1) English

Overview of English Progression- Year 5

Reading

Word Reading

By the time they enter Year 5, most children will be able to read the majority of words effortlessly and accurately. They will continue to use phonic strategies to work out unfamiliar words, but this will be an increasingly automatic process for most children, as their phonic skills and knowledge will be secure. Most children will be able to read silently without difficulty. During the year, children will build on their knowledge of word structure (including root words, prefixes and suffixes) acquired in previous years, and use this knowledge to help them work out new words. Children may need help to understand the meaning of unfamiliar words, and to get the pronunciation right.

Comprehension

During Year 5, children will continue to meet a wider range of different types of text, including fiction, non-fiction, poetry, plays, classic fiction from the past and books from other cultures. They will become more skilled at differentiating fact from opinion in texts.

During the year, children will encounter increasingly complex texts, and will continue to develop and practise comprehension skills and techniques introduced in Year 4, such as identifying and comparing themes, summarising ideas and making increasingly sophisticated inferences and predictions. This process continues into Year 6. In Year 5, children will begin to focus on the ways authors' choices enhance meaning, thinking about the structure and presentation of texts as well as authors' language choices. Discussion continues to be an important tool for exploring and sharing views about texts, and children will also start to use more formal presentation and debating techniques in their discussions, at first with plenty of guidance from the teacher.

WRITING

Transcription

In Year 5, children will continue the spelling work done in Year 4, learning an increasing range of spelling rules and guidelines and practising a wider range of tricky words (those with silent letters, easily-confused homophones, and so on). Now that most children's spelling has become more accurate, they can increasingly use dictionaries to check spellings and meanings, using alphabetical order to locate words with reference to their first three or four letters. In handwriting, children should now be able to form letters quickly and accurately. In Year 5, they may start to develop their own

personal style.

Composition

In Year 5, children will continue to build on the skills developed in Year 4 for planning, drafting and editing their writing. They will become increasingly independent in deciding how to make their writing appropriate for its purpose and audience, and will learn to consider audience and purpose carefully from the planning stage onwards. With support from the teacher, children will practise using different ways to build cohesive links between sentences and paragraphs, until this becomes more automatic. They will continue to learn from their reading when thinking about how to write dialogue and convey settings, characters and atmosphere effectively; they will also begin to use a wider range of structural and organisational devices in writing non-fiction.

Children will begin to make more sophisticated grammar choices; for example, using expanded noun phrases to convey information concisely, or using relative clauses beginning with *who*, *which*, *where*, *why*, *whose* or *that*. They will begin to use an increasing range of punctuation confidently, including brackets, dashes, hyphens and commas. Children will continue to practise this new grammar and punctuation knowledge in Year 6.

Core Grammatical Concepts in Year 5

An overview of some of the new grammatical terminology and concepts introduced in Year 5.

Cohesion and cohesive links

In a text with good cohesion, it's always clear to the reader what is being referred to and how the relationships of time and cause in the text are linked. See the notes under Background knowledge for Year 4, page 41, for guidance on how pronouns can help with cohesion. There are lots of other useful cohesive devices too.

- Determiners: *I hate soft-boiled eggs.* ***The*** *egg I had for breakfast was disgusting!*
  (*The* links back to a specific egg.)

- Prepositions, conjunctions and adverbs that help clarify relationships between words.
  For example, *I got to the restaurant about five minutes* ***after*** *Wanda* (preposition
  after helps to clarify a relationship of time).

- Ellipsis, leaving out words which might have been expected, linking back to a previous sentence. For example, *How many times have I told you not to do that? A hundred!* (where the answer leaves out ***You have told me*** *a hundred* ***times****!*)

Modal verbs and adverbs

Modal verbs change the meaning of other verbs, and often help to clarify how certain something is. Modal verbs include *will*, *would*, *can*, *could*, *may*, *might*, *shall*, *should*, *must* and *ought*. Here are some examples that show how they can change the meaning of another verb: *I* ***will*** *go shopping this afternoon. I* ***might*** *go shopping, unless it rains. I* ***should*** *go shopping, but I can't be bothered. I* ***must*** *go shopping, or we won't have anything to eat.*

