تدريبات الكتاب المدرسي الوحدة الرابعة مدرسة الإخلاص

3

أوراق عمل الفرقان نهاية الفصل غير مجابة

4

أوراق عمل الأندلس للبنين التحضيرية لاختبار منتصف الفصل مع الإجابة النموذجية

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Semester Overview - Academic Year 2025 - 2026

Subject: English- Grade: 3

Semester: 2

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

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Week 5 From 1/2 till 5/2/2026			Inquiry and research	Health Education	Working with peers to talk about food around the world, showing respect towards diversity. Searching for information to write about food or traditional dishes in specific countries using appropriate structures and appropriate writing mechanics.
Week 6 From 8/2 till 12/2/2026	Module 7 Food and Drink Module 8 Where were you yesterday? +Sports Day	1 block (Module 7) 3 blocks (Module 8)	Problem-Solving	Positivity & endeavor	Write about food or traditional dishes in specific countries using appropriate structures and appropriate writing mechanics. Identifying the meaning of new words related to environmental issues using various contexts.
The First day of Ramadan on 18/2/2026					
Week 7 From 15/2 till 19 /2/2026	Module 8 Where were you yesterday? (Ramadan timing)	8	Creative & critical thinking	Life Skills	Talking with classmates about past experiences positively. Writing about what someone did previously at specific places expressing their feelings using appropriate adjectives.
Week 8 From 22/2 till 26/2/2026					
Week	Module	No. of blocks	Competencies/21st century skills	Values/ Cross-cutting issues	Learning outcomes

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Week 9 From 1/3 till 5/3/2026	Module 9 In the past (Ramadan timing)	4	Problem-Solving Numeracy	Personal rights, responsibility & integrity	Identifying the meaning of new words related to ancient people, civilization and sports using contextual clues. Communicating in groups to talk about actions that happened in the past showing responsibilities towards their actions.
Week 10 From 8/3 till 12/3/2026	Exam revision (Ramadan timing)	4	Note: in the revision lessons, the content of Round up lessons in the main resources can be exploited to prepare students for Mid-term exams. Ramadan- Eid Vacation (15 th March- 23 rd March 2026) Estimated		
Week 11 From 15/3 till 19/3/2026					
Week 12 From 22/3 till 26/3/2026		2			
Mid-Term 2 Exams 30/3/2026 till 7/4/2026					
Week 13 From 29/3 till 2/4/2026	Exam revision + Support Lessons	1	Note: 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. Long Weekend Vacation (8/4 till 9/4)		
Week 14 From 5/4 till 9/4/2026					
Week 15 From 12/4 till 16/4/2026	Module 9 In the past +	10	Cooperation & Participation	Values Education Life Skills	Communicating in groups to talk about actions that happened in the past

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Week 16 From 19/4 till 23/4/2026	1 support Lesson				showing responsibilities towards their actions. Writing about past experiences using appropriate time expressions.
Week	Module	No. of blocks	Competencies/21st century skills	Values/ Cross-cutting issues	Learning outcomes
Week 17 26/4 till 30/4/2026	Module 10 The world around us + 2 Support Lessons	15	Problem-Solving Cooperation and participation Creative & critical thinking	Personal rights, responsibility & integrity The Environment and Sustainability	Identifying the meaning of new words related to animals and sports using contextual clues. Communicating in groups to describe and compare things, people, and animals. Writing about one’s favourite animal using conjunctions.
Week 18 3/5 till 7/5/2026					
Week 19 10/5 till 14/5/2026					
Week 20 17/5 till 21/5/2026	Revision	5	Note: in the revision lessons, the content of Round up lessons in the main resources can be exploited to prepare students for End-term exams. Eid Al Adha Vacation 26-28 th May 2026		
Week 21 24/5 till 28/5/2026	Revision	2			
Week 22 31/5 till 4/6/2026	Revision+ Listening & Speaking Exams	2			
Week 23 7/6 till 11/6/2026	End of Term 2 Exams will be from 4/6/2026 till 15/6/2026				

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Week 24 14/6 till 15/6/2026	
Number of blocks	81 blocks
Summar Vacation 28/6/2026 to 20/8/2026	
The First Day of The New Academic Year 2026/2027 will be on 23/8/2026	

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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 Top Time 3	6
Story CLIL7	7
CLIL 8 Top time 4	8
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.
- Each module is covered within **11/13 blocks**.
- Project lessons** will be taught within 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.
- During exam periods, teaching hours are redirected towards support sessions rather than continuing with the planned material.
- Revision lessons:**

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- 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.
- **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.
 - use the activities to promote positive relationships among students; encourage teamwork, collaboration, and mutual respect, etc.

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- 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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