

Overview of English Progression-Year 3

READING

Word reading

In Year 3, following on from the work done to reinforce phonics in Year 2, most children should be secure in their decoding skills. Most children will have the phonic skills and knowledge to enable them to decode the majority of new and unfamiliar words accurately. They will normally read accurately and quickly enough to enable them to focus on comprehension rather than word-by-word decoding, and most children should no longer need to sound out the majority of the words they meet. Children will begin to use their knowledge of root words, common suffixes and prefixes to work out the meanings of unknown words, and they will build on this skill during Year 4. In Year 3, children will also be learning to read a wider range of words that are not entirely phonically regular.

Comprehension

Children's increasing fluency in word reading means that they can build on the comprehension skills and strategies covered in Year 2 and focus even more strongly on understanding what they read. During Year 3, they will be learning to justify their opinions and give reasons for their observations about texts. They will also become more experienced in drawing inferences from texts – understanding the reasons for characters' behaviour, or making sensible predictions. They will need support to do this at first. During Year 4, they will build on this experience and become more independent in expressing and justifying their opinions on texts.

In Year 3, children will meet a widening range of different text types. They will learn to compare and contrast themes and ideas across different texts (by exploring similarities between different books by the same writer, and by comparing different examples of the same genre). They will begin to think in more detail about authors' choice of language and its effects on the reader. In Year 3, children will need help to understand how to make these comparisons between texts; they will go on to develop this skill more independently in Year 4.

WRITING

Transcription

A strong emphasis on spelling continues from Year 2; in Year 3, most children should be able to spell most common words accurately. They will also learn a wider range of commonly misspelled words, homophones, prefixes and suffixes. They will use dictionaries more often to check spellings. This process will continue into Year 4. In handwriting across Years 3 and 4 there is increasing emphasis on joining letters (where appropriate) and developing a clear and consistent handwriting style.

Composition

In Year 3, children will use examples from their reading to help them plan their writing. They will increase their vocabulary through talk as well as reading, and will use new words in their writing. They will also increase the range of different sentence structures, and use a wider range of conjunctions, adverbs and prepositions. They will begin to think about how their grammatical choices can help them to express their meaning accurately – making sure their choice of pronouns is appropriate and clear, and using tenses accurately. During Year 3, they will learn to punctuate direct speech accurately, and to use apostrophes to indicate possession. In Year 3, they will need plenty of guidance with this new learning; during Year 4 they will become more independent in their accurate use of grammar and punctuation.

Core Grammatical Concepts in Year 3

Here is a quick guide to some of the new grammatical terminology that's introduced in Year 3.

Adverbs

Adverbs are often referred to as 'describing words', but it's a little bit more complicated than that! Adverbs are words that modify the meaning of other words – by adding more information. Adverbs can be used to modify verbs, adjectives or other adverbs. For example:

- *Ravi ate the cake hungrily.* (*Hungrily* is an adverb modifying the verb *ate*.)
- *Poppy was very tired at the end of the day.* (*Very* is an adverb modifying the adjective *tired*.)
- *I will finish really quickly.* (*Really* is an adverb modifying the adverb *quickly* – which in its turn modifies the verb *finish*.)

Clauses

Clauses are phrases that include a verb that describes an event or state of affairs. Some clauses are complete sentences – others form part of a sentence. Sentences can have more than one clause. The clauses are in bold in the sentences below.

- ***Nina sat on her bed while she brushed her hair.***
- ***It was raining hard.***

Subordinate clauses are clauses which are subordinate to a word outside the clause (they tell us more about the meaning of the word they are subordinate to). Here are some examples, with the subordinate clause in bold:

- *This is the boy **who caused all the trouble.*** (Clause is subordinate to *boy*.)
- *She ran away **when the bear chased her.*** (Clause is subordinate to *ran*.)
- *I imagine **he has a very lonely life.*** (Clause is subordinate to *imagine*.)

Determiners

Determiners modify (add information to) a noun. They always go before any other modifiers.

Examples of determiners include articles (*the, a, an*); demonstratives (*these*); possessives (*his*); quantifiers (*many, few*) and numerals (*two*).

In a phrase like: *an enormous parcel*, the determiner *an* has to come before the modifying adjective *enormous* – you can't say *enormous an parcel*.

