

الخطة الفصلية للفصل الثاني



تم تحميل هذا الملف من موقع المناهج القطرية

موقع المناهج ← المناهج القطرية ← الصف السادس ← 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 السادس



صفحة المناهج
القطرية على
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

المزيد من الملفات بحسب الصف السادس والمادة لغة انجليزية في الفصل الأول


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Semester Overview - Academic Year 2025 - 2026

Subject: English- Grade: 6

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 What's it like?	4	Literacy Cooperation & Participation	Respect and compassion Life skills	Practice literacy activities Recognizing the meaning of new words related to free-time activities and units of measurements.
Week 2 From 11/1 till 15/1/2026	Module 6 What's it like?	10	Problem-Solving Numeracy Creative & critical thinking	Positivity and endeavor Safety and Security	Communicating with peers to compare people, animals, and things. Writing a country profile using appropriate structures.
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 Did you know?	10	Problem-Solving Inquiry and research	Personal rights, responsibility & integrity Life skills	Recognizing the meaning of new words related to natural phenomena and places. Communicating with peers respectfully to talk about occupations and places. Searching for information to write a film review using appropriate connectives.
Week 5 From 1/2 till 5/2/2026					

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Week 6 From 8/2 till 12/2/2026	Module 7 Did you know? Module 8 Go green! +Sports Day	1 block (Module 7) 3 blocks (Module 8)	Problem-Solving Cooperation & Participation Creative & critical thinking	Personal rights, responsibility & integrity The Environment and Sustainability	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 Go green! (Ramadan timing)	8	Problem-Solving Cooperation & Participation Creative & critical thinking	Personal rights, responsibility & integrity The Environment and Sustainability	Talking with classmates to make promises, spontaneous decisions, and predictions. Designing a leaflet about World Environment Day using the appropriate structure.
Week 8 From 22/2 till 26/2/2026					
Week	Module	No. of blocks	Competencies/21st century skills	Values/ Cross- cutting issues	Learning outcomes
Week 9 From 1/3 till 5/3/2026	Module 9 Life experiences (Ramadan timing)	4	Problem-Solving Cooperation & Participation	Positivity and endeavor Life skills	Identifying the meaning of new words related to life experiences using contextual clues. Communicating in groups to ask and answer about life experiences.
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.		

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Week 11 From 15/3 till 19/3/2026	(Ramadan timing)		Ramadan -Eid Vacation (15 th March -23 rd March 2026) Estimated		
Week 12 From 22/3 till 26/3/2026	Eid Break Exam revision	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.		
Week 14 From 5/4 till 9/4/2026			Long Weekend Vacation (8/4 till 9/4)		
Week 15 From 12/4 till 16/4/2026	Module 9 Life experiences + 1 support Lesson	10	Problem-Solving	Positivity and endeavor	Communicating in groups to ask and answer about life experiences. Making a poster about life experiences using the appropriate structure.
Week 16 From 19/4 till 23/4/2026			Cooperation & Participation	Life skills	
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	Positivity and endeavor	Recognizing the meaning of new words related to different materials. Communicating with peers to express an opinion and ask others for their opinions.
Week 18			Cooperation & Participation	Values Education	

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3/5 till 7/5/2026					Writing a biography using appropriate structures.
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		
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				
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					

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

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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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