

## 1) English

# Overview of English Progression- Year 4

## Reading

### Word Reading

During Year 4, most children will be highly accurate, fluent readers of age-appropriate texts. For most children, phonic skills and knowledge should now be secure, and the use of phonic decoding strategies should be fluent and automatic. Where word reading is still a focus of teaching, this will be mostly in the context of helping children to develop their vocabularies. Children will build on the work done in Year 3 on root words, common suffixes and prefixes. They will also continue to learn to read a wider range of words that are not entirely phonically regular.

### Comprehension

As most children's word-reading skills are firmly established, the teaching of comprehension skills takes on even greater importance. During Year 4, children will continue to develop skills introduced in Year 3, such as justifying their opinions and giving reasons for their observations about texts. They will continue to work on deriving inferences from texts, and will share their views on texts increasingly effectively in discussion.

Children will continue to meet a wide range of different text types. They will gain experience in identifying themes and comparing the treatment of ideas in different texts. They will continue to learn about the features and conventions of different text types, and explore the ways both fiction and non-fiction texts are presented. Children will learn how to use non-fiction texts effectively by identifying what they want to find out and choosing appropriate strategies to find the information. They will continue to work on evaluating authors' choice of language and its effects on the reader.

## Writing

### Transcription

In Year 4, children will continue the spelling work done in Year 3, learning a wider range of commonly misspelled words, homophones, prefixes and suffixes. They will become more independent in using dictionaries to check spellings. In handwriting, there is a continued emphasis on joining letters (where appropriate) and developing a clear and consistent handwriting style.

### Composition

In Year 4, children will continue to practise the skills introduced in Year 3 for planning, drafting and editing their writing. They will become more independent in deciding how to make their writing appropriate for its purpose and audience. They will

learn about differences between Standard and non-Standard English, and begin to use each appropriately (often with support). They will become more independent in using a range of different sentence structures in their writing, and their use of punctuation will become more sophisticated, such as to indicate grammatical and other features by using commas after fronted adverbials. The grammar and punctuation knowledge acquired in Year 4 will be further extended as children reach Year 5.

## Core Grammatical Concepts in Year 4

The following new grammatical terminology is introduced in Year 4, building on children's knowledge from Year 3 and previous years.

### Adverbial phrases and fronted adverbials

Adverbial phrases are groups of words which do the job of an adverb by modifying (adding extra information to) a verb. (See Background knowledge for Year 3, page 32, for a definition of adverbs). Here are some examples, with the adverbial underlined:

- *I always hum **when I am trying to concentrate**.* (Here, a subordinate clause is the adverbial, and it modifies *hum*.)
- *He was very tired **after a hard night's work**.* (This preposition phrase modifies *tired*.)

We describe a phrase as 'fronted' when it's a phrase that would normally come after the verb, but it has been moved to the front of the sentence, before the verb. So, a fronted adverbial is an adverbial which has been moved to the front, before the verb. For example:

- ***When I am trying to concentrate**, I always hum.*
- ***After a hard night's work**, he was very tired.*

As these examples show, there is usually a comma after a fronted adverbial.

### Apostrophes to indicate possession

By Year 4, children will already have met the possessive apostrophe, but during this year they consolidate the difference between singular and plural possessive apostrophes. Children will learn that in the singular, we add an apostrophe before the 's'; for example, *the dog's nose*, *Maia's hairband*, *the school's website*. In the plural, we normally add the apostrophe after the 's' which indicates the plural, and we don't add an extra 's' after the apostrophe; for example, *the dogs' noses*, *the spiders' legs*, *the teachers' biscuit tin*. There are some words that need careful thought when positioning the possessive apostrophe – for example, possessives of plural nouns which do not end in 's' look like singular possessives, such as *the children's toys* and *the geese's pen*, not *the childrens' toys* or *the geeses' pen*.

### Pronouns for clarity and cohesion

In Year 4, children will learn about how we can use pronouns to make writing clearer, and to create links (cohesion) between one paragraph or sentence and another. Possessive pronouns can be particularly useful in this respect. Here are some examples:

- *George looked at **his** watch. **It** was slow again. **He** angrily ripped **it** off and flung **it** across the room.* (Here, *his* and *he* are pronouns which refer to the noun *George*, and *it* is a pronoun which refers to the noun *watch*. Using the pronouns saves us repeating the nouns over and over again. They also help us make links between the different sentences; when *it* appears in the second and third sentences, it refers back to *watch* in the first sentence.)
- *In Maddie's bedroom was an enormous box. **It** was covered in silver paper. **Her** first thought was that someone must have sent **her** a present.* (Again, the pronouns here create cohesive links between the sentences; *it* in the second sentence links back to *box* in the first sentence, and *her* in the third sentence links back to *Maddie* in the first sentence.)

