

Semester Overview - Academic Year 2025 - 2026

Subject: English- Grade: 4

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 Places	4	Cooperation & Participation Literacy	Respect and compassion Values Education	Practice literacy activities Recognizing the meaning of new words related to places and weather conditions through using various contexts.
Week 2 From 11/1 till 15/1/2026	Module 6 Places	10	Problem-Solving Numeracy Creative & critical thinking	Islamic Values and Arabic and Qatari Cultural Heritage Values Education	Communicating with peers to talk about places, then & now & past experiences. Designing a little book to write about someone's town then & now.
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 Make a difference	10	Problem-Solving Cooperation & Participation	Responsibility Respect and compassion Environment and sustainability	Recognizing the meaning of new words related to actions about helping others & possession by using various contexts. Working with peers to describe people and objects using appropriate pronouns. Designing a bookmark from reused old items and writing about the steps.
Week 5 From 1/2 till 5/2/2026					

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Week 6 From 8/2 till 12/2/2026	Module 7 Make a difference Module 8 In the future +Sports Day	1 block (Module 7) 3 blocks (Module 8)	Problem-Solving Cooperation & Participation Creative & critical thinking	Personal rights, responsibility & integrity Environment and Sustainability	Identifying the meaning of new words related to occupations and future plans using various contexts
The First day of Ramadan on 18/2/2026					
Week 7 From 15/2 till 19 /2/2026	Module 8 In the future (Ramadan timing)	8	Problem-Solving Cooperation & Participation Creative & critical thinking	Personal rights, responsibility & integrity Environment and Sustainability	Talking with classmates about future plans to show one's responsibility , positivity and ambition. Writing a diary entry about one's future plans.
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 That's amazing! (Ramadan timing)	4	Problem-Solving Numeracy Inquiry and research	Personal rights, responsibility & integrity Environment and Sustainability	Identifying the meaning of new words related to animals using contextual clues. Communicating in groups to describe people and compare animals.

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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.		
Week 11 From 15/3 till 19/3/2026			Ramadan – Eid Vacation 15th March -23rd 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 That’s amazing! + 1 support Lesson	10	Problem-Solving Numeracy Inquiry and research	Personal rights, responsibility & integrity Environment and sustainability	Communicating in groups to describe people and compare animals. Searching for information to write a description of an animal using a fact file.
Week 16 From 19/4 till 23/4/2026					
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 Health	15	Problem-Solving Cooperation & Participation	Personal rights, responsibility & integrity	Identifying the meaning of new words related to ailments and staying safe using various contexts.

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Week 18 3/5 till 7/5/2026	+ 2 support Lessons			Health Education Safety & Security	Talking with classmates about health problems to give advice, express obligation and prohibition. Designing a poster to write about street safety .
Week 19 10/5 till 14/5/2026					
Week 20 17/5 till 21/5/2026	Revision	5	<u>Note:</u> 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 26th-28th May 2026		
Week 21 24/5 till 28/5/2026	Revision + Al-Adha Holiday	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					

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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

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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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