Modal adverbs also change the meaning of verbs, ***Perhaps*** *I'll go shopping this afternoon.*
Surely *I don't have to go shopping? Will I* ***really*** *go shopping again?*

Parenthesis

A parenthesis is a word or phrase inserted into a sentence (usually as an explanation or after-thought) when the rest of the sentence is grammatically complete without it. Parentheses are usually marked out by brackets (like the parenthesis in the previous sentence, and indeed this parenthesis!) or by commas or dashes. The parentheses are in bold in these sentences:

- *My uncle,* ***who was always eccentric****, liked to take his pet tortoise for walks.*
- *I stepped through the door, and suddenly –* ***yowling and scratching*** *– a dozen cats leapt on me.*
- *Under the tree (****which was an oak****) I found a tiny box.*

Relative clauses

See the information on subordinate clauses under Background knowledge for Year 3, page
32. Relative clauses are subordinate clauses that modify a noun (make the meaning of a noun more specific). They use a relative pronoun to refer back to that noun. Here are some examples:

- *Have you seen the film* ***that*** *everyone's talking about?* (*That* refers to the film. The relative pronoun *that* can be omitted.)
- *I chased the man* ***who*** *stole my handbag.* (*Who* refers to the man.)
- *I spent all evening watching TV,* ***which*** *meant I missed the meteorite shower.* (*Which* refers back to the whole of the previous clause.)

2) Science

Overview of Science Progression- Year 5

Working scientifically

Children will revisit the ideas and methods introduced in Years 3 and 4, including the concepts of comparative and fair tests. They will use a wider range of methods to record their results and data with increasing accuracy, including labelled scientific diagrams and models, as well as tables, bar graphs and line graphs. With support, they will distinguish between fact and opinion. They will continue to learn about how scientific ideas have developed over time, finding out about the work of influential scientists. Children will become more independent in designing their own enquiries and experiments and will outline the key variables when designing a fair test, considering how to effectively control them. They will also become more confident in using the results of their experiments to make predictions and suggest further research questions. They will report their findings orally and in writing, and learn how to use relevant scientific language and illustrations to communicate ideas. This continues in Year 6 as children become more independent scientific thinkers.

Living things and their habitats

Children will build on their Year 2 and 4 work, studying the life cycles of animals (mammals, amphibians, insects and birds) and plants in greater depth (focusing on birth, growth, development, reproduction and death in animals, and growth, reproduction and death in plants). They will make observations of plant and animal reproduction by growing plants, or rearing and caring for baby animals, and will work scientifically when they make observations of animal and plant life cycles in the local environment. They will extend this by finding out about the work of naturalists and animal behaviourists, making comparisons and beginning to think about possible reasons for similarities and differences.

Animals, including humans

Developing from their work on life cycles in Year 2, children will learn about changes in humans as they develop from birth to death. They will draw timelines to indicate stages in the growth and development of humans and learn about changes experienced in puberty.

Properties and changes of materials

This links with Year 3 and 4 work on magnetism and electricity and the states of matter. Children conduct tests to identify the properties of everyday materials (hardness, solubility, conductivity and magnetism) and experiment with different materials to find out about reversible changes (melting, dissolving and evaporating). They learn how to recover substances from solution, through evaporation, and explore ways of separating mixtures into solids and liquids by filtering and sieving. Children will experiment with heating, cooling, dissolving and mixing different substances to understand the concepts of reversible change and changes of state. This will enable them to draw connections to

irreversible or hard to reverse changes (burning, rusting or other chemical reactions). With support, they will observe the effect of burning, or the irreversible chemical changes involved in cooking. Children will find out about scientists who helped to create new materials with advantageous properties through chemical change, and learn how these materials can be used.

Earth and space

Children will learn about the solar system and the way that the Earth moves relative to the Sun, and the Moon relative to the Earth. They will create and use simple models of the solar system and use these to demonstrate why we experience day and night on Earth. They will find out about different time zones and understand why it isn't the same time all over Earth simultaneously. They will also learn about how our heliocentric (Sun-centred) model of the solar system differs from the geocentric (Earth-centred) model used in the past.