2) Science

# Overview of Science Progression- Year 4

## Working scientifically

Children's work in Year 4 develops and extends their grasp of scientific skills and methods introduced in Year 3. Children will continue to ask their own scientific questions, and they will become increasingly independent in thinking of effective ways to answer them. Children will learn more about devising and carrying out fair tests, and about recording and analysing their data. They will learn how to look for patterns in data, including changes, similarities and differences, and with support they will learn how to explain these clearly, drawing appropriate conclusions (including considering ways of improving investigations, identifying new questions to be answered, and devising new tests to find the answers). Children will become more independent and confident using secondary sources for research, including using simple keys, and they will begin to distinguish between times when secondary sources provide the best way of finding answers, and times when first-hand observations and tests are more appropriate. Children will also become more confident and proficient in communicating their results to others, through oral

presentations as well as written reports, charts, graphs, etc.

## **Living things and their habitats**

Children will continue to observe and identify plants and animals in the local environment, and will learn how to classify animals into vertebrates and invertebrates using classification keys. They will also learn to group plants into different categories, such as flowering and non-flowering plants. As part of their study of the local environment, children will learn about how animal and plant habitats are affected by changes in the environment (both human and natural) throughout the year.

## **Animals, including humans**

Building on their work in Year 3, children will find out more about the human digestive system, identifying the parts of the body involved and the functions performed by each part. They will focus in particular on teeth, and will learn about the roles and functions of the different types of teeth, making observations to compare the teeth of herbivores, carnivores and omnivores and discussing possible reasons for the differences. They construct and interpret a variety of food chains, identifying producers, predators and prey.

## **States of matter**

Children will learn how to group materials according to whether they are solids, liquids or gases. They will work scientifically when they do simple experiments with water to show its different properties in solid, liquid and gaseous form. They will also look at how different materials change when heated or cooled (i.e. chocolate and butter). They will learn about the role of evaporation and condensation in the water cycle, and will do simple experiments to identify the effect of temperature on the rate of evaporation. This links to Year 5, when they will study the properties of everyday materials and the concept of reversible change.

## **Sound**

Children will learn about how sounds are made, and through simple tests and experiments (including with musical instruments) they will notice the link between vibration and sound. They will conduct tests to explore how different factors can change pitch and volume.

## **Electricity**

Children will learn to make a simple electrical circuit using different components, including bulbs, buzzers, motors and switches. They will record their circuits pictorially (building on this in Year 6 when they learn the conventional circuit symbols). Children will conduct observations to work out the effects of adding a switch to a circuit, and will find out how to arrange a circuit in order for a bulb to light. They will learn about conductors and insulators, and in particular that metals tend to be good conductors. They will do some simple tests to show whether different materials can fill a gap in an electrical circuit.

# Key Science Concepts in Year 4

Children will gather data from a wider range of observations and tests, and continue to use more sophisticated data-gathering tools and standard units of measure. They will begin to bring their own ideas to the analysis of their data, looking for patterns and changes, and learn how to use ideas gleaned from the data analysis to identify new questions for research.

## Analysing data

From experience, children will begin to recognise that whenever you do an experiment or test, you will end up with some data. They will see that some experiments produce relatively small amounts of data, whereas some experiments produce lots. Children will need guidance to understand how, as scientists, to work with this more complex data. Of course, data itself can't answer a question directly – we need to add human insights to analyse it and find out what it might mean. Children will need support to think about how best to record their data to make that analysis easier. As part of their work on habitats, children might make direct observations of the local environment across a long period, such as a month or a year. They will end up with lots of data, which might show (for example) which minibeasts they found in particular habitats on each occasion. Plotting information on a bar chart will show the frequency of particular minibeasts during each month, and should make it easier to spot any patterns emerging which would suggest further questions that they could research. Children could also think about whether the patterns they observe are clear. This will eventually lead to a more statistical approach to experimentation, for example repeating experiments to find out whether the initial results are sound. Although not required at this stage, it's helpful for children to begin to think about the reliability of data, and if they think results are believable.