Perfect form of verbs

The perfect form of verbs is used when talking about something that happened in the past – something that is now completed or finished. We form the perfect by taking the past participle of the verb (*walked*) and adding the verb *have* before it. (*She **has walked** here from London, or He **had walked** for three hours and now he was tired.*)

Prepositions

Prepositions link a noun or a pronoun to another word in the sentence. They can be used to describe things such as locations, directions or time relationships. For example:

- *She went **to** California.*
- *He headed off **towards** the buffet table.*

- *I can't go home **until** Saturday.*

2) Science

Overview of Science Progression-Year 3

Working scientifically

Children will broaden their scientific knowledge, as well as develop the understanding of scientific methods and skills which they began to acquire in Key Stage 1. Children will continue to be encouraged to ask their own scientific questions about the world around them, and, with support, will make decisions about how best to find answers, through observations, sorting objects in different ways, carrying out simple tests and experiments, and research using secondary sources. In particular during this year, children will begin to learn how to construct a fair test. They will also build on the work done in Year 2 on data collection, using an increasingly sophisticated range of equipment to help them, including data loggers. Emphasis will be placed on recording their data using standard units and in a wider range of formats, including notes, charts, graphs and tables. They will begin to learn how to analyse their data, looking for patterns, similarities and differences in order to reach simple conclusions. They will extend this learning as they move into Year 4, beginning to use their data to help them identify new questions for research.

Plants

Building on the work done in Year 2, children will learn more about the parts of a plant, and find out about the specific functions of those different parts (in particular, the role of flowers in a plant's life cycle and the importance of the root system and stem for transporting water and providing support). They will find out more about the things plants need in order to live and grow healthily, and will compare the needs of different plants. They will work scientifically by devising and carrying out simple fair tests to identify the impact of different factors (such as light, water, fertiliser etc.) on plant growth. They will also do simple experiments to demonstrate how water travels within plants.

Animals, including humans

Children will continue the work done in Year 2 on the importance of nutrition for animals' health, by looking at the different food groups and finding out about the contribution that each group makes. They will have opportunities to compare and contrast the needs of different animals (including humans). This work will be extended during Year 4 as children learn about the digestive system and in Year 6 as they learn about the circulatory system. Finally they will explore the role of the skeleton and muscles in some animals for support, protection and movement. Children will work scientifically to group animals in different ways (i.e. whether or not they have skeletons) and compare the ways in which animals move.

Rocks

Children will devise different ways of grouping and sorting rocks according to their characteristics, and will make direct close observation of the structure of rocks and soils using tools such as hand lenses and microscopes. They will learn about how fossils occur, which will link with their work on Evolution in Year 6. Children will work scientifically by conducting their own observations of rocks in the local environment, and will use secondary sources to find out more about fossils and learn about how rocks might change over time.

Light

Children will find out how light makes it possible for us to see things. They will learn about shadows and conduct simple experiments to show how the size of a shadow is affected by the distance between the object casting the shadow and the light source.

Forces and magnets

Children will begin to compare magnetic forces (which can operate at a distance, without direct contact) with other forces, where direct contact is needed. They will learn that magnets have two

opposite poles. They will conduct experiments to show how magnets attract or repel each other, depending on which poles are facing, and this will enable them to make accurate predictions of the behaviour of magnets. They will work scientifically by devising a fair test to find out the strength of different magnets and by comparing and recording the way objects move on different surfaces.

Key Science Concepts in Year 3

Children will have used simple scientific tests in their work at Key Stage 1, but in Year 3 this is extended so that children will explicitly encounter the concept of a fair test. In order that they can make sense of this, and use the principle to design their own simple investigations, it's important that children both understand the criteria for a fair test, and have experience of applying these to real situations. Children should also be encouraged to play a more active role in asking scientific questions and choosing the appropriate type of enquiry to find the answers.

Introducing the concept of a fair test

Children must understand that for a fair test, just one factor (also called a 'variable') is changed at a time, while other factors are kept the same. They should recognise that if more than one factor is changed at a time, a straightforward conclusion cannot be reached. In order to really grasp this, children should have lots of practical experiences. For example, as part of the 'Plants' programme of study, they could do lots of investigations into the effects of different variables on plant growth. They could then be asked to think about what might happen if more than one variable were changed at a time. For example, if three plants were given different amounts of water, but in addition one were kept in a dark cupboard, it would be impossible to tell whether the plant looked sickly because of the lack of light or because of the amount of water it was getting.