Forces

Building on their Year 3 work on forces and magnets, children learn about the effects of gravity and drag forces, such as friction and air and water resistance. They will find out how and why drag forces slow moving objects down, devising experiments to show air resistance, or look at how friction works to slow down a wheeled vehicle when a brake is applied. Children will learn how levers, pulleys, gears and springs work, and how they transfer force and motion. They will look at the work of scientists such as Galileo and Isaac Newton.

Key Science Concepts in Year 5

Children will have the opportunity to consolidate their understanding of the scientific ideas and methods introduced in previous years (i.e. the concept of a fair test). Their observations and measurements will be increasingly accurate, and they will become more skilled and independent in analysing data. They will be able to use the results of their experiments to design new enquiries and predict possible outcomes. Children will be expected to take more responsibility for the planning of investigations, including considering which variable to change and which to control, and be able to justify their choices. They will need to begin to focus on the differences between fact and opinion in a scientific context, and look at how scientific ideas have developed and changed over time.

Fact and opinion

Most children will be familiar with the concepts of fact and opinion and how these differ, both from their work in literacy and also from everyday experience. At this stage, they can begin applying these concepts to their scientific thinking. This is helpful because it encourages children to think more rigorously about the quality of scientific evidence. They can be encouraged to think about how we know that a particular statement, for example 'pulse and breathing rate increase when you exercise,' is a fact rather than an opinion. They will begin to see that experimental data, when analysed correctly, can help to prove a particular assertion or idea as fact. They may know from their own experience that they get out of breath when running, but in order to prove that a high breathing rate is directly linked to

exercise they would need to construct a fair test to find out if this happens to everyone.

Understanding how scientific ideas develop over time

Thinking about fact and opinion is helpful in the context of learning about how scientific ideas have developed over time. Children will need to understand that science is an ongoing process – scientists build on work done by people in the past in order to understand the world more fully. Some concepts are difficult to prove as fact, and so theories are developed based on what is known or can be tested. Scientists of the future will develop the work being done now, and no doubt some ideas we believe are true will be proven false or only partly accurate. Children will think about this when they learn about the geocentric model of the solar system and understand how, for centuries, people believed that the Earth was at the centre of the universe. It wasn't until the work of Nicolaus Copernicus in the 16th century that the heliocentric model of the solar system began to be accepted. Children will need to understand that before the 16th century, scientists believed the geocentric model to be true because it seemed to explain some of the phenomena they observed (for example, the way that gravity causes objects to fall towards the Earth). As time went on, scientists noticed discrepancies that couldn't be explained by this model, so they had to alter their theories.

Vocabulary and concepts to introduce in Year 5

Living things and their habitats and Animals, including humans (as for previous years, plus): *anther, asexual reproduction animal behaviourist, birth, bud, carpel, chromosomes, cross-pollination, death, egg cell (ovum), embryo, fallopian tubes, female gamete, fertilization, filament, gestation, growth, hormones, life cycles, male gamete, menstrual cycle, microorganisms, naturalist, ovaries, ovary, ovulation, penis, petals, placenta, puberty, sepals, sexual reproduction, sperm, stamens, stigma, style, testes, uterus, vagina, vertebrates (reptiles, fish, amphibians, birds, mammals), zygote*

Properties and changes of materials: *buoyancy, burning, change of state, chemical changes, chemical reaction, density, dissolving, elasticity, electrical conductivity, evaporating,*
filtering, filtrate, gas, hardness, irreversible or hard-to-reverse change, liquid, melting, magnetism, polymer, residue, reversible change, rusting (oxidisation), sieving, solid, solubility,
solute, solution, solvent, stiffness, strength, suspension, thermal conductivity, toughness

Earth and space: *asteroids, axis, celestial body, comets, Earth, Earth's rotation, elliptical orbit, gravitational force, heliocentric model of the solar system, galaxy, geocentric model, hemisphere, Jupiter, light year, Mars, Mercury, meteors, moon, Neptune, phases of the moon, Saturn, shadow clock, shooting stars, Sun, sundial, time zones, Uranus, Venus*

Forces (as for Year 3, plus): *drag forces, gears, levers, pulleys, springs, transference of force and motion*

Overview of Maths Progression- Year 5

Number and place value

Children work with numbers up to at least 1,000,000, using knowledge of place value to work out the value of digits. They continue working with negative numbers in different contexts, and practise reading Roman numerals to 1000 (M), which helps them work out years written in Roman numerals. They continue using techniques introduced in earlier years for approximation and estimation.