## Identifying new questions from data

In Year 4, children will be encouraged to identify further questions arising from the data they have collected, which might be answered by further research. They should recognise that most scientific discoveries have resulted from scientists taking this approach to their work. Although it's satisfying to create a neat bar graph of your results, this is arguably a waste of time unless you are asking what the results mean and how you can find out more. So, for example, observations of the environment might show lots of butterflies during June and July, but very few in November. Encourage the children to ask why this might be. The best way to research this would probably be through secondary sources giving information about butterflies' life cycle and the conditions they need in order to thrive. Sometimes, experiments give answers which you really were not expecting, or which don't seem to make sense. It's important for children to think about this – figuring out why your experiment might have given a nonsense result is an important part of scientific thinking.

## Vocabulary and concepts to introduce in Year 4

**Living things and their habitats (as for Year 2, plus):** *classification keys, differences, human effects on the environment (population, development,*

*deforestation, pollution), invertebrates (snails and slugs, worms, spiders, insects), organism, plant groups (trees, grasses, flowering plants, non-flowering plants), similarities, variation characteristics, vertebrates (fish, amphibians, reptiles, birds, mammals).*

**Animals, including humans (as for previous years, plus):** *absorption of food into blood stream, canines, cavities, chemical breakdown by enzymes, chewing, churning in stomach, dentine, digestion, digestive system, enamel, faeces, fluoride toothpaste, gastric juice, gums, incisors, intestine, molars, nerves, oesophagus, plaque, premolars, pulp cavity, predators, prey, producers, reabsorption of water from waste, saliva, swallowing, tooth decay.*

**States of matter:** *boiling, condensation, degrees Celsius (°C), energy transfer solid, evaporation, fixed shape and volume, forces of attraction, freezing, gaseous, liquid, melting, particles, rate of evaporation, solidifying, temperature, thermometer, vibrate, water cycle.*

**Sound:** *echo, frequency of vibration, pitch (higher, lower), reflection of sound, sound insulation, sound wave, tuning fork, vacuum, vibration, volume (louder, softer).*

**Electricity:** *battery, bulbs, buzzers, cell, closed circuit, conductor, crocodile clips, electrical appliances, insulator, motors, open circuit, simple series circuit, switches, wires.*

### 3) Math

## Overview of Maths Progression- Year 4

### Number and place value

In Year 4, children use place value in four-digit numbers, such as 3742 is three thousands, seven hundreds, four tens and two ones. They learn to count in 6s, 7s, 9s, 25s and 1000s, and say 1000 more or less than a specific number. They encounter negative numbers by counting back past zero on number lines, and continue work on rounding (to the nearest 10, 100 or 1000) and estimation. Children are introduced to Roman numerals to 100 and find out how the number system has changed over time.

### Addition and subtraction

Children extend previous years' work by adding and subtracting numbers with up to four digits, using mental and written methods, including columnar addition and subtraction. They keep practising mental methods of addition and subtraction as well as written methods, performing calculations increasingly quickly and

confidently. They continue using estimation as well as inverse operations to help check answers.

## **Multiplication and division**

Children learn the remaining multiplication tables up to the 12 multiplication table, and use facts from the tables to solve increasingly complex multiplication and division problems.

They build on their work with mental methods of calculation in Year 3, using their knowledge of place value and number facts to multiply and divide confidently. They begin to use a formal written layout for multiplication when multiplying two-digit and three-digit numbers by one-digit numbers.

## **Fractions (including decimals)**

Developing ideas from Year 3, children confidently count up and down in hundredths. They learn about and recognise equivalent fractions, simplifying them when necessary (for example, understanding that  $\frac{1}{3} = \frac{2}{6} = \frac{4}{12}$ ). They move on to understand and show families of equivalent fractions. They build on earlier work, practising adding and subtracting fractions with the same denominator ( $\frac{2}{3} + \frac{7}{9} = 1\frac{1}{9}$ ). Children also work with decimal equivalents of tenths and hundredths and of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{3}{4}$ , understanding that decimals and fractions are different ways of expressing numbers. They round numbers with one decimal place to the nearest whole number, and compare numbers with the same number of decimal places, up to two decimal places. They use fractions and decimals to solve straightforward money and measure problems.

