

## الخطة الفصلية للفصل الثاني



### تم تحميل هذا الملف من موقع المناهج القطرية

موقع المناهج ← المناهج القطرية ← الصف الرابع ← لغة انجليزية ← الفصل الأول ← ملفات متنوعة ← الملف

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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 الرابع



صفحة المناهج  
القطرية على  
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

### المزيد من الملفات بحسب الصف الرابع والمادة لغة انجليزية في الفصل الأول

نماذج مواضيع الكتابة المطلوبة لاختبار نهاية الفصل

1

أوراق عمل الفرقان نهاية الفصل غير مجابة

2

أوراق عمل الوحدة الخامسة غير مجابة

3

أوراق عمل الوحدة الرابعة غير مجابة

4

أوراق عمل الوحدة الثالثة غير مجابة


5

## Semester Overview - Academic Year 2025 - 2026

Subject: English- Grade: 4

Semester: 2

Week	Module	No. of blocks	Competencies/21 <sup>st</sup> century skills	Values/ Cross-cutting issues	Learning outcomes
<b>Week 1</b> From 4/1 till 8/1/2026	<b>2 Support Lessons</b> + <b>Module 6 Places</b>	4	<b>Cooperation &amp; Participation Literacy</b>	Respect and compassion  <b>Values Education</b>	<b>Practice</b> literacy activities  <b>Recognizing</b> the meaning of new words related to places and weather conditions through using various contexts.
<b>Week 2</b> From 11/1 till 15/1/2026	<b>Module 6 Places</b>	10	Problem-Solving <b>Numeracy</b> Creative & critical thinking	Islamic Values and Arabic and Qatari Cultural Heritage <b>Values Education</b>	<b>Communicating</b> with peers to talk about places, <b>then &amp; now &amp; past experiences.</b> <b>Designing a little book</b> to write about someone's <b>town then &amp; now.</b>
<b>Week 3</b> From 18/1 till 22/1/2026					
Week	Module	No. of blocks	Competencies/21 <sup>st</sup> century skills	Values/ Cross-cutting issues	Learning outcomes
<b>Week 4</b> From 25/1 till 29/1/2026	<b>Module 7 Make a difference</b>	10	<b>Problem-Solving</b> Cooperation & Participation	Responsibility Respect and compassion <b>Environment and sustainability</b>	<b>Recognizing</b> the meaning of new words related to <b>actions</b> about <b>helping others &amp; possession</b> by using various contexts.
<b>Week 5</b> From 1/2 till 5/2/2026					<b>Working with peers</b> to describe people and objects using appropriate pronouns.  <b>Designing a bookmark</b> from reused old items and writing about the steps.

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<b>Week 6</b> From 8/2 till 12/2/2026	<b>Module 7</b> <b>Make a difference</b>  <b>Module 8</b> <b>In the future</b>  <b>+Sports Day</b>	1 block (Module 7)  3 blocks (Module 8)	Problem-Solving Cooperation & Participation <b>Creative &amp; critical thinking</b>	Personal rights, responsibility & integrity  <b>Environment and Sustainability</b>	<b>Identifying</b> the meaning of new words related to <b>occupations and future plans</b> using various contexts
<b>The First day of Ramadan on 18/2/2026</b>					
<b>Week 7</b> From 15/2 till 19 /2/2026	<b>Module 8</b> <b>In the future</b>  <b>(Ramadan timing)</b>	8	Problem-Solving Cooperation & Participation <b>Creative &amp; critical thinking</b>	Personal rights, responsibility & integrity <b>Environment and Sustainability</b>	<b>Talking with classmates</b> about future plans to show one's <b>responsibility</b> , positivity and ambition. <b>Writing a diary</b> entry about one's future plans.
<b>Week 8</b> From 22/2 till 26/2/2026					
<b>Week</b>	<b>Module</b>	<b>No. of blocks</b>	<b>Competencies/21<sup>st</sup> century skills</b>	<b>Values/ Cross-cutting issues</b>	<b>Learning outcomes</b>
<b>Week 9</b> From 1/3 till 5/3/2026	<b>Module 9</b> <b>That's amazing!</b>  <b>(Ramadan timing)</b>	4	Problem-Solving Numeracy <b>Inquiry and research</b>	Personal rights, responsibility & integrity <b>Environment and Sustainability</b>	<b>Identifying</b> the meaning of new words related to <b>animals</b> using contextual clues.  <b>Communicating in groups</b> to describe people and compare animals.