Addition and subtraction

Children use columns in written addition and subtraction, accurately adding and subtracting numbers with more than four digits. They use mental methods to add and subtract increasingly large numbers, and use rounding to check their answers. With support they choose appropriate operations and methods, and work out the level of accuracy required to answer a particular problem. They will continue to develop this work in Year 6.

Multiplication and division

Children identify multiples and factors, and find all the factor pairs of a given number. With support, they use factors to help solve multiplication and division problems involving larger numbers, and they confidently use written methods to multiply and divide large numbers. They extend their mathematical vocabulary and understanding, beginning to work with prime numbers, prime factors, composite (non-prime) numbers, square and cubed numbers.

Fractions (including decimals and percentages)

Children compare fractions with denominators that are multiples of the same number (comparing $^{3}/_{7}$ with $^{6}/_{14}$). They also identify equivalent fractions of a given fraction including tenths and hundredths. They learn about mixed numbers and improper fractions, and understand how mixed numbers could be converted to improper fractions, and vice versa. With support and using practical equipment and diagrams, they multiply proper fractions and mixed numbers by whole numbers.

Children convert decimal numbers into fractions (0.65 = $^{65}/_{100}$). Extending their work from previous years, they use thousandths and make connections between these and tenths, hundredths and their decimal equivalents. They round decimals to the nearest whole number, and to one decimal place, and begin to work with numbers with three decimal places.

Children begin to work with percentages and find solutions to problems using percentage and decimal equivalents of $^{1}/_{2}$, $^{1}/_{4}$, $^{1}/_{5}$, $^{2}/_{5}$, $^{4}/_{5}$, for example. This forms a basis for further work on percentages in Year 6.

Measurement

In Year 4, children calculated the perimeter of rectilinear shapes; they now extend this to composite (or compound) rectilinear shapes, and calculate the area of squares and rectangles. They begin to understand and estimate volume and capacity, and compare metric with common imperial units. They will build on this work in Year 6.

Geometry: properties of shapes

Children extend their work on angles from Year 4, estimating, measuring, comparing and drawing a variety of angles using degrees. They use given dimensions to help them draw shapes accurately, and use techniques learnt in the context of missing number problems to help them work out missing angles.

Geometry: position and direction

Building on work with coordinate grids from Year 4, children work out the position of shapes following reflection or translation, in the first quadrant.

Statistics

In Year 4, children were introduced to line graphs; now they use information from line graphs to solve problems. They practise completing and reading tables, including timetables.

Key maths concepts in Year 5

Introducing negative numbers in context

Children will have encountered negative numbers during Year 4, but in Year 5 they extend their understanding, meeting negative numbers in a range of different contexts.

The idea of negative numbers may seem counterintuitive in some ways – it's clear what we mean by 3 in the context of sweets, jumpers or sheep, but what about –3? Fortunately, there are several everyday contexts which will give children a sense of how useful negative numbers can be. Probably the most familiar context for negative numbers in daily life is temperature. Children will see negative numbers used on a thermometer scale for values below 0°, and they will have heard weather forecasters predicting an overnight drop in temperature, for example to –2°. Children may also be familiar with negative numbers in terms of distances above and below sea level, such as a particular location might be –8 metres (8 metres below sea level). Or they may have used a lift in a large building where the ground floor is marked as 0 on the lift buttons, in which case basement levels may be called –1 and –2.

When introducing negative numbers, it's a good idea to use a vertical number line rather than a horizontal line, because this will help children to use accurate language to describe number relationships above and below zero – for example, they will naturally describe numbers as *falling*, *dropping* or *rising*, and will speak in terms of one number being below or above another. It can be helpful to display the vertical number line like a scale on a giant thermometer.

Refer to numbers less than zero as negative numbers, but allow children to say

minus
six, minus thirteen, for example.

Comparing percentages with fractions and decimals

Children will need to understand that a percentage is really a fraction with a denominator of 100, so 25% is equivalent to $^{25}/_{100}$. Children will begin to make connections between percentages and decimals when they look at patterns such as this:

15% = 0.15

43% = 0.43

75% = 0.75

The digits are the same, but the decimal point is in a different place. 15% is the same as $^{15}/_{100}$, so drawing on their knowledge of place value, children should begin to understand why the decimal equivalent of 15% is written 0.15.

