



# First Semester Overview

## TOP STARS 6A



## First Semester Overview -Academic Year 2025-2026

Subject: English

Grade (6)

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</b>	3	Cooperation & Participation	Respect and Compassion  Life skills	<b>Working collaboratively</b> to make classroom rules Poster. <b>Recognizing</b> the meaning of words related to everyday activities through various contexts.
	<b>Module 1</b> <b>Everyday life</b>	+			
		2			
<b>Week 2</b> From 7/9 till 11/9/2025	<b>Module 1</b> <b>Everyday life</b>	9	Problem-Solving <b>Creative &amp; critical thinking</b> Cooperation & Participation	Positivity and endeavor  Life skills	<b>Recognizing</b> the meaning of words related to everyday activities through various contexts. <b>Communicating</b> to express preferences through talking about free time activities. <b>Analyzing an</b> email to write an email about one's hobbies. <b>Recognizing</b> the meaning of words related to outdoor activities and adventures through various contexts.
<b>Week 3</b> From 14/9 till 18/9/2025	<b>Module2</b> <b>The past</b>	+			
		1			
<b>Week 4</b> From 21/9 till 25/9/2025	<b>Module2</b> <b>The past</b>	10	<b>Problem-solving</b> Creative & critical thinking Cooperation & Participation	Positivity and endeavor  Life skills	<b>Communicating</b> with peers to talk about past experiences showing positive attitudes. <b>Analyzing</b> a narrative text to write a story about unlucky days.
<b>Week 5</b> From 28/9 till 2/10/2025					



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<b>Week 6</b> From 5/10 till 9/10/2025	<b>Module 3</b> <b>Be careful!</b> + <b>Revision</b>	7	<b>Problem-solving</b> Creative & critical thinking <b>Cooperation &amp; Participation</b>	Respect and compassion <b>Values</b> <b>Education</b>	<b>Recognizing</b> the meaning of words related to digital safety, table manners, and ailments through various contexts.
<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>Be careful!</b>	3	Creative & critical thinking <b>Inquiry and research</b>	Respect and compassion <b>Values</b> <b>Education</b>	<b>Communicating</b> respectfully in groups to talk about manners and ailments. <b>Identifying</b> problems and asking for advice through composing a text message.
<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>Life in town</b>	10	Problem-solving <b>Creative &amp; critical thinking</b> Cooperation & Participation	Personal rights, responsibility, and integrity <b>Safety and Security</b>	<b>Recognizing</b> the meaning of words related to occupations and road safety through various contexts. <b>Talking</b> with peers about different occupations. <b>Analyzing</b> a leaflet to write an email about safety rules in different places.
<b>Week 11</b> From 9/11 till 13/11/2025					



Week	Module	No. of blocks	Competencies/21 <sup>st</sup> century skills	Values/ Cross-cutting issues	Learning outcomes
<b>Week 12</b> From 16/11 till 20/11/2025	<b>Module 5</b> <b>Differences</b>	10	<b>Problem-solving</b> <b>Creative &amp; critical thinking</b> Cooperation & Participation	Positivity and endeavor <b>Environment and sustainability</b>	<b>Using</b> contextual clues to infer the meaning of unknown words about physical appearance and free time activities. <b>Comparing</b> physical appearance now and then. <b>Making</b> a poster to compare life experiences in the past and present.
<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 on 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
Reading Time & Top Time 1 & Round-Up	1
Reading Time & CLIL 1 & Round-Up	2
Reading Time & Top Time 2 & Round-Up	3
Reading Time & CLIL 2 & Round-Up	4
Top Time 3 & 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.
- **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.



- **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)