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<b>Week 10</b> From 8/3 till 12/3/2026	<b>Exam revision</b>  <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.  Ramadan – Eid Vacation 15 <sup>th</sup> March -23 <sup>rd</sup> March 2026) Estimated		
<b>Week 11</b> From 15/3 till 19/3/2026					
<b>Week 12</b> From 22/3 till 26/3/2026	<b>Eid Break</b>  <b>Exam revision</b>	2			
<b>Mid-Term 2 Exams 30/3/2026 till 7/4/2026</b>					
<b>Week 13</b> From 29/3 till 2/4/2026	<b>Exam revision</b> + <b>Support Lessons</b>	1	<b>Note:</b> 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)		
<b>Week 14</b> From 5/4 till 9/4/2026					
<b>Week 15</b> From 12/4 till 16/4/2026	<b>Module 9</b>  <b>That’s amazing!</b> + 1 support Lesson	10	Problem-Solving Numeracy <b>Inquiry and research</b>	Personal rights, responsibility & integrity <b>Environment and sustainability</b>	<b>Communicating in groups</b> to describe people and compare animals.  <b>Searching for information</b> to write a description of an animal using a fact file.
<b>Week 16</b> From 19/4 till 23/4/2026					
<b>Week</b>	<b>Module</b>	<b>No. of blocks</b>	<b>Competencies/21<sup>st</sup> century skills</b>	<b>Values/ Cross-cutting issues</b>	<b>Learning outcomes</b>
<b>Week 17</b> 26/4 till 30/4/2026	<b>Module 10</b>  <b>Health</b>	15	Problem-Solving <b>Cooperation &amp; Participation</b>	Personal rights, responsibility & integrity	<b>Identifying</b> the meaning of new words related to ailments and staying safe using various contexts.

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<b>Week 18</b> 3/5 till 7/5/2026	<b>+ 2 support Lessons</b>			<b>Health Education Safety &amp; Security</b>	<b>Talking with classmates</b> about health problems to give advice, express obligation and prohibition.  <b>Designing a poster</b> to write about <b>street safety</b> .
<b>Week 19</b> 10/5 till 14/5/2026					
<b>Week 20</b> 17/5 till 21/5/2026	<b>Revision</b>	<b>5</b>	<b><u>Note:</u></b> in the revision lessons, the content of Round up lessons in the main resources can be exploited to prepare students for End-term exams.  <b>Eid Al-Adha Vacation 26<sup>th</sup>-28<sup>th</sup> May 2026</b>		
<b>Week 21</b> 24/5 till 28/5/2026	<b>Revision</b>  <b>+ Al-Adha Holiday</b>	<b>2</b>			
<b>Week 22</b> 31/5 till 4/6/2026	<b>Revision+</b> <b>Listening &amp; Speaking Exams</b>	<b>2</b>			
<b>Week 23</b> 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> 14/6 till 15/6/2026					
<b>Number of blocks</b>	<b>81 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
Quiz 1	Reading
Song 2/Quiz 2	Speaking / writing
Top Stars 1	Reading / Writing
Top Stars 2	Speaking
Our world 1	Reading / Writing
Our world 2	Speaking
Let's talk	Speaking/ writing
Project 1	Reading (Text analysis)
Project 2	Writing
Project 3	Writing
Story/ Top Time 5 Reading Time / CLIL 5	Reading /Writing
Phonics	All skills are integrated

## Enrichment Lessons

lessons	Module
CLIL 3	6
Story	7
Top Time 4	7
CLIL 4	8

## 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.

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- **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.

- **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.

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- **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.
  - 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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