

Overview of English Progression- Year 6

Reading

Word Reading

As in Year 5, children will continue to use phonic strategies to work out unfamiliar words, and this will be an automatic process for most children. Most children will be able to read fluently and confidently, either silently or aloud. In Year 6, children will further extend their knowledge of word structure (including root words, prefixes and suffixes) and use this knowledge to help them work out new words. Children may still need help with the meanings and punctuation of unknown words, but they will by now have the experience to work out many new words without help.

Comprehension

During Year 6, children will continue to meet a wide range of different types of text, including fiction, non-fiction, poetry, plays, biographies and autobiographies, as well as classic fiction from the past and books from other cultures.

In Year 6, most children will have a good grasp of the comprehension skills and strategies taught in previous years, but they will still sometimes need help to apply these to the increasingly complex texts which they will meet during the year. They will normally be able to give clear reasons for their views when identifying and comparing themes, summarising ideas or making inferences and predictions. During this year they will meet and learn an increasing range of technical literary terms, including metaphor and simile. Children will build on the work done in Year 5 on the ways in which authors' choices enhance meaning, and on the structure and presentation of texts. They will also become more fluent and skilful in discussion, using formal presentation and debating techniques when appropriate.

Writing

Transcription

In Year 6, children will build on the work done in Year 5, continuing to learn and practise an increasing range of spelling rules and guidelines. They will become more independent in using dictionaries to check spellings and meanings, and in using alphabetical order to locate words with reference to their first three or four letters. Children will begin to use and develop confidence in using a thesaurus to find alternative words. In handwriting, children should by now have a fluent, legible and confident writing style.

Composition

By Year 6, children will usually be able to plan, draft and edit their writing appropriately and independently, considering the purpose and audience and researching information when necessary. They will increasingly build on their own reading when planning and drafting a piece of writing, for example, by thinking about how authors present and structure a text, or how they create characters and write dialogue. When revising and editing their work, children will draw on their grammatical knowledge and check accuracy of subject and verb agreement. They will also check that their writing uses the right sort of language for its audience and purpose.

Children will continue to practise using different ways to build cohesive links between sentences and paragraphs. Children will become increasingly independent in using grammar choices to enhance meaning, including where appropriate the subjunctive, the passive voice, expanded noun phrases, and modal verbs and adverbs. They will use a wide range of punctuation confidently, including colons and semicolons, as well as dashes, commas or brackets to show parentheses.

Core Grammatical Concepts in Year 6

The two main grammatical concepts introduced in Year 6 are explained below.

The passive voice

Verbs in the passive voice are often used to show something being done to something else. In a sentence in the active voice, the subject of the sentence generally comes first – *I love tofu*. *I* is the subject of this sentence; *tofu* is the object. To put that sentence into the passive, you need to reverse the order of the subject and the object and put *tofu* first. The resulting sentence in the passive voice is *Tofu is loved by me*. This particular example sounds quite unnatural, and when using the passive voice generally, it's often worth asking if the meaning would be better expressed by converting the sentence into the active voice. However, the passive can be useful in achieving particular effects. For example:

- Compare *The meeting was attended by forty people* with *Forty people attended the meeting*. In the first sentence (in the passive voice) the tone is more formal, and the meeting is mentioned first, which gives it more importance. In the second (active voice) sentence, the people come first and therefore the emphasis is on them rather than on the meeting.
- Compare *The window was broken* with *I broke the window*. In this

example, the passive voice allows the writer to mention the incident without saying who broke the window. When the sentence is in the active voice, it's essential to state *who* broke it (even if you only hedge your bets and say *somebody*). So writers sometimes use the passive when they want to talk about something happening, without stating who or what might have been responsible for it.

