



# First Semester Overview

## TOP STARS 5A



## First Semester Overview -Academic Year 2025-2026

Subject: English

Grade (5)

Week	Module	No. of blocks	Competencies/21 <sup>st</sup> century skills	Values/ Cross-cutting issues	Learning outcomes
<b>Week 1</b> From 31/8 till 4/9/2025	<b>Orientation +Diagnostic Test</b>  <b>Module 1</b> <b>People</b>	3 + 2	<b>Cooperation &amp; Participation</b> <b>Literacy</b>	Respect and compassion  <b>Safety and Security</b>	<b>Working collaboratively</b> to make a poster about classroom rules. Revise and consolidate the prior knowledge by submitting a <b>reading</b> and <b>writing</b> test. <b>Recognizing</b> the meaning of new words related to school subjects and actions through using various contexts.
<b>Week 2</b> From 7/9 till 11/9/2025	<b>Module 1</b> <b>People</b>	9 +	Problem-Solving <b>Creative &amp; critical thinking</b>	Positivity and endeavor  <b>Life skills</b>	<b>Recognizing</b> the meaning of new words related to school subjects and actions through using various contexts. <b>Communicating</b> with peers to talk about personal details and to make suggestions. <b>Analyzing an email</b> to write an email about someone's <b>daily routine</b> . <b>Recognizing</b> the meaning of new words related to holidays and free-time activities by using various contexts.
<b>Week 3</b> From 14/9 till 18/9/2025	<b>Module2</b> <b>Looking back</b>	1			
<b>Week 4</b> From 21/9 till 25/9/2025	<b>Module2</b> <b>Looking back</b>	10	Problem-Solving Cooperation & Participation	Respect and compassion	<b>Working with peers</b> respectfully to talk about abilities in the past.



<b>Week 5</b> From 28/9 till 2/10/2025				<b>Life skills</b>	<b>Writing a diary entry</b> about last weekend's activities using appropriate structures and intensifiers.
<b>Week</b>	<b>Module</b>	<b>No. of blocks</b>	<b>Competencies/21<sup>st</sup> century skills</b>	<b>Values/ Cross-cutting issues</b>	<b>Learning outcomes</b>
<b>Week 6</b> From 5/10 till 9/10/2025	<b>Module 3</b> <b>Let's Learn!</b> +	7 +	Problem-Solving Numeracy	Islamic Values and Arabic and Qatari Cultural Heritage <b>Environment and sustainability</b>	<b>Identifying</b> the meaning of new words related to units of measurement, numbers, and adjectives using various contexts. <b>Communicating</b> with peers to talk about endangered animals/Sports games using comparative and superlative forms of adjectives and adverbs.
<b>Week 7</b> From 12/10 till 16/10/2025		2 Revision			
<b>Mid-Semester Exams 15/10/2025 till 23/10/2025</b> During Mid-Semester 1 Exams, continue teaching module 3 to avoid any delay					
<b>Week 8</b> From 19/10 till 23/10/2025	<b>Module 3</b> <b>Let's Learn!</b>	3	<b>Inquiry and research</b>	Positivity and endeavor	<b>Searching for information to write an article</b> about a famous athlete.
<b>Week 9</b> From 26/10 till 30/10/2025	<b>Mid-Semester 1 Vacation</b>				
<b>Week 10</b> From 2/11 till 6/11/2025	<b>Module 4</b> <b>What happened?</b>	10	<b>Problem-Solving Cooperation &amp; Participation</b> Creative & critical thinking	Personal rights, responsibility & integrity <b>Safety and Security</b>	<b>Identifying</b> the meaning of new words related to incidents using various contexts. <b>Talking with classmates</b> about past actions to show one's responsibility. Writing an incident report and how <b>someone reacted to a difficult situation.</b>
<b>Week 11</b> From 9/11 till 13/11/2025					



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<b>Week 12</b> From 16/11 till 20/11/2025	<b>Module 5</b> <b>Eating right</b>	10	Problem-Solving <b>Numeracy</b> Cooperation & Participation <b>Inquiry and research</b>	Personal rights, responsibility & integrity <b>Health Education</b>	<b>Identifying</b> the meaning of new words related to food, and food containers using contextual clues. <b>Communicating in groups</b> to talk about healthy and unhealthy eating habits. <b>Searching for information</b> to write a recipe using the right amounts and measurements.
<b>Week 13</b> From 23/11 till 27/11/2025					
<b>Week 14</b> From 30/11 till 4/12/2025	<b>Revision</b>	5			
<b>Week 15</b> From 7/12 till 11/12/2025 <b>Week 16</b> From 14/12 till 16/12/2025	<b>End of Semester 1 exams 8/12 till 16/12/2025</b>				
<b>QATAR NATIONAL DAY 18/12/2025</b>					
<b>Number of blocks</b>	<b>62 blocks</b>				
<b>End of Semester 1 vacation starts on 21/12/2025</b>					
<b>First day of the second Semester for students on 5/1/2026</b>					



lessons	Focus
Song 1	Listening
Quiz 1	Reading
Song 2/Quiz 2	Speaking / writing
Top Stars 1	Reading / Writing
Top Stars 2	Speaking
Our world 1	Reading / Writing
Our world 2	Speaking
Let's talk	Speaking/ Writing
Project 1	Reading (Text analysis)
Project 2 /3	Writing
Reading Time /CLIL/Top time	Reading /Writing
Phonics	All skills are integrated

Enrichment lessons	
lessons	Module
Top Time 1& Round-Up	1
CLIL 1&Reading Time & Round-Up	2
Top Time 2&Reading time & Round-Up	3
CLIL 2&Reading time & Round-Up	4
Top Time 3&Reading Time & 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.
- Each module is covered within **10/11 blocks**. **The questionnaire in module 1 to be covered in one block.**
- **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 1<sup>st</sup> week as allocated in the overview. It will be conducted for **grade 5 boys Schools** only.



- **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)