Deciding what type of enquiry will be best to answer a question

In Year 3, children should be encouraged to contribute their ideas about the best sort of enquiry to use to answer a scientific question. It would be helpful to focus their attention on the differences between questions that can be answered by direct observation or testing, and those where you would need to rely on a secondary source. So, for example, if children were learning about different food groups and wanted to find out about how each food group affected human health, it obviously wouldn't be a good idea to design an experiment in which they stopped eating a particular food group and waited to observe the effects! Instead they would need to use secondary sources such as books, websites, films etc., to find out about this. Conversely, if they wanted to find out how the size of a shadow changes when the distance between the light source and the object casting the shadow is changed, it would make sense to carry out a simple test or experiment.

Vocabulary and concepts to introduce in Year 3

Plants (as for previous years, plus): *absorb, competition for resources, function, minerals, optimum conditions, plant life cycle, plant tissues, pores (stomata), reproduction, seed formation, structure, support, well-aerated soil, well-drained soil.*

Animals, including humans (as for previous years, plus): *ankle, arteries, backbone, ball and socket joints, bone, brain, branching blood vessels, capillaries, cardio-vascular system, cartilage, collar bone (clavicle), contract, endoskeleton, exoskeleton, extensor, fibula, finger, fixed joints, flexor, foot, hand, heart, hinge joints, humerus, involuntary muscles, joints, knee cap (patella), ligaments, moveable joints, movement, muscles, opposing pairs, pelvis, protection, shoulder blades (scapula), skeletal and muscular systems, radius, relax, ribs, skeletons, skull, sliding joints, spinal cord, sternum, support, thigh bone (femur), tibia, toe, ulna, veins, vertebrates, voluntary muscles, wrist.*

Rocks: *crystalline, crystals, erosion, fossils, grains, layers (strata), molten magma, particles, permeability, permeable, physical properties, soils.*

Light: *absorb, bright, dim, emit, light beam, light sources, light spectrum, opaque, rays, reflect, reflection, speed of light, sunlight, torch, translucent, transparent.*

Forces and magnets: *air resistance, attract, compress, direction of force, faster, floating, flying, forcemeter, forces, friction, gravity, magnetic, magnetic field, magnetic forces, Newton meter, Newtons (N), non-magnetic, north pole, poles, pull, push, repel, sinking, sliding, slower, south pole, speed, streamlined, stretch, twist, water resistance.*

3) Math

Overview of Maths Progression-Year 3

Number and place value

In Year 2, children learned about place value in two-digit numbers. In Year 3, they will extend their understanding to include the place value of three-digit numbers – for example, 232 is two hundreds, three tens and two ones. They learn to count in 4s, 8s, 50s and 100s, and work with numbers up to 1000. They begin to use estimation when dealing with number problems involving larger numbers.

Addition and subtraction

In Year 3, children practise mentally adding and subtracting combinations of numbers, including three-digit numbers. When using written methods for addition and subtraction, children learn to write the digits in columns, using their knowledge of place value to align the digits correctly. Children begin to use estimation to work out the rough answer to calculations in advance, and use inverse operations to check their final answers – for example, checking $312 + 43 = 355$ by working out $355 - 43 = 312$.

Multiplication and division

In Year 3, children learn the 3, 4 and 8 multiplication tables, and use their knowledge of doubling to explore links between the 2, 4 and 8 multiplication tables. They use facts from these new multiplication tables to solve multiplication and division problems. Building on their work with written mathematical statements in Year 2, they begin to develop more formal written methods of multiplication and division. They will extend this in Year 4 when they work with more complex multiplication and division problems.

Fractions

Building on work from Year 2, children learn about tenths, and confidently count up and down in tenths. They begin to make links between tenths and place value (ten units make a ten; ten tens make a hundred) and explore connections between tenths and decimal measures. Children extend their understanding of fractions to include more non-unit fractions (that is those with digits other than 1 as their numerator – for example, $\frac{1}{5}$ is a unit fraction, and $\frac{2}{5}$ is a non-unit fraction). They also begin to add and subtract fractions with the same denominator up to one whole, such as $\frac{3}{5} + \frac{3}{5} = \frac{4}{5}$, $\frac{4}{7} - \frac{2}{7} = \frac{2}{7}$.