The subjunctive

The subjunctive is most often used in formal contexts, and it is useful when you want to write about things that are not or may not be true, or when you are writing about wishes and aspirations. In the subjunctive we use *were* and not *was* in the past tense – for instance:

- *If I **were** in charge, we would all spend February in the Bahamas.* (But I'm not in charge, so it's *were*, not *was*.)
- *If only my jumper **were** warmer, I wouldn't need to put the heating on.* (But it's too thin, so I use *were*, not *was*.)
- *I wish Immanuel **were** more polite.* (Again, he's not polite, so it's

were, not *was*.) In the present tense, the subjunctive uses *be* instead of *am*, *are* or *is*:

- *James prefers that his children **be** silent at the table.* (However, in the real world, this is not always the case, so it's *be*, not *are*.)
- *Politeness requires that you **be** appreciative when given a present.* (But you might choose not to be, so it's *be*, not *are*.)
- *She demanded that I **be** respectful to her son.* (But she can't really control whether I'm respectful or not, so it's *be*, not *am*.)
- *I would like to ask that the table **be** cleared before I sit down.* (I can make that request, but it won't necessarily be carried out, so it's *be*, not *is*.)

2) Science

Overview of Science Progression- Year 6

Working scientifically

Building on the concepts, ideas and methods in Year 5, children will have opportunities to become still more independent in devising fair and comparative tests and experiments, controlling variables and thinking about how to make sure their results are reliable. They will use a range of scientific and everyday equipment to take accurate measurements, and learn how to record and explain their data clearly using a range of formats (introduced in Year 5).

They will learn how to use and create their own classification keys when grouping plants and animals. Children will be learning to think critically and evaluate the evidence they get from their own tests and experiments, and from research using secondary sources. They will explain their results and findings in terms of causal relationships (i.e. focusing on likely reasons for the phenomena they observe, and the links between cause and effect). They will also begin to be more confident in identifying the specific scientific evidence that is used to support a particular idea or argument. They will be able to make links between different areas of their learning, and get to grips with more abstract concepts.

Living things and their habitats

Extending the work in Year 4 on classification, children learn about classifying living things into five 'kingdoms' and animals into vertebrates (reptiles, fish, amphibians, birds and mammals) and invertebrates, using direct observation and explaining their choices. They use classification keys to help with (and to demonstrate) the decision-making process involved.

Animals, including humans

Building on their work in Years 3 and 4 on human digestion, circulation, muscles and skeleton,

children will learn about the human circulatory system (identifying the functions of the heart, blood vessels and blood) and look at how diet, exercise, drugs and lifestyle impact on health. They will compare and contrast the needs of different animals (including humans), and find out about how nutrients and water are transported within our (and animals') bodies. They work scientifically to make drawings and models to show ideas about the circulatory system, and compare these with images from secondary sources. They may also conduct experiments and tests to show the effect of different activities on pulse and breathing rate, suggesting reasons for their findings. They will have an opportunity to learn about scientists whose work has contributed to our understanding of the circulatory system, including Harvey and Galen.

Evolution and inheritance

Children will be introduced to the idea that characteristics are passed from parent to child, in plants and animals, including humans. They build on their fossil work from Year 3, and look at how plants and animals on Earth adapt to their environment, gradually change over time, and how living things evolve. They learn that offspring are not identical to their parents, and that this variation can give rise to characteristics that help or hinder animals' chances of survival, leading over long periods of time to evolutionary change. Children may also start to learn about Charles Darwin's work and its contribution to our understanding of evolution.

Light

Extending their work in Year 3, children do practical experiments and make observations of the way light travels, looking at different effects of light in phenomena such as rainbows, rays of light split by prisms, objects appearing bent in water, etc. They look at how light appears to travel in straight lines, and understand that we can see objects because they reflect light into our eyes. They know that shadows are the same shape as the object that cast them and experiment with shadows by placing objects at different distances from a light source.

Electricity

To develop their work from Year 4, children construct simple electrical series circuits using a range of components (switches, buzzers, motors etc). They can name the parts of a circuit and draw diagrams using recognised symbols. They experiment by adding cells to a circuit, or using cells with a higher voltage, to make a lamp shine brighter, or a buzzer buzz louder.

Key Science Concepts in Year 6

Year 6 gives children further opportunities to consolidate their understanding of the scientific concepts and methods introduced in Key Stage 2, making links between the areas of their learning to take a 'bigger picture' view of interrelationships, systems and processes. By Year 6, children will be able to draw on their existing knowledge to process more abstract ideas, and begin to appreciate the wider implications of scientific concepts outside their immediate experience. During this year they will also refine the way they report their findings from experiments and tests they have undertaken – in both oral and written reports they will need to understand how to create clear explanations involving causal relationships. They will also build on the work done on fact and opinion in Year 5 in order to identify the specific scientific evidence that has been used to support a particular theory or idea, explaining it in their own words or using simple models.