Percentages below 10% can cause problems because, for example, 5% is not written 0.5 but 0.05 (0.5 being equivalent to $^{1}/_{2}$ or 50%). However, place value should also help children avoid giving the wrong decimal equivalent for smaller percentages and fractions.

4) Arabic

1 **المنهج** : تم اعتماد المعايير الوطنية في اللغة العربية للمجلس الأعلى والتي تهتم بالمهارات الأربعة للغة فهي ما نسعى لتعميقه وتقويته في لغتنا العربية ، وهذه المعايير هي الأساسية والفرعية معًا وليست المعايير المخفضة المعدة للمدارس الأجنبية. تقوم المعلمات بتقديم المنهج بطرق استراتيجيات حديثة مدعمة بالأنشطة الصفية واللاصفية . كما ان المنهج مدعم بكتاب نشاط مليئ بالتدريبات الخاصة بالدرس تغني عن أوراق العمل .

2 **النصاب** : خصص له نصاب في حده الأعلى أربع حصص لكل صف دراسي بما يوازي 180 ساعة في العام الدراسي من الصف الأول إلى الصف السادس .

3 **النشاط اللاصفي** : يتم طرح عدة أنشطة خلال العام الدراسي كنشاط داعم للمادة وإثرائي لها ويسهم في تحقيق رؤية ورسالة الأكاديمية مثل نشاط القراءة ونشاط التحادث بالفصحى ونشاطالتعبير . كما تم إعداد ملزمة بالمهارات كدعم إضافي للمنهج (في القراءة – والتعبير – والإملاء) من الصف الأول إلى الصف الثالث كما تم الاهتمام بتوفير القصص للمكتبة الصفية لتدعيم القراءة .واتباع نظام قراءة القصة أسبوعيا وكتابة تعليق عليها .

4 **التقييم** تقييم الطالبة في المادة على أساس التفاعل الصفي والواجبات والقراءة والتطبيقات المستمرة واختبار نهاية الفصل .

5 مستلزمات المادة / 2 دفترين للإملاء والتعبير – وواحد للواجب – ملفين – ملزمة المهارات من أول لثالث ودفتر للمكتبة – ودفتر المعجم الصغير

6 التقارير – سيتم توزيع تقرير لمنتصف الفصل الدراسي وتقرير لنهاية الفصل الدراسي لكل طالبة

من الأنشطة التي تقدم أيضا في (مادة اللغة العربية)

1- كان أهم برنامج ميز القسم برنامج التحادث بالفصحى فقد كان منهجا داعما لمادة اللغة العربية وممارسة عملية تقوم به الطالبة منذ اليوم الذي تلتحق به بالأكاديمية فنجد تحسن مستوى الطالبة في التحادث بعد فترة من انخراطها مع الطالبات .

2- الطابور الصباحي : ويخدم عدة أهداف تتحقق على مراحل .
أنشطة حسب المناسبات السنوية الدينية والوطنية وغيرها بالإضافة إلى عرض فقرات وعروض عن مهارات اللغة العربية يتم إبرازها لتكون دافعا لبقية الطالبات
3-حفل تكريم الطالبات السنوي ويشمل عروض وفقرات متنوعة .
يحدد يوم لحصاد اللغة العربية ويقام مرة واحدة كل فصل يهدف إلى الترفيه والتسلية وخلق جو من التنافس الممتع من خلال بعض المسابقات التي تقام فيه وتشرف عليها معلمات المرحلة .- المشاركة في مهرجان اللغة العربية الذي أقامه المجلس الأعلى ضمن فعاليات منظمة اليونسكو .
4- الاشتراك في عدة أبحاث علمية مميزة من الصف الخامس والسادس في مسابقة الأبحاث المميزة التي طرحها المجلس الأعلى وقد حازت الأبحاث على تقديرات وتعليقات جيدة .