## **Measurement**

In Year 3, children learned to measure the perimeter of 2D shapes; they now extend this, calculating the perimeter of rectilinear shapes including squares. They work out the area of rectilinear shapes by counting. Children compare digital clocks and analogue clocks, reading, writing and converting time between the two systems. They begin using £ and p notation to record money.

## **Geometry: properties of shapes**

Children learn about a wider range of geometric shapes, including different types of triangles and quadrilaterals. They develop work on acute and obtuse angles from Year 3, comparing and ordering angles up to two right angles. They work with lines of symmetry in 2D shapes.

## **Geometry: position and direction**

Children begin to work with a coordinate grid (first quadrant only), using coordinates to describe positions on a grid.

## **Statistics**

Children are introduced to the difference between discrete and continuous data, using bar charts for discrete data (numbers of children travelling to school by different methods) and line graphs for continuous data (children's heights). Children will build further on their work with line graphs in Year 5.

# Key maths concepts in Year 4

## Introducing Roman numerals and the history of the number system

In Year 4, children will learn more about Roman numerals (which they first met in Year 3, in the context of analogue clock faces with Roman numerals).

By this stage, children will be familiar with the concept of place value, and the way that our number system allows us to represent any number using only the ten digits 0 to

9. Children will learn that most ancient civilisations (including the Greeks, Romans and Egyptians) used different number systems to ours, which is called the Hindu-Arabic number system.

In the Roman number system, letters were used to represent numbers, with I standing for units, V for fives, X for tens, C for hundreds and M for thousands. Because these letters were repeated to show quantity (such as, III represents 3, XXXVII represents 37 and CCCXXXIII represents 333) many numbers were represented by long and cumbersome chains of letters which are relatively hard to compare and use in written calculations. The Roman system did not include a concept of zero. Our understanding of zero within our current number system was originally developed in India. The Hindu word for zero is 'sunya'.

Children do not need to learn in detail about the different number systems that have prevailed in different times and places throughout history, but it is very helpful for them to get a sense that our current system is a relatively recent development. It's now used throughout the world, however, because of the efficient way it represents larger numbers and can enable us to record mathematical operations efficiently.

## Understanding the difference between discrete and continuous data

In Year 3, children met a range of different formats for recording data, including bar charts. They now extend this to include line graphs, and they will need to begin to understand the different circumstances when it is appropriate to use line graphs rather than bar charts.

This involves understanding the difference between discrete data (which can be effectively recorded using bar charts) and continuous data (which is more effectively shown on line graphs).

As a rule of thumb, discrete data can be counted, whereas continuous data can be measured. So the number of spots on a ladybird would be discrete data (since ladybirds can only have a whole number of spots) and children could use a bar chart to record the number of spots observed on a group of ladybirds. The chart would clearly show that, for example, 7 ladybirds had five spots, 4 had two spots, 3 had three spots and none had four spots or one spot. Discrete data has units that cannot be split up.

Continuous data is data that can take any value within a range. So, for example, a person could be 152 cm, 152.1 cm, 152.17 cm and so on.

Continuous data could be shown on a number line, and every point on the line



would have meaning (whereas with discrete data, only certain points have meaning).

Continuous data is shown best on a line graph (or time graph) because it usually shows how a quantity changes over time. For example, children might use a time graph to record how a kitten's weight increased over time, or to record the height of a sunflower plant from seedling to full height.

#### 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 التحدث بالفصحى ونشاط التعبير . 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 الصفّي 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 منهاجاً داعماً 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 دافعاً 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 الأرقام قامت بتطبيقها كاملة وتم إضافة وحدة أخرى لمرحلة الصف الرابع 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 الصفّي 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 المشاركات 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
- بالإضافة إلى الحملات التي تنبأها 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

## أولاً : القيم

انطلاقاً من رؤية ورسالة الأكاديمية وتحقيقاً لمخرجات المدرسة الخمسة حرص قسم المهارات على اعتماد افضل المناهج القيمة 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 والاجتماعية . 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 ونتاج 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 ويبنى الذكاءات المتعددة ومهارات التفكير العليا

### : ثانياً : 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 نتعاشق 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 ابنتكم تبعاً 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 بالمدرسات في وقت  
منفصل.