Explanations involving causal relationships

In Year 6, children will be building on their previous work on data analysis. When explaining the results of an experiment or reporting their research into a topic, they will need to begin to draw out the causal relationships. It's not always enough to show that a particular phenomenon has occurred – children will also need to show an understanding of why this has happened, what caused it and what it means. There are plenty of opportunities for this kind of approach in the programme of study for Year 6. For example, in 'Forces', children will look at how motion can be transferred using mechanical devices like pulleys and levers. They could draw diagrams or make models that show how a lever allows a small movement (pressing down on the 'handle' end of the lever) to be transferred into a much more powerful movement at the other end of the lever. In 'Evolution and inheritance', children's explanations will need to include the causal relationship between the small-scale adaptations that happen on an individual level as offspring differ from their parents, and the evolutionary change that can eventually result from this.

How scientific evidence can support or refute an idea

When children are familiar with the idea that scientific ideas develop over time, and with the differences between fact and opinion in a scientific context, they will be able to understand more clearly how scientific evidence can be used to support or refute a particular idea. This is an important concept for all of us to understand, whether we go on to develop a scientific career or not. Children can begin to learn to make, and justify, their own judgements about whether a piece of evidence put forward in support of an argument is valid or not. This skill will help them in later life too, when they want to work out whether a particular argument or theory they hear about in the media is scientifically plausible or not.

Vocabulary and concepts to introduce in Year 6

Living things and their habitats (as for previous years, plus): *classification, classification*

keys, dichotomous/binary keys, five kingdoms (bacteria, protists, animals, plants, fungi), genetic variation, invertebrates, vertebrates (reptiles, fish, amphibians, birds, mammals)

Animals, including humans (as for previous years plus): *adrenaline, aerobic respiration, alveoli, aorta, arteries, atrium, blood, blood vessels, bronchi, bronchioles, capillaries, carotid artery, circulatory system, clotting, deoxygenated, diaphragm, gills, haemoglobin, heart, heart rate, intercostal muscles, lungs, oxygenated, plasma, platelets, pulmonary artery, pulmonary vein, pulse, red blood cells, veins, ventricles, white blood cells, wind pipe (trachea)*

Evolution and inheritance: *adaptation, chromosomes, competition, DNA, environmental conditions, environmental variations, evolution, evolutionary change, features, fossil records, genes, genetic variation, inheritance, natural selection, palaeontologist, survival of the fittest, variation over time*

Light (as for Year 3, plus): *absorption, lenses, light source, optics, periscope, prism, rainbow, reflection, refraction, spectrum, transmission*

Electricity (as for Year 4, plus): *circuits, circuit diagrams, components, series circuit, voltage*

3) Math

Overview of Maths Progression- Year 6

Number and place value

Children work with numbers up to 10,000,000, using knowledge of place value to work out the value of digits. They continue working with negative numbers in different contexts, and work out intervals across zero.

Addition, subtraction, multiplication and division

Children continue to practise using efficient written and mental methods for all four operations, working with larger numbers and increasingly complex calculations, and confidently using number facts from the multiplication and division tables. They learn about the correct order of operations, understanding that (for example) to work out $(7 + 8) \div 3$ they need to tackle the operation in brackets first.

Fractions (including decimals and percentages)

Children begin to add and subtract fractions with different denominators. They multiply pairs of simple proper fractions together, and divide proper fractions by whole numbers.

Children begin to multiply and divide numbers with two decimal places by one-digit and two-digit whole numbers. They are introduced to this in practical contexts such as measures and money (for example, multiplying 1.80 metres by 2, or dividing £1.80 by 3).

Children extend their work on percentage and decimal equivalents of fractions, begun in Year 5. They work out simple percentages of whole numbers, and encounter equivalences between fractions, decimals and percentages in different contexts.