Measurement

Children will learn to tell the time from analogue 24-hour clocks as well as 12-hour clocks. They will move on to use digital 24-hour clocks in Year 4. They will extend their work on money from Year 2, including working out correct change. They will also learn to measure the perimeter of 2D shapes and solve addition and subtraction problems involving length, mass and volume.

Geometry: properties of shapes

In Year 3, children begin to learn about angle as a property of shapes, and they connect the concept of angles with the idea of turning – for example, realising that two right angles equal a half-turn. They can identify whether a given angle is greater or less than a right angle (obtuse or acute). They can accurately describe lines as horizontal, vertical, perpendicular or parallel.

Statistics

In Year 2, children were introduced to pictograms, tally charts, block diagrams and tables, and this year they use these diagrams to answer an increasing range of questions, including

two-step questions (in other words, those where there is a hidden question that needs to be answered before the main question can be tackled) For example, in order to work out *how many more cupcakes did Jon eat than Janie*, children first need to find out how many cakes each person ate.

Key maths concepts in Year 3

Adding and subtracting fractions with the same denominator within one whole

Children should begin to recognise fractions as numbers that can be used in calculations. Using practical apparatus and examples such as slices of a cake or parts of a sandwich, demonstrate how to add and subtract fractions with the same denominator. Begin with different ways of making one whole by using fractions that have the same denominator, such as a cake that is cut into 8 slices:

$$1 = \frac{1}{8} + \frac{7}{8}$$

$$1 = \frac{2}{8} + \frac{6}{8}$$

$$1 = \frac{3}{8} + \frac{5}{8}$$

$$1 = \frac{4}{8} + \frac{4}{8}$$

$$1 = \frac{5}{8} + \frac{3}{8}$$

$$1 = \frac{6}{8} + \frac{2}{8}$$

$$1 = \frac{7}{8} + \frac{1}{8}$$

Ask children to explain the pattern in the calculations in the answers. *What stays the same and what changes each time?* (The numerators change but the denominator stays the same.) Emphasise that we're recording how many eighths we have each time. Repeat for other fractions, such as sixths, fifths, tenths, quarters.

In a similar way, discuss subtraction of fractions with the same denominator from one whole:

$$1 - \frac{1}{8} = \frac{7}{8}$$

$$1 - \frac{2}{8} = \frac{6}{8}$$

$$1 - \frac{3}{8} = \frac{5}{8}$$

$$1 - \frac{4}{8} = \frac{4}{8}$$

$$1 - \frac{5}{8} = \frac{3}{8}$$

$$1 - \frac{6}{8} = \frac{2}{8}$$

$$1 - \frac{7}{8} = \frac{1}{8}$$

$$1 - \frac{8}{8} = 0$$

Roman numerals from I to XII on clock faces

In Year 2, children will have had practice of telling the time to 5 minutes on analogue clock faces. When introducing Roman numerals on clock faces in Year 3, children can make the link between the number positions that they already know and the new symbols.

The Roman numerals for numbers 1 to 12 are:

$$1 = \text{I}$$

$$2 = \text{II}$$

$$3 = \text{III}$$

$$4 = \text{IV (literally, 5 - 1)}$$

$$5 = \text{V}$$

$$6 = \text{VI (5 + 1)}$$

$$7 = \text{VII (5 + 2)}$$

$$8 = \text{VIII (5 + 3)}$$

$$9 = \text{IX (10 - 1)}$$

$$10 = \text{X}$$

$$11 = \text{XI (10 + 1)}$$

$$12 = \text{XII (10 + 2)}$$

However, many clock faces use IIII for 4. Discuss with children why this might be. Also, bear in mind that whereas 1, 2, 3 are usually shown upright all around a clock face, Roman numerals tend to be shown with their bases pointing towards the centre of the clock face. This can be confusing for children as the symbols can appear to be reversed. For example, 6 = VI, but is often shown upside down on a clock face as I . You could demonstrate how the numbers radiate out from the centre of the clock face by turning the clock around to show the symbols right way up.

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 تعني 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 ثلاث 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 تحسناً مستوياً للطالبة 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 الصفّي 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 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 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.