5) Arabic Humanities

1- **المنهج** : تم اعتماد المعايير الوطنية الخاصة بالتاريخ القطري من قبل المجلس الأعلى والتي تسعى إلى بناء الهوية الشخصية . وقد حدد نسبة معينة من المعايير للمدارس الأجنبية ولكن الأرقم قامت بتطبيقها كاملة وتم إضافة وحدة أخرى لمرحلة الصف الاربع والخامس والسادس لاستكمال التوزيع الزمني كوحدة الجغرافيا والسيرة النبوية والتاريخ الإسلامي

2- **النصاب** : خصص له نصاب في حده الأعلى ساعة من أول لثالث وساعتين من رابع لسادس.

3-التقييم تقييم الطالبة في المادة على أساس التفاعل الصفي والواجبات التعيينات والتطبيقات المستمرة واختبار نهاية الفصل.

4 مستلزمات المادة /– ملف لوضع أوراق العمل –

5 -التقارير – سيتم توزيع تقرير لمنتصف الفصل الدراسي وتقرير لنهاية الفصل الدراسي لكل طالبة

6) Islamic Studies

1. **المنهج** : تم اعتماد منهج المجلس الأعلى القائم على معايير التربية الإسلامية لأنه يتماشى مع رؤية الأكاديمية ورسالتها بالإضافة الى بعض الدروس من المنهج الإثرائي المعد خصيصا لأكاديمية الأرقم والذي يعمل على بناء شخصية الطالبة الملتزمة المواكبة للعصر ، وتقوم المعلمات بتقديم المنهج بطرق استراتيجيه حديثة مدعمة بالأنشطة الصفية واللاصفية . كما ان المنهج مدعم بكتاب نشاط مليئ بالتدريبات الخاصة بالدرس تغني عن أوراق العمل .
2. **النصاب** خصص له نصاب في حده الأعلى أربع حصص لكل صف دراسي بما يوازي 180 ساعة في العام الدراسي من الصف الأول إلى الصف السادس .
3. **التقييم** تقييم الطالبة في المادة على أساس التفاعل الصفي والواجبات والتطبيقات واختبار نهاية الفصل .
4. مستلزمات المادة /– ملف لوضع أوراق العمل
5. التقارير – سيتم توزيع تقرير لمنتصف الفصل الدراسي وتقرير لنهاية الفصل الدراسي لكل طالبة

من أنشطة مادة التربية الإسلامية

1. تتميز الأكاديمية في نشاط حفظ سور من القرآن الكريم والاشتراك بمسابقة القرآن الكريم السنوي وتكون عدد المشتركات بالمسابقة يفوق عدد المشتركات في المدارس الأخرى وينجح غالبية المتقدمين للمسابقة
2. نشاط الداعية الصغيرة الذي يحقق رؤية ورسالة الأكاديمية ويبني داعيات منذ الصغر كما يهدف إلى بناء الشخصية .

هذا البرنامج مستمر في الأكاديمية للسنة السابعة ويقدم من خلاله الكثير من الفعاليات من محاضرات دينية تقدمها المعلمة أو الطالبات أو استضافة داعيات من مراكز خارجية مثل مركز موزة -نشاط (الخلفاء الراشدين) يهدف إلى التعريف بالخلفاء الراشدين ويختتم بمسابقة للطالبات -نشاط (أمهات المؤمنين) يهدف إلى التعريف بأمهات المؤمنين من خلال مجموعة من المحاضرات يختتم بمسابقة للطالبات

3. تفعيل بعض المناسبات الدينية كنشاط الحج ونشاط السنة الهجرية ونشاط عيد الأضحى .
4. مسابقة حفظ سور القرآن للأمهات وللمعلمات

بالاضافة إلى الحملات التي تتبناها الأكاديمية حسب الأحداث الجارية كحملة الدفاع عن الرسول صلى الله عليه وسلم وحملة تفعيل أحداث غزة

5. تفعيل القيم خلال الحصص وخلال الطابور الصباحي .
6. غرس القيم من خلال اختيار كل أسبوع قيمة للعمل عليها و تفعيلها بالطابور الصباحي مع مراجعة جماعية للأحاديث والأدعية المعطاة .
7. زيارات خارجية لمركز موزة و المشاركة في الفعاليات المطروحة .