Ratio and proportion

In Year 6, children are introduced to the concepts of ratio and proportion and use these to compare quantities and sizes; for example, understanding that mixing sugar and flour in a ratio of 1:2 means using 1 part of sugar for every 2 parts of flour, and that the proportion of sugar in the mixture is 1 out of 3 parts, which is $\frac{1}{3}$.

Algebra

Children begin to form an understanding of algebra by encountering the use of symbols and letters to represent unknown elements, for example using letters to represent missing numbers in missing number problems. They also describe and generate number sequences and patterns. They begin to use simple formulae expressed in words, such as 'the perimeter of a rectangle is two times the length plus two times the width.

Measurement

Children extend their Year 5 work on calculating area and estimating volume and capacity to calculate the area of parallelograms and triangles, and work out the volume of cubes and cuboids using standard units. They convert measurements from miles to kilometres.

Geometry: properties of shapes

This year, children make nets to build simple 3D shapes, and work out unknown

angles in triangles, quadrilaterals and regular polygons. They draw and name the different parts of a circle (radius, diameter and circumference).

Geometry: position and direction

Extending their work with coordinate grids, children learn to describe positions on all four quadrants of the grid, including using negative numbers. They translate simple shapes on the coordinate plan, reflecting them in the axes.

Statistics

Children continue working with line graphs and also learn how to use pie charts, linking this with their work on angles, percentages and fractions. Children learn how to work out the mean of a set of data and understand when it might be appropriate to calculate the mean, and why.

Key maths concepts in Year 6

Ratio and proportion: solving problems involving unequal sharing

Children will already know that if they want to work out how to share, for example, 20 sweets equally between two people, they can use straightforward division: they can calculate $20 \div 2 = 10$. However, what if they need to find out how to share 20 sweets between two people in a ratio of 1:3; in other words, where Person A receives three sweets for every one sweet received by Person B?

Children will need to understand that the ratio 1:3 implies that there are 4 'shares' to be parcelled out between the two people ($1 + 3 = 4$). If 20 sweets = 4 shares, then each share is worth 5 sweets ($20 \div 4 = 5$), so Person A gets one share, consisting of 5 sweets in total, and lucky Person B gets three shares, consisting of 15 ($3 \times 5 = 15$) sweets in total.

When working with ratios and proportions, children will need to understand the distinction between ratio and proportion. A ratio compares part of the whole with another part of the whole; for instance, shortbread might be made using flour, butter and sugar in a ratio of 4:3:2, with four parts of flour and three parts of sugar for every two parts of butter. However a proportion is used to describe a part of the whole in relation to the whole itself; so in this fictional shortbread, the proportion of butter is 3 out of 9 parts, or one third.

Working out the size of the sectors in pie charts

Children will need to understand that in order to create a pie chart, they first need to work out the fraction of the total that each sector represents. They can then convert this fraction to an angle, and draw sectors with the correctly sized angles.

So, for example, imagine the following data set needs to be represented by a pie chart:

- Number of children travelling to school by car: 15

- Number of children travelling to school by bike: 10
- Number of children walking to school: 5

Children would need first to work out the total number of children in the group (30). They can then work out the fraction of the total which makes up each category – so 'car' accounts for 15 out of the 30 children, or $\frac{1}{2}$ of the total; 'bike' accounts for 10 out of 30, or $\frac{1}{3}$; and 'walk' accounts for 5 out of 30, or $\frac{1}{6}$ of the total.

Children will know that there are 360° in a full turn, and this means they can work out the angle needed for each segment by multiplying the fraction by 360° . (In this example, since the numerator of each fraction is 1, you can just divide 360 by the denominator of each fraction.) This gives the following angles for each segment of the pie:

- car 180°
- bike 120°
- walk 60°

Children can then use these angles to draw the sectors on the pie chart.

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 معاً 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 الصفي والواجبات والقراءة والتطبيقات المستمرة واختبار نهاية الفصل .

5 مستلزمات المادة / 2 دفتريين 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 منهاجا 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 لبقيّة 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 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 المشاركات بالمسابقة يفوق عدد المشاركات 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 للأحداث 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 الأنشطة 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.

