

الخطة الفصلية المعدلة للفصل الثاني



تم تحميل هذا الملف من موقع المناهج القطرية

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

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

المزيد من مادة لغة انجليزية:

التواصل الاجتماعي بحسب الصف الخامس



صفحة المناهج القطرية على فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف الخامس 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

ملخص الوجدتين السادسة والسابعة

3

الخطة الفصلية للفصل الثاني

4

إجابات أوراق عمل الفرقان نهاية الفصل

5

Semester Overview - Academic Year 2025 - 2026

Subject: English- Grade: 5

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 Time for Science!	4	Cooperation & Participation Literacy	Respect & Compassion Life skills	Practise literacy activities Recognizing the meaning of new words related to science, inventions and occupations through using various contexts.
Week 2 From 11/1 till 15/1/2026	Module 6 Time for Science!	10	Communication Creative and critical thinking	Positivity and endeavor Life skills	Communicating with peers to talk about people/things /places using defining relative clauses. Writing a suggestion for a book.
Week 3 From 18/1 till 22/1/2026					
Week 4 From 25/1 till 29/1/2026	Module 7 Planning the Future	10	Problem-Solving Cooperation & Participation	Personal rights, responsibilities, and integrity Life skills	Recognizing the meaning of new words related to future plans by using various contexts. Working with peers respectfully to talk about special days and celebrations. Writing a trip itinerary and a postcard to a friend describing plans.
Week 5 From 1/2 till 5/2/2026					
Week 6 From 8/2 till 12/2/2026	Module 7 Planning the Future	1 block (Module 7)	Problem-Solving Cooperation & Participation	Personal rights, responsibilities, and integrity	Identifying the meaning of new words related to directions using various contexts.

	+ Module 8 How do I get to.....? +Sports Day	3 blocks (Module 8)		Life skills	
The First day of Ramadan on 18/2/2026					
Week 7 From 15/2 till 19 /2/2026	Module 8 How do I get to.....?	8	Problem-Solving Cooperation & Participation Creative & critical thinking	Positivity and endeavor Safety and Security Values Education	Talking with classmates to ask for directions and give directions. Writing an invitation to an event, giving directions and drawing a map.
Week 8 From 22/2 till 26/2/2026	(Ramadan timing)				
Week 9 From 1/3 till 5/3/2026	Module 9 Nature (Ramadan timing)	4	Problem-Solving Cooperation & Participation	Personal rights, responsibilities, and integrity Life skills	Identifying the meaning of new words related to the environment using contextual clues. Communicating in groups to talk about volunteering, goals and initiatives.
Week 10 From 8/3 till 12/3/2026	Exam revision	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 (15th March-23rd March 2026) Estimated		
Week 11 From 15/3 till 19/3/2026	(Ramadan timing)				

Week 12 From 24/3 till 26/3/2026	Eid Break Exam revision	3	Revision for modules 6 and 7		
Week 13 From 29/3 till 2/4/2026	Module 9 Nature ➤ Our world 1 ➤ Our world 2 ➤ Let's Talk ➤ Project 1 ➤ Project 2	5	Problem-Solving Cooperation & Participation	Personal rights, responsibilities, and integrity Life skills	Identifying the meaning of new words related to the environment using contextual clues. Communicating in groups to talk about volunteering, goals and initiatives. Searching for information to make a poster on how to be environmentally friendly.
Week 14 From 5/4 till 7/4/2026	Exam revision	1	Listening and Speaking Exams Long Weekend Vacation 8-9 April 2026		
Mid Term 2 Exams will be from 12th April till 21st April + Support Lessons					
Week 16 From 22/4 till 23/4/2026	Module 9 Nature ➤ Reading Time ➤ Phonics	2	Problem-Solving Cooperation & Participation	Personal rights, responsibilities, and integrity Life skills	Identifying the meaning of new words related to the environment using contextual clues.

Week 17 26/4 till 30/4/2026	Module 10 Friendship ➤ Song 1 ➤ Song 2 ➤ Top Stars 1 ➤ Top Stars 2 ➤ Our world 1	5	Problem-Solving Cooperation & Participation	Respect & Compassion Life skills	Identifying the meaning of new words related to friendship using contextual clues. Communicating in groups to talk about good friends and how to help them. Writing an apology note to a friend using appropriate structures and word choice.
Week 18 3/5 till 7/5/2026	Module 10 Friendship ➤ Our world 2 ➤ Let's Talk ➤ Project 1 ➤ Project 2 ➤ Project 3	5	Problem-Solving Cooperation & Participation	Respect & Compassion Life skills	Communicating in groups to talk about good friends and how to help them. Writing an apology note to a friend using appropriate structures and word choice.
Week 19 10/5 till 14/5/2026	Support	5			
Week 20 17/5 till 21/5/2026	Revision	5			
Week 21 24/5 till 25/5/2026	Revision	2	Eid Al-Adha Vacation 26-28th May 2026		
Week 22 31/5 till 3/6/2026	Revision	2	Listening & Speaking Exams		
Week 23	End of Term 2 Exams will be from 4/6/2026 till 15/6/2026				

إدارة التوجيه التربوي قسم اللغة الإنجليزية	نموذج الخطة الفصلية	 وزارة التربية والتعليم والتعليم العالي Ministry of Education and Higher Education دولة قطر • State of Qatar
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7/6 till 11/6/2026	
Week 24 14/6 till 15/6/2026	
Number of blocks	79 blocks
Summer Vacation 28/6/2026 to 20/8/2026	
The First Day of The New Academic Year 2026/2027 will be on 23/8/2026	

الصفحة 4 من 9	التصنيف: داخلي	تاريخ الإصدار: 26-05-2024	رقم الإصدار: 1	رمز النموذج: ES-ESE-P3-F1
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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
Reading time /CLIL	Reading /Writing
Phonics	All skills are integrated

Enrichment Lessons

lessons	Module
CLIL 3	6
Reading Time	7
Top Time 4	
CLIL 4	8
Top Time 5	9
Reading Time	10
Phonics	
CLIL 5	

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.
 - 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)