7) Life Skills

أولا : القيم

انطلاقا من رؤية ورسالة الأكاديمية وتحقيقاً لمخرجات المدرسة الخمسة حرص قسم المهارات على اعتماد افضل المناهج القيمية المطروحة في الساحة التربوية وتقديمها للطالبات في قالب من التشويق والمتعة والنشاط ضمن مناخ تربوي وصحي وفعال من خلال حصة المهارات الحياتية وذلك على النحو التالي :

- من الصف الأول إلى الصف الثالث يتم تقديم منهاج (تفكر مع أنوس) بمراحله الثلاثة المختلفة
- الصف الرابع يتم تقديم منهاج المثابرة من سلسلة بناء الشخصية
- الصف الخامس يتم تقديم منهاج تحمل المسؤولية من سلسلة بناء الشخصية
- الصف السادس يتم تقديم منهاج ادارة الذات من سلسلة بناء الشخصية

منهاج تفكر مع أنوس :

هو منهاج تربوي متكامل والتي تتبنى فكرة تنمية الشخصية الإبداعية الأخلاقية والذي يتميز بتفرده في تنمية المجالات الأربعة : الروحية و النفسية والعقلية والإجتماعية . حيث يغرس من خلال هذا المنهاج في الطالبة العقيدة والأخلاق وحب الله والتعلق بأسمائه الحسنى .

سلسلة بناء الشخصية (المثابرة – المسؤولية – ادارة الذات) :

وهي سلسلة تربوية تهدف إلى بناء وتطوير الشخصية وانتاج شخصيات متوازنة من خلال اعتماد منظومة من المعايير المعتمدة دولياً (منظومة بناء) ووضعها في قالب تربوي مشوق وفي بيئة ومناخ يتناسب مع خصائص المرحلة العمرية ويبني الذكاءات المتعددة ومهارات التفكير العليا .

ثانيا : الانشطة والفعاليات :

يقدم قسم المهارات والقيم مجموعة مختلفة من الانشطة والفعاليات والبرامج التي تدعم رؤية ورسالة ومخرجات التعليم للأكاديمية وتتلخص في الآتي :

- احياء المناسبات الإسلامية والوطنية : عيد الأضحى اليوم الوطني القطري

- اطلاق مشروع كنوز السعادة والذي يؤلف بين قلوب الطالبات ويدخل السعادة على ذوي الإحتياجات المادية والنفسية .

- المعسكرات والمخيمات المميزة والتي تخدم القيم التي نتعايش معها خلال العام

- الرحلات الترفيهية والتعليمية

- تقديم الأنشطة اللاصفية مع الطالبات

- إطلاق مشروع نحلات القيم لمتابعة وتحفيز الطالبات المميزات في الجانب القيمي والسلوكي.

- **المعلم –يوم البيئة** تفعيل المناسبات الاجتماعية والأيام العالمية: كيوم

ثالثاً: طريقة التقييم والتحفيز:

ابتكر القسم هذا العام طريقة مميزة للتحفيز وتكريم الطالبات بتجميع نقاط على قاعدة بيانات مصورة حيث يشمل التقييم جوانب متعددة :

- التفاعل والمشاركة
- تحقيق أهداف المنهاج
- النظافة والنظام
- الالتزام بالقوانين الصفية
- حل أنشطة الكتاب بتميز

تجمع الطالبات هذه النقاط التي تجمع لاحقاً وتضاف في لوحة الصفوف وفي نهاية كل فصل دراسي تختار المعلمة أفضل صف وأكثرهم تجميعاً للنقاط ليحصل على جائزة مميزة

التقارير

توزع بطاقات التقارير في نهاية كل فصل دراسي. صممت بطاقات التقارير لتعكس مقدار التقدم الذي حققته ابنتكم في المرحلة الابتدائية غير أنها لا تعطي درجة رقمية أو نسبة مئوية لذلك التقدم. تستخدم المستويات كذلك في تحديد المستوى الذي وصلت إليه ابنتكمتبعاً لمعايير المنهاج الوطني البريطاني.

تعقد اجتماعات أولياء الأمور بعد توزيع بطاقات التقارير لإفساح المجال أمام نقاش موجز عن ماهية التقرير وعن كيفية مساعدتها ابنتكم. إذا كنتم بحاجة إلى اجتماع مطول،يرجى الترتيب للاجتماع بالمدرساتفي وقت منفصل.