



First Semester Overview

TOP STARS 3A



First Semester Overview -Academic Year 2025-2026

Subject: English

Grade (3)

Week	Module	No. of blocks	Competencies/21 st century skills	Values/ Cross-cutting issues	Learning outcomes
Week 1 From 31/8 till 4/9/2025	Orientation +Diagnostic Test Module 1 Nice to meet you!	3 + 2	Cooperation & Participation Literacy	Respect and compassion Safety and Security	Working collaboratively to make a poster about classroom rules. Revise and consolidate the prior knowledge by submitting a reading and writing test . Recognizing the meaning of new words related to physical appearance and actions through using various contexts.
Week 2 From 7/9 till 11/9/2025	Module 1 Nice to meet you!	9	Problem-Solving Creative & critical thinking Cooperation & Participation	Respect and Compassion Life skills	Recognizing the meaning of new words related to physical appearance and actions through various contexts. Communicating with peers respectfully to talk about abilities and feelings. Writing a personal information paragraph.
Week 3 From 14/9 till 18/9/2025	Module2 Me and My family	1			
Week 4 From 21/9 till 25/9/2025	Module2 Me and My family	10	Problem-Solving Cooperation & Participation Creative &Critical thinking	Respect and compassion Family Education	Recognizing the meaning of new words related to family members and their possessions by using various contexts. Working Collaboratively in a respectful manner to talk about family members. Writing a paragraph describing a family member.
Week 5 From 28/9 till 2/10/2025					



Week	Module	No. of blocks	Competencies/21 st century skills	Values/ Cross-cutting issues	Learning outcomes
Week 6 From 5/10 till 9/10/2025	Module 3 What are you doing? + Revision	7	Problem-Solving Numeracy Cooperation & Participation	Personal rights, responsibility & integrity Value Education	Identifying the meaning of new words related to activities happening at the moment using various contexts. Communicating with peers to talk about actions taking place at the moment of speaking/ telling the time.
Week 7 From 12/10 till 16/10/2025		+ 2 Revision			
Mid-Semester Exams 15/10/2025 till 23/10/2025 During Mid-Semester 1 Exams, continue teaching module 3 to avoid any delay					
Week 8 From 19/10 till 23/10/2025	Module 3 What are you doing?	3	Creative & Critical thinking	Personal rights, responsibility & integrity Value Education	Writing a paragraph about actions performed by different family members using present continuous.
Week 9 From 26/10 till 30/10/2025	Mid-Semester 1 Vacation				
Week 10 From 2/11 till 6/11/2025	Module 4 Here and there	10	Problem-Solving Numeracy Cooperation & Participation Creative & critical thinking	Respect & Compassion Safety and Security	Identifying the meaning of new words related to different places and their location. Using clues to communicate with peers respectfully in a guessing game.
Week 11 From 9/11 till 13/11/2025					



					Design a creative notice about safety rules to abide by at a place of their choice.
Week	Module	No. of blocks	Competencies/21 st century skills	Values/ Cross-cutting issues	Learning outcomes
Week 12 From 16/11 till 20/11/2025	Module 5 Day by day	10	Problem-Solving Cooperation & Participation Creative & critical thinking	Personal rights, responsibility & integrity Life skills	Identifying the meaning of new words related to everyday activities and occupations using contextual clues. Communicating in groups to talk about occupations considering one's responsibilities and rights. Writing a paragraph about weekend routines.
Week 13 From 23/11 till 27/11/2025					
Weeks 14 From 30/11 till 4/12/2025	Revision	5			
Week 15 From 7/12 till 11/12/2025 Week 16 From 14/12 till 16/12/2025	End of Semester 1 exams 8/12 till 16/12/2025				
QATAR NATIONAL DAY 18/12/2025					
Number of blocks	62 blocks				
End of Semester 1 vacation starts on 21/12/2025					
First day of the second Semester for Students 5/1/2026					



Lessons	Focus
Song 1	Listening
Song 2	Speaking/writing
Top Stars 1	Reading/writing
Top Stars 2	Speaking
Our world 1	Reading/writing
Our world 2	Speaking
Let's Play	Speaking/ writing
Story	Reading/Writing
Project 1	Reading (Text analysis)
Project 2/3	Writing
Phonics	All skills are integrated
CLIL /Top time	Listening and Writing

Enrichment lessons	
lessons	Module
CLIL1 & Story & Round-Up	1
CLIL 2 & Story & Top time 1 & Round-Up	2
CLIL 3 & Story & Round-Up	3
CLIL 4 & Story & Top Time 2 & Round-Up	4
CLIL 5 & Story & Round-Up	5



General Notes & Recommendations

- The teaching package components are full and extensive. (Refer to the introduction in the teacher's book for more details.) Teachers should make use of ALL the teacher's resources.
- In addition to promoting independent learning, **workbook** materials reinforce concepts and support classroom teaching. Therefore, teachers should select materials that align with their instruction, help students acquire target skills, and facilitate the assessment of module outcomes.
- The **enrichment lessons** (listed in the table above) can be exploited to enhance reading and writing skills aligned with the plan entitled (literacy plan). Make sure to utilize them to address all students' needs.
- The **grammar reference** section is an essential part of the textbooks and should be exploited appropriately.
- During exam periods, teachers should ensure that all lessons are delivered as outlined in the overview and that teaching time is used strictly in line with the plan of the module.
- Each module is covered within **10/11 blocks**.
- **Project lessons** are taught over two to three blocks, depending on the scope and depth of the content.
- Due to time constraints in the first term, the **module test** has been substituted with a **brief quiz** designed to take only 10–15 minutes.
- A **diagnostic test 1** will be done during the 1st week as allocated in the overview.



- **Revision lessons:**
 - Teachers should use the data collected throughout the module, such as assessment results, classroom performance, and observed areas of difficulty, to plan revision activities that address actual learning gaps and reinforce key concepts where support is most needed.
 - Revision lessons should be targeted, purposeful, and should address the specific skill gaps identified through assessment data and teacher observations.
- **Values and Competencies:**
 - Values education has been taken into consideration while designing the course.
 - Teachers should identify core values, such as honesty, respect, responsibility, empathy, and perseverance, etc. and instill them in their students to foster ethical behavior. Teachers should discuss with their students the importance of such values for their personal growth and interactions with others.
 - Teachers should carry out activities in ways that guide students to understand their place in the classroom and in school, in their family and in the wider community, and as citizens of the world. Simultaneously, they become conscious of their respective rights and responsibilities.
 - Key competencies are woven into the resource activities, and students are expected to be constantly acquiring and developing them. The activities require students to activate the knowledge, skills, and attitudes leading to the development of different competencies. Yet, the teachers should:
 - use approaches for delivering the activities that maximize the benefit for all students.



- use the activities to promote positive relationships among students; encourage teamwork, collaboration, and mutual respect, etc.
- implement activities that build empathy, conflict resolution, skills building, and effective communication.
- The learning outcomes mentioned above are NOT exhaustive. They only aim to provide guidance on determining the end goals of each module.
 - Module outcome(s) should incorporate the appropriate match of competencies and values/cross-cutting issues in the outcome(s) of each module.
 - Lessons should be planned in ways that lead to the achievement of the module outcome(s); Lesson components/elements should gradually build student competency toward the mastery of the targeted language skill.
 - Teaching material (textbooks and/or supplementary) and formative assessment should be aligned with the module outcome(s).